



**SELF-MANAGEMENT ABILITY OF STUDENTS IN HIGHER  
VOCATIONAL COLLEGES : A CASE STUDY OF  
QUANZHOU COLLEGE OF TECHNOLOGY**



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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF  
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Requirement of International Master of Business Administration in International  
Business Management

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### ABSTRACT

The purpose of this study is to analyze the research on the self-management ability of vocational college students, and find out the current situation and main problems of the development of self-management ability of vocational college students. The three purposes of this study are as follows: 1) To explore the impact of the differences of objective factors on the development of self-management ability of vocational college students and put forward appropriate strategies; 2) Explore the deficiencies in the development of self-management ability of vocational college students and put forward appropriate strategies; 3) Put forward appropriate strategies for the defects of the development of self-management ability of vocational students in the management mode of vocational colleges.

This paper adopts quantitative analysis method to analyze the problem, takes Quanzhou College of Technology students' self-management ability development as an example, combines students' basic information with six dimensions of self-cognition, self-planning, self-regulation, self-monitoring, self-assessment and self-reinforcement, and combines social cognitive theory, social cultural theory and self-determination theory. The data were collected by the single factor classification and summary method combined with the questionnaire survey method, and the forward Likert scale was used to investigate the situation of each dimension. The research results show that there are great differences in the demographic characteristics, family background characteristics and school learning characteristics of vocational college students, which shows that the differences of objective factors affect the development of self-management ability of vocational college students. Secondly, through the use of Likert scale forward scoring method to analyze the six dimensions of the situation, we can see that the current higher vocational students in the development of self-management ability self-management consciousness is shallow, self-planning ability is weak, self-management effect is not good. Thirdly, the research on the development of self-management ability of higher vocational students can stimulate the initiative and enthusiasm of self-management at the individual level, create a harmonious and democratic family cultural atmosphere in the family, and enrich the training forms of self-management ability of higher vocational students in higher vocational colleges. It

is hoped that this study can provide more experience and reference for other researchers and be helpful to the study of self-management ability of vocational college students.

**Keywords:** vocational students, higher vocational college, self-management, self-management ability



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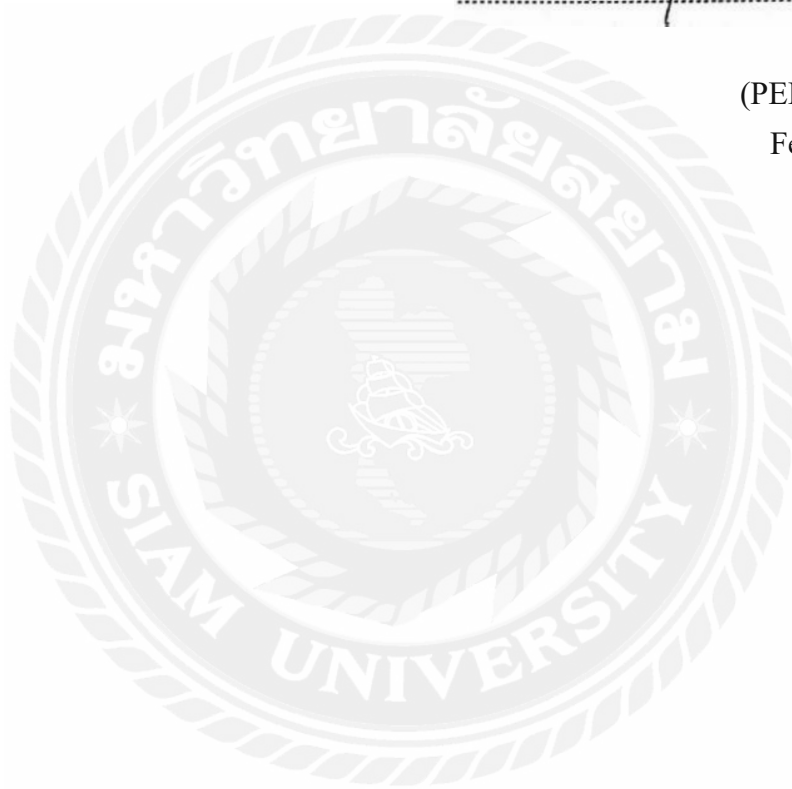
## Declaration

*I, Peizhi Shen, hereby certify that the work embodied in this independent study entitled “Self-management Ability of Students in Higher Vocational Colleges: A Case Study of Quanzhou College of Technology” is result of original research and has not been submitted for a higher degree to any other university or institution.*

*Shen Peizhi*

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# Chapter 1 Introduction

## 1.1 Background of the Study

Students in higher vocational colleges are one of the main targets of vocational education in China, and their self-management ability is crucial to effective learning and smooth employment (Qi, 2019). However, many students in higher vocational colleges currently have problems with insufficient self-management capabilities, such as poor time management, insufficient learning planning and execution capabilities, and inability to effectively adjust to pressure. These problems will not only affect the personal growth and academic achievement of students but also reduce the educational quality and social recognition of higher vocational colleges. And with the development and changes in society, the employment situation of college graduates is facing many challenges. It is more difficult for vocational graduates to find jobs than other types of college graduates (Liu, 2018). One of the reasons is that compared with general undergraduate education, higher vocational education focuses on practicality, skill development, and career orientation. Therefore, vocational students are not as competitive as other types of college graduates in the job market. In addition, by the requirements of the Ministry of Education, higher vocational colleges are also constantly launching entrepreneurship and innovation courses and projects, striving to cultivate students' innovative ability and entrepreneurial spirit. However, many vocational students lack the ability for self-management, easily lose direction and motivation, and find it difficult to achieve their career goals (Wang, 2020).

Therefore, to improve the employment competitiveness of vocational students, we must pay attention to the cultivation of students' self-management abilities. In this context, higher vocational colleges need to provide students with more self-management education and training so that they can better plan their careers, maintain a positive attitude, and improve their personal qualities and abilities. This study aims to explore the current situation and influencing factors of students' self-management ability in higher vocational colleges and put forward effective improvement measures to promote the all-round development of students.

### 1.1.1 Improving self-management ability is a requirement for the development of core literacy of Chinese higher vocational students

In September 2016, the research showed that cultivating people with all-around development is the goal of core literacy, which contains three elements of cultural foundation, independent development, and social participation. Self-management is an important aspect of healthy life literacy in students' independent development, and students' self-management ability is crucial to the cultivation of core literacy. At the same time, the cultivation of self-management ability is also in line with the development requirements of Chinese education, emphasizing the cultivation of students' comprehensive quality and innovation ability. Through the practice of self-management, students can not only acquire solid professional knowledge and practical

experience but also hone their innovative thinking and problem-solving ability. The cultivation of higher vocational students' self-management ability not only has intrinsic personal value but is also a necessary part of the development of Chinese students' core literacy. Therefore, improving self-management ability is a requirement for the development of core literacy of Chinese higher vocational students (Anonymous, 2016).

### **1.1.2 Acquiring self-management ability is one of the skills that higher vocational students must possess**

"Schools in the future must turn the educational objects into themselves, and themselves as the main body of education." In 1972, UNESCO's International Commission on Educational Development pointed out in "Learning to Survive-Educating the World Today and Tomorrow". The report also proposes that an educated person must become one who educates himself UNESCO International Commission on Educational Development (1996). Having good self-management skills can help students take better control of their studies and life. This ability is also the ability that college students must possess for self-improvement and life-long development. Self-management ability includes six aspects: self-cognition, self-planning, self-regulation, self-monitoring, self-assessment, and self-strengthening. These abilities can help vocational students plan time more effectively, formulate reasonable learning and life goals, and improve themselves Motivation and dealing with emotional issues to achieve personal growth and lifelong development goals. Therefore, in the future career and life, the self-management ability will become one of the indispensable qualities and abilities of people (Ni, 2015).

### **1.1.3 The basic path for the realistic educational goals of higher vocational colleges is to promote the development of the self-management ability of higher vocational students**

The basic way for higher vocational colleges to achieve educational goals is to promote the development of the self-management ability of higher vocational students, because the goal of higher vocational education is to cultivate students' professional ability, innovative ability, practical ability, and self-management Managerial ability is one of these qualities (Lu & Deng, 2016). Higher vocational colleges should continuously improve teaching methods, establish a sound student management system, pay attention to individualized education, and stimulate students' learning autonomy and self-management awareness, to promote the development of students' self-management ability (Qi, 2019).

### **1.1.4 Improving the self-management ability of vocational students is an important driving force to promote social progress and market development**

On January 24, 2019, the State Council of the People's Republic of China issued the "National Vocational Education Reform Implementation Plan" to further emphasize the modernization of vocational education and the cultivation of high-quality technical and skilled talents to serve regional development. The improvement

of the self-management ability of higher vocational students can bring important advantages in personal, social, and government policies: Personal ability improvement: the improvement of the self-management ability of higher vocational students will be able to better control their behavior, emotions, and thinking, and improve Self-awareness, self-knowledge, and self-ability, to study and work more efficiently, and achieve personal growth and development. Improvement of social benefits: The improvement of the self-management ability of higher vocational students will be able to better integrate into society, adapt to market demand, enhance their own competitiveness and innovation ability, promote personal employment and enterprise development, and then promote social progress and market development. Policy support tilt: With the country's emphasis on higher vocational education and the continuous increase in policy support, higher vocational students will be able to seize policy opportunities and obtain better education and career development support through the improvement of self-management capabilities. Therefore, the improvement of vocational students' self-management ability is not only a necessary condition for personal success but also an important driving force for social progress and market development (National Bureau of Statistics of People's Republic of China, 2019).

## **1.2 Problems of the Study**

The improvement of students' self-management ability in higher vocational colleges should be carried out by building a management system, implementing stage-by-stage guidance, carrying out various activities, and linking the forces of individual students, family education, and school management (Ni, 2015). In teaching management, it is necessary to change the thinking of educational managers, enhance students' self-management awareness, guide students to set life goals, establish and improve a full-time student management team, play the vanguard and exemplary role of party organizations, establish and improve guidance mechanisms, and establish and improve supervision and restraint mechanisms Seven Ways to Strengthen the Self-management of Students in Higher Vocational Colleges (Chen & Xie, 2009). Schools should start by strengthening the self-management ability of higher vocational students and cultivating independent normative consciousness, put forward the principles of cultivating self-management ability such as being people-oriented, linking theoretical study and practical activities inside and outside the school, and need to improve the school's self-management mechanism and create a self-management culture atmosphere, constructing the model of school and family interaction, and improving the effectiveness of students' self-management (Lu & Deng, 2016). Given the poor self-management ability of students in higher vocational colleges, it is necessary to update educational concepts, enhance students' self-management awareness, and improve the social practice level of students in higher vocational colleges. Improve the effectiveness of students' self-management (Liu, 2017).

Therefore, this study starts from three perspectives: objective factors, personal development of higher vocational students and development of higher vocational

colleges. In view of the necessity and importance of the research on the self-management ability of higher vocational students, this paper puts forward three problems: the greater the difference of objective factors, the greater the impact on the development of the self-management ability of higher vocational students, the difficulty of the comprehensive development of the self-management ability of higher vocational students in the process of personal development, and the lack of self-management ability mode will cause adverse effects on higher vocational colleges.

### **1.3 Objectives of the Study**

The development of the self-management ability of higher vocational students is of great significance to higher vocational students, society or higher vocational colleges. By sorting out, analyzing, and summarizing the excellent research results of predecessors, taking higher vocational students as the investigation object, we can understand the current overall development of higher vocational students' self-management ability and the ability level of six sub-dimensions: self-awareness, self-planning, self-regulation, self-monitoring, self-evaluation, and self-strengthening. And by analyzing the current situation of the development of the self-management ability of higher vocational students and further understanding of the internal group difference level of self-management ability of higher vocational students, the overall characteristics and existing problems of the self-management ability of higher vocational students are explored, and the influence of higher vocational students is analyzed. This is also the basis for exploring countermeasures to improve the self-management ability of higher vocational students. Based on the previous analysis, to effectively improve the self-management ability of higher vocational students, it is necessary to propose adaptive strategies for the current situation and existing problems of the self-management ability of higher vocational students. Through the research on this topic, it is expected to provide useful ideas for the development of the self-management ability of vocational students. Therefore, the author hopes to achieve the following goals in this research:

1. To explore the impact of the differences of objective factors on the development of the self-management ability of higher vocational students and to propose adaptive strategies.

2. To explore the deficiencies in the current situation of self-management ability development of higher vocational students and propose adaptive strategies.

3. In view of the defects of the development of self-management ability of vocational students in the management mode of higher vocational colleges, this paper puts forward appropriate strategies.

## **1.4 Significant of the Study**

### **1.4.1 Theoretical significance**

#### **1.4.1.1 Expand the breadth of related research**

Through the combing of literature, it is found that the research on the self-management ability of higher vocational students needs to be expanded. This paper studies the abilities of self-awareness, self-planning, etc. Each dimension of ability corresponds to specific self-management activities, and the self-management ability of higher vocational students is understood through the design of questionnaires. This study expands the research scope of the self-management ability of higher vocational students from the dimensions of self-cognition and self-planning and plays a positive role in promoting related research.

#### **1.4.1.2 Promote the in-depth development of related research**

The improvement of higher vocational students' self-management ability can promote their personal growth and development, enhance their ability to adapt to society, and improve their competitiveness in the workplace; secondly, research on the improvement of higher vocational students' self-management ability can enrich self-management theory and deepen The understanding of individual self-management behavior and personality traits will help to improve and expand existing theories and promote the in-depth development of theoretical research; finally, the research on the cultivation of self-management ability of higher vocational students can provide information for the reform of higher vocational education and vocational education. It is of great practical significance to provide theoretical support and provide guidance for better meeting society's requirements for the quality and training objectives of higher vocational education. Therefore, this study divides the self-management ability of higher vocational students into six dimensions: self-awareness, self-planning, self-regulation, self-monitoring, self-assessment, and self-strengthening, which further promotes the depth of research on self-management ability (Li, 2019).

### **1.4.2 Practical significance**

#### **1.4.2.1 Contribute to the development of the self-management ability of higher vocational students**

Self-management ability is one of the basic qualities necessary for talents in modern society. Analyzing the current situation and existing problems of vocational students' self-management ability and proposing countermeasures is of great significance for promoting the personal growth and development of vocational students and cultivating talents with more comprehensive qualities and abilities for economic and social development. Therefore, improving the self-management ability of vocational students is an important way to promote their all-round development (Li & Diao, 2017).



#### **1.4.2.2 Conducive to the work of higher vocational colleges**

At present, the education of higher vocational schools has transformed from simple knowledge imparting to talent cultivation, so that students not only learn professional knowledge during school but also pay more attention to cultivating and improving students' self-management ability. By setting up self-management courses and implementing a student-centered teaching model, the school enables students to enhance the all-around development of self-management ability and better adapt to the needs of society and work. Therefore, the practical significance of improving the self-management ability of higher vocational students is very important. Starting from different aspects will help promote the development of higher vocational education (Lian, 2019).

### **1.5 Limitation of the Study**

In the process of combing and summarizing the research work, it is found that from the perspective of students' self-management ability, the actual situation of higher vocational students' self-management ability and the implementation of self-management ability training also require the cooperation of students, parents, and schools. It is worth noting that there are still practical and theoretical difficulties in comprehensive promotion. The limitations of the above analysis on the cultivation of self-management ability of higher vocational students include the following aspects:

1. Samples are limited. Because the object of the research is Quanzhou College of Technology, the sample is relatively small and cannot fully represent the overall situation of Chinese higher vocational students.

2. Research methods are limited. In the study of self-management ability training, it is difficult to use purely experimental research methods, and data can only be collected through literature research, questionnaires, etc., and the research results may be affected by subjective factors.

3. Research perspectives are limited. The research on self-management ability training is often centered on the individual. Although the research starts from three aspects: the differences in objective factors, the students themselves, and school management methods, background factors such as economics, society, and culture will also have an impact on the individual's self-management ability. Therefore, it is necessary to conduct research from more perspectives and consider the environmental aspects such as schools and society.

4. Time limit. Self-management is a long-term accumulation process, and the short research time or short span may not accurately reflect the growth process of self-management ability, and longer-term follow-up research is needed.

5. Due to the limitations of the researchers' practice, experience, and ability, it is also necessary for the researchers to continuously improve their abilities and conduct further practical research.



## Chapter 2 Literatures Review

### 2.1 Introduction

The core content of higher vocational college management is student management. The smooth development of student management plays a vital role in the healthy growth of students in higher vocational colleges, the improvement of teaching quality, and the development of various teaching management tasks. Because this is a study of the concept of student self-management, it is expected to provide theoretical support for the implementation of various tasks, and it is also a discussion of student management. Therefore, if the research is a system engineering, then certain basic theories are the solid foundation of this engineering. Without foundations, engineering cannot be discussed; likewise, research cannot be carried out without basic theories. Therefore, the study of college students' self-management ability must start with the study of its basic theory.

### 2.2 Literature Reviews

Self-management is a study that reviews and summarizes the literature on how individuals effectively manage their behavior, emotions, and thought processes.

The article "On the Self-management Ability of College Students" pointed out that the self-management ability of college students is the primary driving force for cultivating college students to go to society and realize their self-worth. The article analyzes the meaning and characteristics of college students' self-management ability and discusses ways to improve college students' self-management ability (Wang, 2008).

"On the Self-management of Students in Higher Vocational Colleges" expounds the connotation and characteristics of students' self-management in higher vocational colleges, the current situation, and countermeasures of students' self-management in higher vocational colleges (Li & Li, 2011).

"Analysis of Problems and Countermeasures in Student Management in Higher Vocational Colleges" proposes that as a student worker in higher vocational colleges, it is necessary to combine the characteristics of existing students in higher vocational colleges and the problems in student management to improve management and strengthen student management. management work. Only in this way can the student management of today'Quanzhou College of Technology as an example adapt to the requirements of today's education work (Zhu & Wu, 2014).

"Analysis on the Innovation of Student Management in Higher Vocational Colleges" expounds on the necessity of innovation in student management in higher

vocational colleges, the main problems in student management, and the ideas of innovative student management. In the new era of strong demand for high-skilled talents, the improvement of students' self-management ability is also an important link that cannot be ignored in the student management work of higher vocational colleges (Zheng, 2015).

"Research on Innovative Models of University Student Management" expounds on the requirement of adhering to "student-oriented" and strengthening the guidance and service for students. Student work should pay attention to the self-education of students. Self-education is the best way and ultimate goal of education, but guidance should be strengthened in the process of students' self-education. Student work should strengthen guidance and services to help students solve specific difficulties in various aspects (Wang, 2016).

"On the People-oriented Management of Higher Vocational Students" expounds the importance of the people-oriented management of higher vocational students, the existing problems in the management of higher vocational students, and the implementation of the people-oriented management suggestions for higher vocational students. The purpose of student management in higher vocational colleges is to strengthen the people-oriented education management model, give full play to the infiltration of people-oriented ideas in higher vocational colleges, and realize the high integration of people-oriented educational concepts and higher vocational colleges. The management of students in higher vocational colleges has given new connotations to the management of students in higher vocational colleges in the new era (Lian, 2019).

"Self-management Status and Countermeasures of Students in Higher Vocational Colleges" analyzed the importance of cultivating students' self-management ability in higher vocational colleges, the current situation of students' self-management ability in higher vocational colleges, and analyzed the countermeasures for students' self-management in higher vocational colleges (Li, 2019).

## **2.3 Theory of Reviews**

In this paper, when studying the self-management ability of vocational students, the following three theories are used to explain the relationship between the independent variable and the dependent variable:

### **2.3.1 Social Cognitive Theory**

The effectiveness of self-management training is explained by social cognitive theory, which is an empirically tested theory (Bandura, 1986). The social cognitive theory believes that self-management activities are the result of continuous interaction between individual cognition (such as self-efficacy), behavior, and environment.

People actively and positively respond to external environmental factors, and conversely, the environment is also changed by individual behavior. Studies have shown that individual cognition, that is, self-efficacy beliefs, affects individual achievement behaviors (such as task choice, effort, and persistence). As a result, productive students are more likely to choose to engage in tasks, put in the effort to persevere through difficulties, and succeed (Schunk, 1989). Conversely, behavior can also affect individual cognition. When students perform task work, they will actively pay attention to their progress and their learning ability, thus improving their sense of self-efficacy (Zimmerman & Schunk, 1989).

Social cognitive theory assumes that the process of self-regulation includes three main levels: self-observation, self-judgment, and self-reaction (Schunk, 1989). Self-observation refers to paying attention to all aspects of individual behavior (Kanfer & Gaelick-Buys, 1991). Self-observation can stimulate students to correct bad habits. When individuals perceive the progress of goals, they can motivate individuals to improve (Bandura, 1986). Before that effective self-observation can be carried out by recording the time, place, and frequency of their behavior (Zimmerman & Schunk, 1989). The second level of self-judgment refers to comparing the current behavior performance with the standard and the individual attaches great importance to the judgment process and the specific factors that affect the judgment. Therefore, the standard of judgment is very important to the influence of self-judgment. Therefore, self-observation is an activity based on observing, imitating the performance of others, comparing with one's behavior, and making judgments about the appropriateness of one's behavior (Bandura, 1986). The last level is self-response, which refers to making evaluative responses based on self-judgment. Respond accordingly by judging whether the outcome is good or bad, whether it is acceptable, and whether it achieves the desired goal. Similarly, self-evaluative responses will also affect self-judgment. The higher the self-evaluation, the more proactively adjustments will be made to improve the ability of self-management (Schunk & Ertmer, 1999). Before that self-response is also an important part of self-management ability.

Through the analysis of the social cognitive theory on self-management ability, it can be seen that individuals observe their performance under unfavorable environments individual cognition, or behavioral conditions, analyze the lack of performance, combine the influencing factors of the activity process, and actively propose solutions Strategies for self-monitoring, seeking out specific sources of motivation, self-reinforcing and self-efficacy assessments(Bandura, 1986). Therefore the formation of higher vocational students' self-management ability is inseparable from the interaction of higher vocational students' cognition, individual behavior, and surrounding environment, which is the main reason for the formation of higher vocational students' self-management ability. For example, higher vocational students' understanding of themselves (including study and living habits, the characteristics of the major they study, etc.), the environmental resources provided by higher vocational colleges (such as the quality of education and teaching, the effect of activity

organization, etc.) The formation and development of vocational students' self-management abilities play a role. Secondly, the social cognitive theory also illustrates three sub-processes involved in self-management ability, namely self-observation, self-judgment, and self-evaluation. In the process of self-management, higher vocational students will produce corresponding evaluations by observing their behaviors and comparing them with the behavioral standards obtained from observation and imitation. Positive evaluations of themselves will prompt individuals to actively seek effective strategies to regulate their behaviors. Improve self-management ability. In the process of self-management, these three processes are complementary and interact with the surrounding environment (Schunk & Swartz, 1993).

### **2.3.2 Sociocultural Theory**

Vygotsky, a representative figure in sociocultural theory, believed that children's self-regulatory activities develop in four stages during social interactions with adults or more mature peers up. He observed that adults provide support when children in the zone of proximal development are unable to perform tasks on their own. Adults and children cooperate to accomplish tasks, and social interactions between them help develop children's self-direction, which is thought to be the primary source of self-regulatory control (Vygotsky, 1986). Individuals initially respond reflexively to the environment in a stimulus-response manner. Adults regulate infant behavior by controlling direct stimuli, especially verbal cues, in a signed environment. In the second stage, children begin to use external symbols as an aid to mediate their behavioral responses. In the third stage, children can manage their behavior by actively engaging in self-stimulation to achieve desired responses. In particular, speech begins to internalize at this stage, and children learn to self-evaluate, control and manipulate their behavior. Language, as a sign in the sense of social sharing, becomes the most useful tool in the child's attempt to master his environment. Finally, the external linkages between stimuli, symbols, and behaviors are fully internalized. During this stage of self-management, the child initiates activities without the help of external symbols, as the basic processes of activity have been transformed verbally into tools for planning and directing cognitive and behavioral activities (Zimmerman & Barry, 1989).

Both sociocultural theory and social cognitive theory emphasize the importance of socialization. The difference is that Vygotsky and others initially studied children's self-management, emphasizing the role of verbal intersubjectivity between adults and children as the main source of children's self-directed language internalization, especially Emphasizing the stimulating effect of language symbols on self-management, through a series of self-management activities such as self-regulation and self-assessment after internalizing external stimuli and external connections, sociocultural theory explains the stimulating effect of language on self-management, of course, This is just for children. Through this theoretical study, it can be inferred that the development of vocational college students' self-management ability is related to the indirect guidance of teachers or mature peers. The self-management of higher

vocational students is to gradually master and internalize the management methods through the guidance of the external mature environment, to learn self-cognition, self-planning, control, and regulation of their behavior. Therefore, a good external environment, such as a school environment, social environment, or family environment, will play a role in promoting the cultivation of vocational students' self-management ability to a certain extent. The sociocultural theory explains the cognitive characteristics of vocational students' self-management ability development, but in this theoretical background, the reasons behind the motivation of self-management activities are still unknown (Vygotsky, 1978).

### **2.3.3 Self-determination theory**

The researchers of self-determination theory represented by Deci, E. L explored the internalization and integration of external control, reward and structure involved in the process of self-regulation (Deci & Ryan, 1990). Activities that an individual self-manages to obtain rewards or please others due to external control. Individuals transform the control of external factors into the control of internal factors, that is the process of self-determination and control is called internalization, which is an organic process for individuals to assimilate the social environment and adapt to their own needs (Ryan, 1985). Before that according to the self-determination theory, individual self-management activities come from external factors with social functions rather than internal motivational factors.

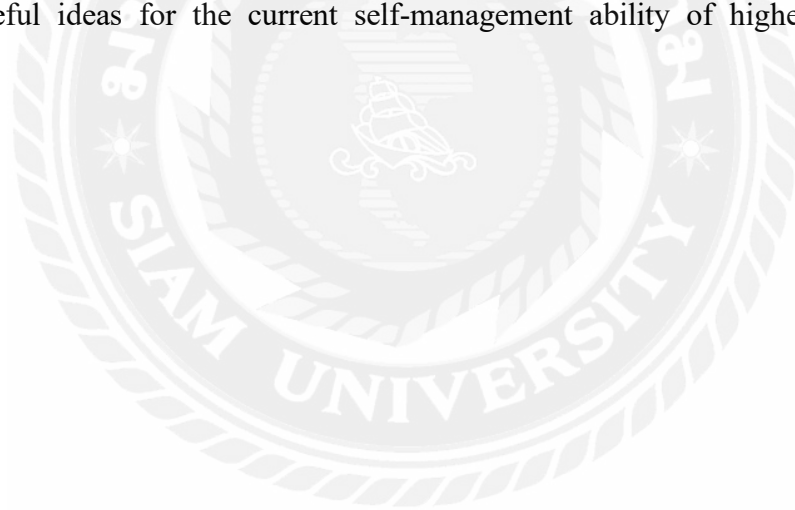
The self-management process in which individuals assimilate the external environment and internalize it into their own needs includes four consecutive stages. The first one is the lowest level--external regulation. Students perform activities for external motivation such as praise or recognition, which does not belong to internal motivation. The second stage introjected regulation, involves self-approval and disapproval. The source of motivation in this stage is internal emotions, but not self-determined. For example, individuals will introject to avoid anxiety and self-denying emotions. self-management activities. The third stage is identified regulation. In this stage, the individual will evaluate the value of the activity to himself, recognize and affirm the significance of the activity and work hard for the goal, and start to perform self-regulation activities. The motivation at this time is still external. The last stage of external motivation is integrated regulation. Individuals integrate and internalize internal and external factors, rationally plan themselves, evaluate, regulate, and control their behavior, and carry out self-management activities (Schunk & Zimmerman, 1997). this stage means Individual autonomous, self-determined activity formation (Henderson & Cunningham, 1994).

## **2.4 Research Relevant**

Self-management is a positive behavioral style that can help individuals actively regulate their behavior and psychological activities in the external environment. Self-

management ability is the ability to regulate, control, and organize behavior operation methods. In the study of the self-management ability of higher vocational students, it is necessary to discuss the theoretical basis of self-management ability formation. The social cognitive theory provides a concrete description of the form factors and processes involved in self-management; sociocultural theory emphasizes the stimulating effect of conforming language on the formation of initial self-management ability from the perspective of social interaction and explains the development of self-management ability. Self-determination theory is the theoretical basis for describing the motivational characteristics of self-management.

Therefore, taking social cognitive theory, social-cultural theory, and self-determination theory as the theoretical basis of this study, and using social cognitive theory, social-cultural theory, and self-determination theory as the theoretical basis to research the cultivation of self-management ability of higher vocational students can be Improve vocational students' awareness of their environment and tasks. Strengthen vocational students' understanding of social and cultural factors. Improving the self-determination ability of higher vocational students in study and life. The combined use of the above theories can help vocational students better understand and give full play to their self-management ability, realize their personal goals and social needs, and also provide useful ideas for the current self-management ability of higher vocational students.





## 2.5 Research Framework

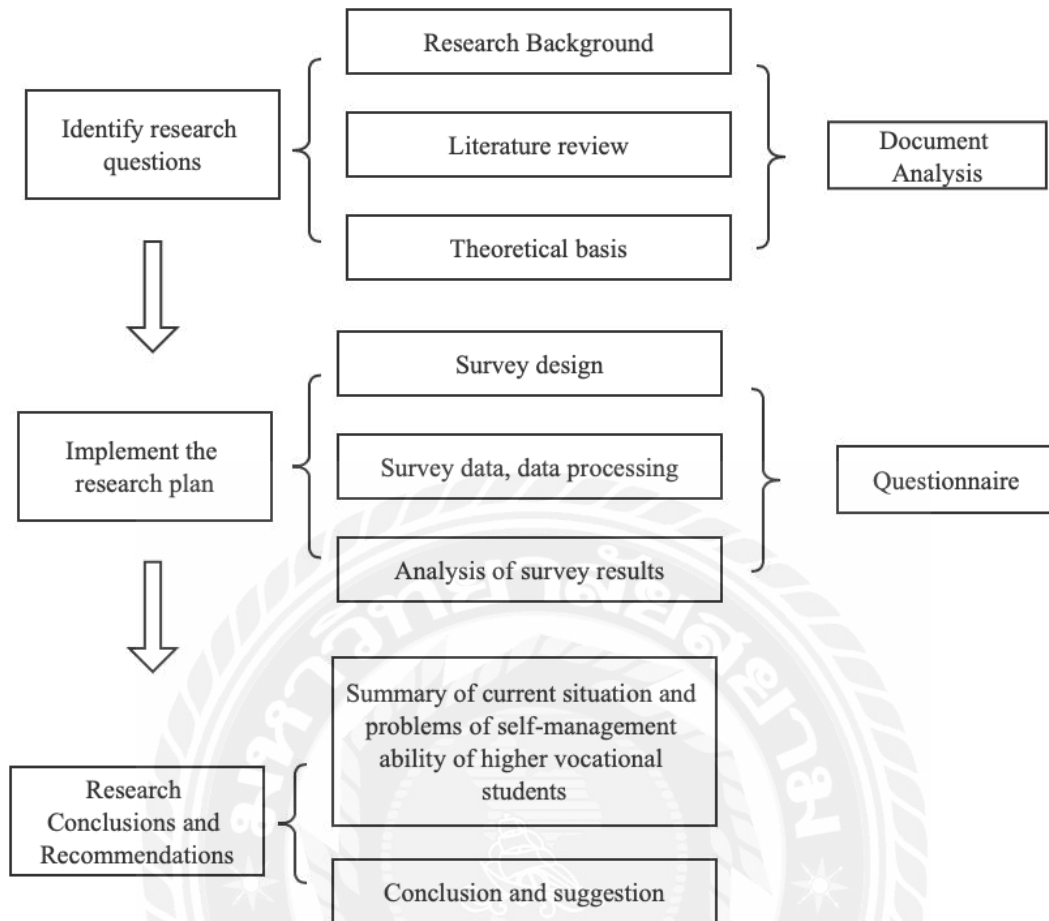


Figure 2.1 Research

## 2.6 Terms and Definitions Used in This Study

### 2.6.1 Higher Vocational Colleges

Vocational colleges, short for higher vocational colleges, are an important type of higher education in China and an important part of vocational education. They train students with higher education knowledge and strong professional skills based on completing secondary education talent.

On November 16, 2006, the Ministry of Education of the People's Republic of China issued the document "Several Opinions of the Ministry of Education on Comprehensively Improving the Teaching Quality of Higher Vocational Education" Ministry of Education of the People's Republic of China (2006). This clearly stated: "Higher vocational education is the development of higher education. One of the types, it shoulders the mission of cultivating high-skilled talents for needs of production, construction, service, and management, and plays an irreplaceable role in accelerating the process of socialist modernization in China". At the same time, began "The

National Model Higher Vocational College Construction Plan" was implemented. Since then, higher vocational education has played a pivotal role in China's higher education system, and higher vocational colleges have also entered a new period of development. Therefore, higher vocational colleges are an important type of higher education in China. They are responsible for the task of cultivating technical and skilled talents (Li, 2020).

### **2.6.2 Vocational students**

China's higher vocational education is an important part of vocational education. With the rapid development of vocational education, the role of vocational education in boosting China's economic and social progress cannot be ignored, and the education of higher vocational students is also highly valued (Lv, 2018).

Higher vocational students refer to students studying in higher vocational education institutions, usually with secondary vocational school or high school diplomas, admitted through examinations, receiving professional skills training and knowledge education, and obtaining vocational qualification certificates or diplomas. Their training goals are to meet the needs of the modern economy and society in terms of technology and vocational skills and to be able to independently undertake certain professional positions or start their businesses. The research objects in this study are full-time college students studying in higher vocational colleges and receiving higher vocational education (Qu, 2019).

### **2.6.3 The historical origin of self-management thought**

In China, the idea of self-management has a long history and can be traced back to some important documents and educational thoughts of educators. Confucius emphasized individual autonomy, Confucianism emphasized self-management at the individual level, and Taoism emphasized self-management at the group level. In modern times, self-management has received more attention in the field of education, such as Tao Xingzhi advocated the cultivation of students' self-management ability. It can be said that self-management is an important value and educational concept in Chinese culture (Rao, 2013).

In the West, the idea of self-management originated in ancient Greece, and its importance was recognized by the great educators Socrates and Plato. Socrates advocated that people should guide self-management by moral behavior, while Plato believed that people should use reason to control their thoughts. In modern times, American management scientist Drucker conducted in-depth research. He emphasized the importance of self-management in many works and proposed related strategies (Lu, 2018).

### **2.6.4 Connotation of self-management**

In terms of etymology, there are two etymologies of "self" in Western countries such as the United States and Britain: "One is ego, and the other is self Among them,

ego is the active self as an agent, that is, as a subject, and to some extent, it has subconscious activities, and self is the passive self as an object or object, and it is the self or self with the nature of reflexive consciousness. Corresponding to these two etymologies, the foreign concept of "self-management" There are also two explanations, namely self-control, and self-management. At present, foreign scholars generally use self-management in self-management research (Wang & Jin, 2002).” In China, “Modern Chinese Dictionary” has a definition of “self” There are also two interpretations of one is used in front of two-syllable verbs, indicating that the action is issued by oneself and at the same time targets oneself; the other refers to people's grasp and understanding of themselves. It can be seen that there are similarities in the interpretation of "self" in China and abroad, that is, it is defined from two levels of subject and object.

Different scholars hold different views on self-management, but their understanding of the essence of this concept is consistent. The author synthesizes the reasonable components of various opinions and refers to the definition of self-management as under the guidance of certain goals, individuals make full use of various resources to effectively manage their cognition and emotions through self-motivation, self-monitoring, self-evaluation, and other activities, behavior the process of putting the established goals into practice.

### **2.6.5 Definition of self-management**

According to the research on the connotation of self-management at home and abroad above, no matter in which country, the earliest exploration of the concept of self-management involves the management of self-cognition and the control of one's thoughts and behaviors. Researchers believe that self-management refers to the individual's efforts to control their decision-making and behavior through a series of behavioral and cognitive strategies, to adjust their thinking, emotion, and behavior activities in time and environmental changes. It helps individuals better adapt to their environment, achieve personal goals and growth, and improve their quality of life and well-being. The key to self-management is to manage one's consciousness and behavior, which specifically involves self-cognition, self-planning, self-regulation, self-monitoring, self-evaluation, and self-strengthening. This self-management method is based on individual autonomy, self-enlightenment, and Action, has profound meaning and value, and has a significant impact on individuals, organizations, and society (Ye, 2010).

### **2.6.6 Characteristics of self-management**

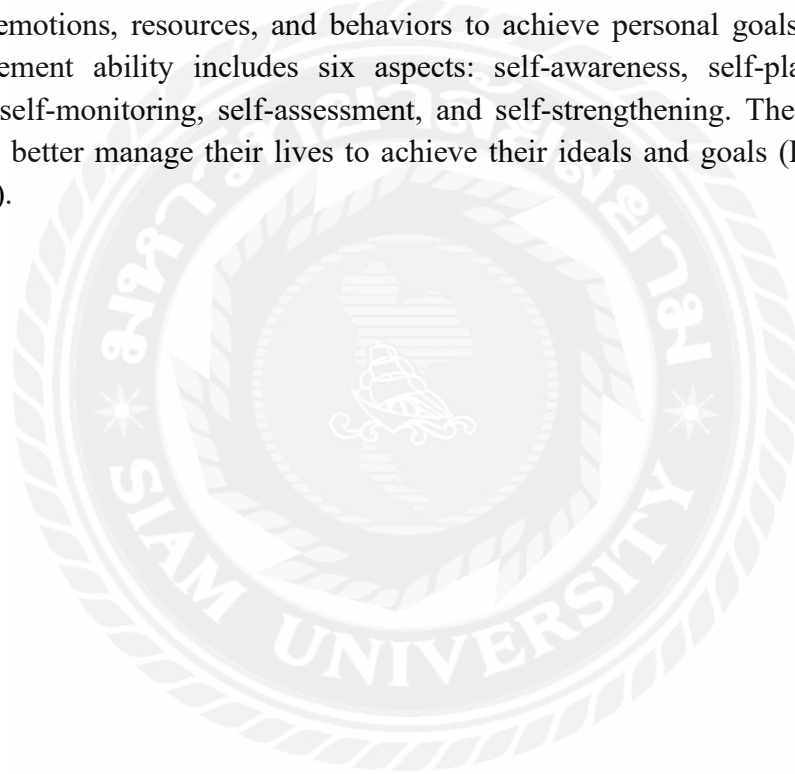
The characteristics of self-management include: allowing self-managers to recognize their strengths and weaknesses; allowing self-managers to formulate clear goals and formulate feasible steps according to their conditions to ensure the realization of goals. Let self-managers have a certain self-motivation ability to achieve better results; arrange time effectively to avoid time waste and distraction; reflect and summarize their performance, correct mistakes in time, and learn from experience and

lessons. Control your emotions and behaviors, avoid external interference and influence, and stay focused and determined (Ye, 2010).

Therefore, self-management should emphasize the initiative and enthusiasm of individuals. To achieve self-discipline, students must be encouraged to establish self-management awareness, self-discipline, and self-management. It is recommended to be guided by the formulation of goals, decompose the target tasks and complete the tasks within the specified time limit, and conduct assessment and evaluation, to find problems in time and improve the management level. It is important to move from passive acceptance of external management to self-management.

### **2.6.7 Self-management ability**

Self-management ability refers to a person's ability to effectively manage their own time, emotions, resources, and behaviors to achieve personal goals and values. Self-management ability includes six aspects: self-awareness, self-planning, self-regulation, self-monitoring, self-assessment, and self-strengthening. These skills can help people better manage their lives to achieve their ideals and goals (Deng, Wu & Zeng, 2018).



## **Chapter 3 Research Methodology**

### **3.1 Introduction**

The research of this paper adopts the quantitative research method, centering on the research on the status quo of students' self-management ability in higher vocational colleges. The management form of vocational college students and the importance of social development, the current situation of self-management ability of vocational college students and the existing practical problems, and finally analyze and summarize the importance of improving the self-management ability of vocational college students on this basis and improvement strategy.

The main reasons for using quantitative research methods are as follows: Quantitative research using questionnaires can be supported by practical materials, and can also obtain relevant data for the self-management ability building of students in higher vocational colleges. More intuitively reflect some characteristics of the data and provide effective data support, and finally implement the practice and innovation of "self-management ability" in the management of higher vocational students, realize self-management ability for personal development, and for higher vocational college student management , overall value to society (lv, 2018).

### **3.2 Study design**

The research idea of this study is mainly to start from the research background and relevant research materials of predecessors and expound the formation theory of self-management ability of higher vocational students, laying the foundation for the research. Learn from the questionnaire design of predecessors, adopt the questionnaire design suitable for higher vocational students, understand the existing self-management ability development in the form of the questionnaire survey, and use SPSSAU to process and analyze the data of the survey results. Finally, based on the analysis and summary of the current situation of the self-management ability of higher vocational students, some targeted suggestions are put forward.

1. Determine the research direction. Through the comprehensive literature research on the self-management ability of higher vocational students, find out the problems that need to be further studied, and clarify the main research problems, content and significance of this research.

2. Understand the current self-management level of higher vocational students, analyze the self-management problems of students, and the key problems that need to be solved, and use this as a basis to formulate effective measures to improve the self-

management ability of higher vocational students, so as to better Promoting the all-round development of higher vocational students.

3. To clarify the essential connotation of self-management ability, in the practice of student management in higher vocational colleges, it is necessary to clarify the essential connotation of self-management ability, understand its value and purpose, and use this as the theoretical premise to improve the self-management ability of higher vocational students. By discussing the essential connotation and system construction of self-management, the status of self-management ability in the management of students in higher vocational colleges is clarified, and the direction of this management method to the overall development of students.

4. To explore effective methods and strategies to improve the self-management ability of higher vocational students, to alleviate the shortcomings of higher vocational students in schools, and at the same time cultivate high-quality talents for society.

### **3.3 Hypothesis**

The research on the self-management ability of higher vocational students is essentially centering on the importance of improving the self-management ability of higher vocational students to the student's personal development. The design of research hypotheses is of great significance for understanding the development and differences in vocational students' self-management ability and promoting the improvement and comprehensive development of vocational students' self-management ability. Therefore, this study proposes the following hypotheses:

H1: Reducing the difference between negative objective factors is helpful to improve the self-management ability of higher vocational students.

H2: Improving the self-management ability of higher vocational students can better realize the overall development of higher vocational students.

H3: Improving the self-management ability of higher vocational students can enrich the student management form of higher vocational colleges.

### **3.4 Research Methods**

The primary criterion of science is whether the method used is scientific. If a knowledge point is to be developed into a scientific academic.

### **3.4.1 Survey method**

This study adopts the questionnaire survey method to collect data, that is, the researchers compile the questionnaire according to certain standards and procedures, refer to the previous research results, and combine the students' basic information to improve the questionnaire. This study divides the self-management ability of higher vocational students into six dimensions: self-awareness, self-planning, self-regulation, self-monitoring, self-assessment, and self-enhancement, and uses the Likert scale to examine the situation of each dimension. The research object is the students of Quanzhou College of Technology in Quanzhou City and conducts the practical investigation and collects data through cluster random sampling. Through the real questionnaire survey of vocational students, we can deeply understand the current situation of the development of the self-management ability of vocational students and summarize the problems and put forward constructive opinions on this basis (Lu & Deng, 2016).

## **3.5 Sample Size**

### **3.5.1 Research tools and research design**

The main research tool of this study is the questionnaire. The content of the questionnaire is divided into two parts: the first part is the basic information of the individual, involving major, gender, grade, place of origin, whether he is an only child, whether he is a divorced family, and whether his comprehensive grades are in Class ranking, whether he served as a class leader, whether he won awards at the college level or above during college, his political outlook, parents' educational level, and family upbringing style (Zhang, 2016).

The second part is divided into scales of the self-management ability of vocational students. This part is a scale for reference. Based on the understanding of higher vocational students and the scale of self-management ability, a total of 34 questions are designed by using the five-point calculation method of the Likert scale. There are five options for each question - "completely disagree", "not quite match", "sometimes match", "fit", "completely match", positive scoring, the more the score means self-management ability. In addition, the survey volume of self-management ability is expressed as six dimensions, and the six dimensions will be explained in detail below.

Self-awareness is the foundation and premise of effective self-management. Only by fully understanding one's strengths, weaknesses, behavior patterns, etc., can one carry out effective self-management activities. Self-knowledge includes an understanding of one's strengths and weaknesses, how one behaves, one's values, and one's place. Higher vocational students should carry out self-management activities starting from self-awareness to solving problems and challenges in the process of self-management.

Self-planning is a goal-oriented self-management method, which is used to guide vocational students in setting learning and life goals and formulating specific goal plans for each stage. These goals can include different aspects such as a semester, academic year, further education, or employment. Through self-knowledge and goal-setting, action can be more directional, leading to more effective self-management and improved management capabilities.

Self-regulation is the core element of self-management, including activities such as self-observation, self-judgment, self-adjustment, and improvement. In the process of self-regulation, higher vocational students need to deal with the impact of external events on themselves and adjust internal factors such as personal behavior and emotions in time. These activities play an important role in self-management.

Self-monitoring is a method of self-management, the process of recording and observing one's behavior and progress. It is a necessary step in self-management because effective self-management cannot be achieved without monitoring and managing one's behavior. Self-monitoring allows us to collect data on progress toward goals, providing the necessary basis for self-assessment.

Self-assessment is one of the key steps in self-management. By evaluating and judging one's own behavior and achievement of goals, it can provide basis and guidance for subsequent self-strengthening or punishment strategies. Therefore, self-judgment is a prerequisite for successful self-management.

Self-reinforcement is an internal dynamic mechanism, which means that when individuals' behavior meets the goals and standards, they will give themselves positive rewards, thereby promoting their own positive actions in the future; Punish yourself to reduce the incidence of bad behavior (Xue, Guo & Shao, 2017).

### **3.5.2 Research object**

The research objects selected for the questionnaire distribution are students majoring in advertising art design, animation production technology, and digital media art design at Quanzhou College of Technology in Quanzhou City. The total number of students in the three majors is 1227, including 452 students majoring in advertising art design, 358 students majoring in animation production technology, and 417 students majoring in digital media art design. The research questionnaire "Self-management Ability Questionnaire for Higher Vocational Students" was answered anonymously. A total of 500 copies were distributed, 487 copies were recovered, and 466 copies were valid. The return rate of the questionnaire was 97.4%, and the effective rate was 95.6%. The reason for choosing these three majors is based on the students in this major :



1. High creative requirements: advertising art design, digital media art design, animation production technology, and other majors are art design majors that require a high degree of creativity and imagination, which requires students to have good self-management skills to ensure that your creativity can be fully utilized.

2. High time management requirements: All three majors have time requirements, and students need to be able to accurately grasp the time and control their learning progress. For example, advertising design needs to make plans according to the project cycle and deadline, digital media art design needs to carry out various practical operations while learning theoretical knowledge, and animation production technology needs to complete a large number of works and submit them on time.

3. High requirements for cooperation ability: These three majors involve a lot of teamwork, and students are required to have good cooperation skills, be able to negotiate and communicate with team members and have a reasonable division of labor to complete tasks.

Therefore, students who choose advertising art design, digital media art design, and animation production technology to study their self-management ability can not only examine their learning results but also provide with a better growth environment and guidance.

## **3.6 Data Analysis**

### **3.6.1 Data processing method**

Enter the result data of the two parts of the questionnaire into an Excel table, use SPSSAU to conduct statistical processing and analysis on the data, and use the single factor classification and summary in the classification and summary method.

Univariate classification summary is a general method in SPSSAU, which is used to summarize the statistical information of a categorical variable. After classifying the data according to a certain factor, calculate the statistical indicators such as the number, percentage, mean, standard deviation, maximum value, and minimum value of each category in each categorical variable. In this study, the self-management ability scale of higher vocational students is divided into six parts: self-awareness, self-planning, self-regulation, self-monitoring, self-assessment, and self-strengthening. Inadequacies (Cao & Zuo, 2018).

### **3.6.2 Significance of indicators**

The general method of single-factor classification and summary describes the current situation of the self-management ability of higher vocational students by calculating the average value, maximum value, minimum value, standard deviation, and other indicators, and can understand the basic situation of the self-management

ability level of higher vocational students; The relationship between students' self-management ability and other variables, such as the influence of gender, grade, major, academic performance, family environment and other factors on self-management ability; by exploring the composition and dimensions of higher vocational students' self-management ability, we can find out The weakest item of the self-management ability of students, guiding for improving the self-management ability of higher vocational students.

### **3.7 Reliability and validity analysis of the scale**

#### **3.7.1 Reliability test**

Reliability generally refers to the consistency and stability of measurement results, that is, the test data can be kept consistent in different occasions and times. The questionnaire survey in this study is part of the Likert five-point scale scoring method. In the Likert scale, Cronbach's Alpha (abbreviated as  $\alpha$ ) coefficient in the internal consistency reliability is mostly used to test the reliability of the questionnaire results. The more stable the scale, the higher the coefficient, the higher the reliability. It is generally believed that as far as the entire scale is concerned when the coefficient  $\geq 0.7$  is acceptable without modification, the reliability is relatively high; when  $0.8 \leq \alpha < 0.9$  is ideal, and the coefficient  $\geq 0.9$  is excellent, and the reliability is very high; in terms of subscales, a coefficient  $\geq 0.6$  is still good. The questionnaire results of the self-management ability scale for higher vocational students are shown in Table 3.1. The Cronbach's Alpha coefficient of the self-management ability scale is 0.929. 0.870, 0.926 for self-monitoring, 0.927 for self-assessment, and 0.913 for self-reinforcement. All subdimensions are  $>0.8$ , therefore, the reliability of the scale is high.

Table 3.1 Questionnaire reliability analysis

	Cronbach's Alpha	Standardized Cronbach's Alpha	project
Self-management ability	0.981	0.982	34 items
Self-awareness dimension	0.879	0.880	6 items
Self-planning dimension	0.917	0.917	6 items
Self-regulation dimension	0.870	0.870	4 items
Self-monitoring dimension	0.926	0.926	6 items
Self-Assessment Dimensions	0.927	0.927	6 items
Self-reinforcing dimension	0.913	0.913	6 items

### 3.7.2 Validity test

Validity refers to the authenticity and accuracy of the measurement results of the questionnaire, that is, the degree to which the scale can measure the object it is intended to measure. The self-management ability questionnaire of higher vocational students is determined under the guidance of teachers and experts and has good content validity. In terms of construct validity, the KMO test and Bartlett's sphericity test are used to test the measurement data for exploratory analysis.

It can be seen from Table 3.2 that after SPSSAU data analysis to test the validity of the questionnaire, the KMO test value of the total self-management ability scale of higher vocational students is 0.975, which is an ideal indicator, indicating that the self-management ability scale of higher vocational students is suitable for analysis; Bartlett's spherical The approximate chi-square value of the test is 16030.216, the degree of freedom degree of freedom is 561, and the significance probability value significance is  $P=0.000 < 0.05$ , reaching a particularly significant level, indicating that the scale is very suitable for analysis.

Table 3.2 Questionnaire validity analysis

	self awareness	self planning	self regulation	self monitor	self assessment	self reinforcement	self manage
Sampling is sufficient							
Kaiser-Meyer-Olkin degrees quantity	0.876	0.898	0.823	0.921	0.910	0.902	0.975
Bartlett's spherical degree test							
Approximate chi square	1343.099	1919.581	932.827	2005.448	2084.658	1771.816	16030.216
Df	15	15	6	15	15	15	561
Sig	0.000	0.000	0.000	0.000	0.000	0.000	0.000

### 3.7.3 Reliability and validity analysis of the questionnaire

After reference and inspection of the questionnaire, the "Self-management Ability Survey for Higher Vocational Students" was issued. After SPSSAU statistically processed the data, it was analyzed that the overall reliability and validity of the questionnaire were extremely high, indicating that the survey was very effective. As shown in Tables 3.3 and 3.4, the KMO value of the questionnaire scale is 0.975 and the Cronbach's Alpha value is 0.981.

Table 3.3 Reliability statistics of the questionnaire on the self-management ability of higher vocational students

Cronbach's Alpha	Based on standardized Cronbach's Alpha	Number of items
0.981	0.982	34

Table 3.4 Validity test of the self-management ability questionnaire for higher vocational students

Kaiser-Meyer-Olkin measure of sampling adequacy	0.975
Bartlett's test for sphericity	Approximate chi-square
	16030.216
	Df
	561
	Sig
	0.000

## **Chapter 4 Result of the Study**

### **4.1 Introduction**

After combing and analyzing the data, combined with the social cognitive theory, social cultural theory and self-determination theory, the data were collected by the single factor classified and summarized data processing method combined with the questionnaire survey method, and the forward scoring method of Likert scale was used to investigate and analyze the development of students' self-management ability in each dimension.

Through the analysis of the basic information of vocational college students and six dimensions, we can see that the research hypothesis is verified. Through the analysis, we can see that reducing the difference of objective factors is conducive to the improvement of self-management ability of higher vocational students, and improving the self-management ability of higher vocational students can better realize the all-round development of higher vocational students and enrich the form of student management in higher vocational colleges. The deficiencies in the development of self-management ability of higher vocational students are as follows: the difference of objective factors affects the development of self-management ability of higher vocational students. At present, the self-management consciousness of higher vocational students is shallow, the self-planning ability is weak, and the self-management effect is poor.

### **4.2 Description of statistical variables**

#### **4.2.1 Survey Basics**

68.24% of the objects of this survey are freshmen, 9.87% are sophomores, and 21.89% are juniors. Boys accounted for 68.24% and girls accounted for 38.84%. The number of male and female students in the research objects was equal. Students from rural areas accounted for 76.82%, and students from cities accounted for 23.18%. In terms of family status, 22.75% were only children, and 77.25% were not. 90.77% were non-divorced families. 82.84% said that both parents had a high school education or below, and most of them had a democratic parenting style. In terms of learning characteristics, 10.73% have won awards, 89.27% have not; 24.68% have served as class leaders, and 75.32% have not. The details of the research objects are shown in Table 4.1.

Table 4.1 A basic profile of survey respondents

Project	Variable	Frequency	Proportion
Grade distribution	Freshman	318	68.24%
	Sophomore	46	9.87%
	Junior	102	21.89%
Yes No only child	Yes	106	22.75%
	No	360	77.25%
Place of birth	The countryside	358	76.82%
	City	108	23.18%
Yes No Divorced family	Yes	43	9.23%
	No	423	90.77%
Duties	Yes	115	24.68%
	No	351	75.32%
Parenting style	Democratic	215	46.14%
	Laissez-faire	68	14.59%
	Authoritative	34	7.3%
	Doting	8	1.72%
	Other types	141	30.26%
Gender	Male	285	61.16%
	Female	181	38.84%
Awards	Yes	50	10.73%
	No	416	89.27%
Political status	Communist Party member (Including probationary party members))	12	2.58%
	Communist Youth League member	95	20.39%
	the masses	359	77.04%
Father's education level	High school and below	374	80.26%
	Secondary school	26	5.58%
	Junior college	38	8.15%
	Undergraduate	24	5.15%
	Postgraduate and above	4	0.86%
Mother's education level	high school and below	398	85.41%
	Secondary school	27	5.79%
	Junior college	22	4.72%
	Undergraduate	15	3.22%
	Postgraduate and above	4	0.86%

Note: Percentages are effective percentages, the same below.

## 4.3 Results of the Study

### 4.3.1 Analysis of Personal Basic Information Research Characteristics

#### 4.3.1.1 Demographic characteristics

The analysis of demographic characteristics includes four variables: gender, grade, place of origin, and political affiliation. Among the 466 samples of higher vocational students in this survey, it can be seen from Table 4.2 that there are 285 male students, accounting for 61.6% of the total number, and 181 female students, accounting for 38.84% of the total number. In the classification of student origin, there are 358 students from rural areas, accounting for 76.82% of the total, and 108 students from cities, accounting for 23.18% of the total. In addition, there were 318 freshmen, 46 sophomores, and 102 juniors in this survey, accounting for 68.24%, 9.87%, and 21.89% of the total number respectively. Among the survey objects, 2.58% of the total number are party members, 20.39% are members of the Communist Youth League, and 77.04% are members of the masses. It can be seen that among the higher vocational students surveyed this time, there are fewer party members and members of the Communist Youth League, and the masses account for the vast majority. In general, more than half of the survey objects are boys, and the vast majority are vocational students from rural areas. The majority of students in this survey are the general public, and there are fewer sophomores.

It can be seen that the distribution of higher vocational students is quite different in terms of demographic characteristics affected by objective factors.

Table 4.2 Demographic characteristics analysis of survey respondents

Variable	Gender		Place of birth		Grade			Political status		
	Male	Female	The countryside	City	Freshman	Sophomore	Junior	Party member	Communist Youth League	The masses
Occupy compare	61.16%	38.84%	76.82%	23.18%	68.24%	9.87%	21.89%	2.58%	20.39%	77.04%
	(285)	(181)	(358)	(108)	(318)	(46)	(102)	(12)	(95)	(359)

Note: Proportions are effective percentages, parentheses are frequencies, the same below.

#### 4.3.1.2 Family Background Characteristics

The characteristics of family background mainly include whether they are divorced families, whether they are only children, the education level of parents, and the main rearing style of the family. As shown in Table 4.3, there are 43 students from divorced families in this study, accounting for 9.23% of the total number, 360 students from non-divorced families, accounting for 90.77%, and more than 22.75% of the research objects are only children. Fathers and mothers with high school

education and below accounted for more than 82.84%. Among them, 374 fathers had a high school education and below, and 398 mothers had a high school education and below. The percentages of fathers and mothers with technical secondary education were 5.58% and 5.79%, respectively. The proportions of fathers and mothers with junior college degrees were 8.15% and 4.72%, respectively, and the proportions of fathers and mothers with undergraduate degrees were 5.15% and 3.22% respectively. The proportions of fathers and mothers with graduate degrees are both 0.84%. In addition, in terms of family-rearing styles, the proportions from high to low are democratic at 46.14%, laissez-faire at 14.59%, authoritative at 7.3%, doting at 1.72%, and other types of parenting at 30.26%. In general, non-single children account for a large proportion of the subjects of this survey, the number of divorced families is small, and most of the parent's education level is high school or below, while the parents' parenting style for their children is mainly democratic. It can be seen that the distribution of family background characteristics of higher vocational students is affected by objective factors.

Table 4.3 Statistical table of family background characteristics

Project	Variable	Frequen cy	Proporti on
Divorced family	Yes	43	9.23%
	No	423	90.77%
Yes No only child	Yes	106	22.75%
	No	360	77.25%
Parenting style	Democratic	215	46.14%
	Laissez-faire	68	14.59%
	Authoritative	34	7.3%
	Doting	8	1.72%
	Other types	141	30.26%
Father education level	High school and below	374	80.26%
	Secondary school	26	5.58%
	Junior college	38	8.15%
	Undergraduate	24	5.15%
	Postgraduate and above	4	0.86%
Mother education level	High school and below	398	85.41%
	Secondary school	27	5.79%
	Junior college	22	4.72%
	Undergraduate	15	3.22%
	Postgraduate and above	4	0.86%



### 4.3.1.3 Characteristics of school learning

The school's learning characteristics include whether it has won awards, served as a class leader, performance rankings, and majors. First of all, it can be seen from Table 4.4 that 10.73% of the total number of higher vocational students who have won awards during school, a total of 50 students, and 89.27% of the total number of students who have not received awards, the number is 416. Secondly, 115 people said they held the position of class leader, and 351 people said they did not hold the position of class leader.

See Figure 4.1 for the ranking of higher vocational students' comprehensive scores in their major classes. Among the objects of this survey, 8.8% are in the upper class, 19.53% are in the upper middle class, 59.66% are in the middle class, 7.94% are in the lower middle class, and 4.08% are in the lower class. It can be seen that among the objects of this survey, the middle grades are the majority, more than half.

Finally, the distribution of majors studied by the survey objects. It can be seen from Figure 4.2 that advertising art design majors accounted for 41.63%, digital media art design majors accounted for 47.42%, and animation production technology majors accounted for 10.94%. Among them, digital media art design has the largest number of people, 221 people.

It can be seen that the distribution of school learning characteristics of higher vocational students is affected by objective factors.

Table 4.4 Analysis of respondents' awards and positions

Variable	Awards		Duties	
	Yes	No	Yes	No
Proportion	10.73%	89.27%	24.68%	75.32%
(Frequency)	(50)	(416)	(115)	(351)

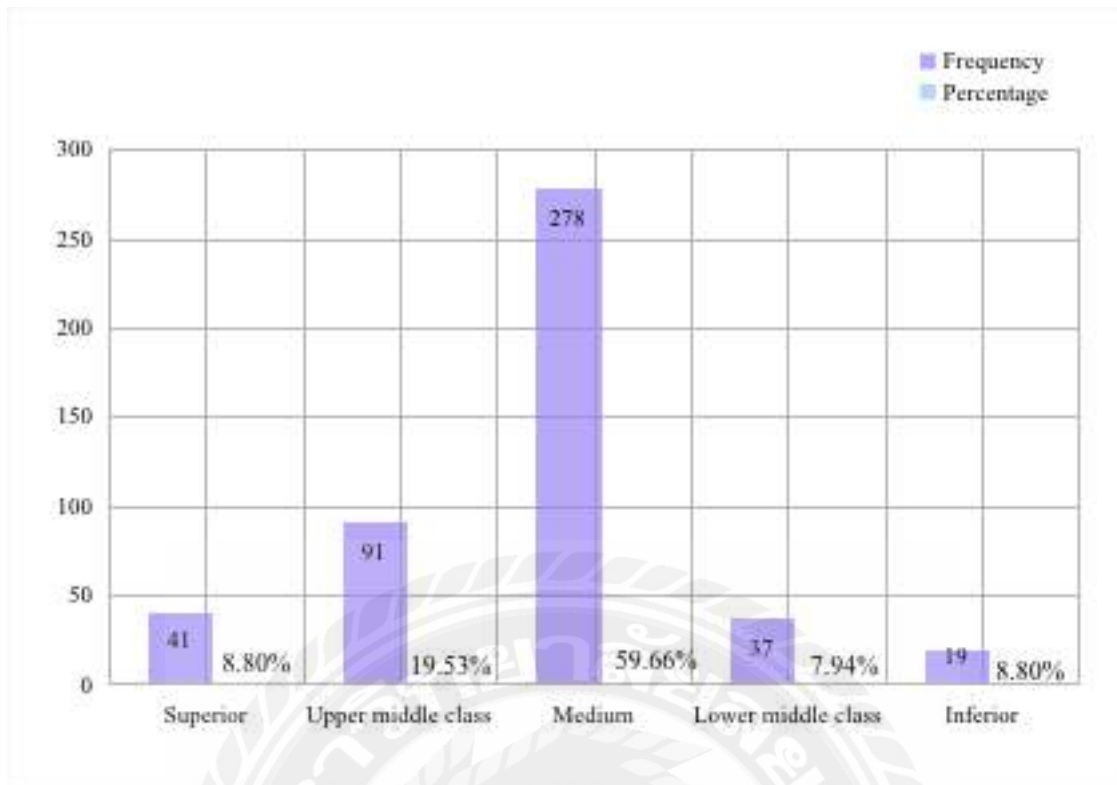


Figure 4.1 The ranking of comprehensive scores in the class of this major

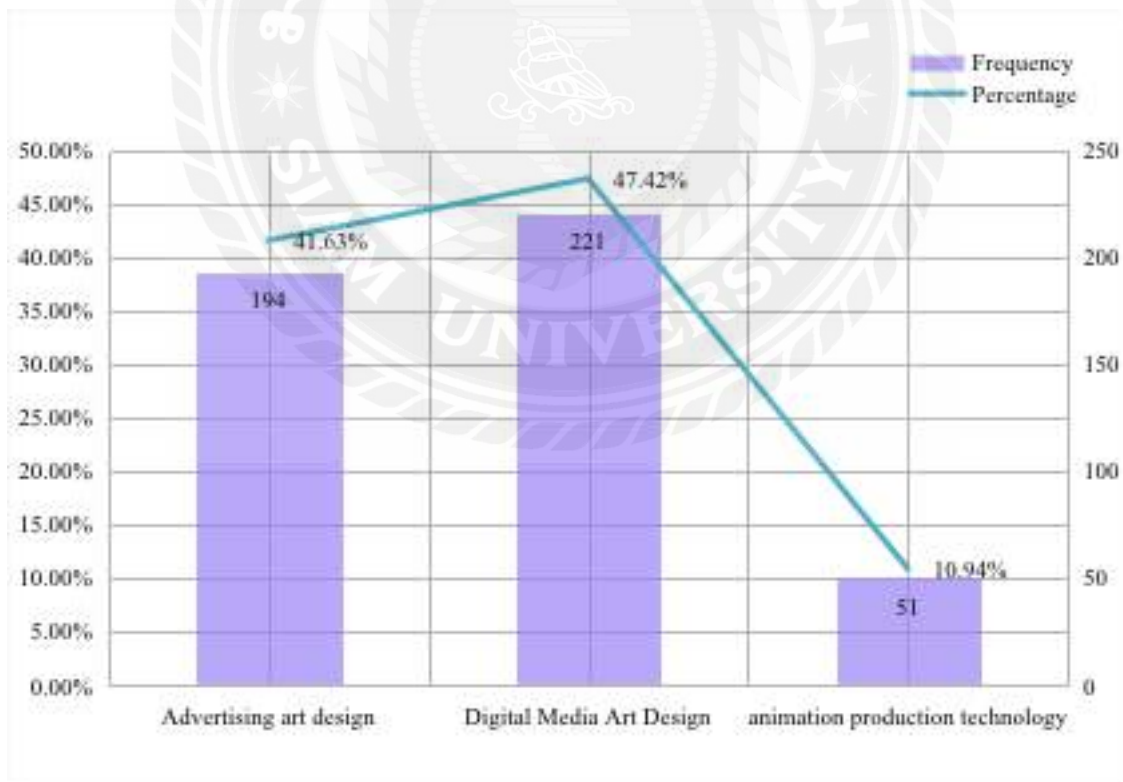


Figure 4.2 Professional distribution map

### 4.3.2 Research and Analysis of Self-management Ability Scale for Higher Vocational Students

The Self-management Ability Scale for Higher Vocational Students has six dimensions. Table 4.5 shows the items included in the sub-dimensions of self-management ability, including six items in the self-awareness dimension, six items in the self-planning dimension, four items in the self-regulation dimension, and self-monitoring Dimension six-item questions, self-assessment dimension six-item questions, and self-reinforcement six-item questions. There are thirty-four questions in total, based on the Likert five-point scale, and each question has five options—"not at all", "not at all", "sometimes", "consistent", "totally Conform to", assigning 1 to 5 points respectively, positive scoring, from low to high, the higher the score, the stronger the self-management ability.

Table 4.5 The sub-dimensions of self-management ability include items

Dimension	item
Self-awareness	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

#### 4.3.2.1 An Analysis of the Overall Situation of Higher Vocational Students' Self-management Ability

It can be seen from Table 4.6 that after sorting the self-management ability scores of higher vocational students from low to high, the median value is 3.34. The overall average score of vocational students' self-management ability is 3.41, exceeding the median value of 3.34. First of all, the latitude of self-awareness is the strongest, with the highest score of 3.49. The second is the self-enhancement dimension, self-regulation dimension, self-assessment dimension, and self-monitoring dimension. The scores obtained are 3.48, 3.46, 3.46, and 3.36 respectively. Compared with other dimensions, the self-planning dimension has the lowest score of 3.24, which is lower than the middle value, so the self-planning ability is weak. In terms of standard deviation, the overall score of self-management ability is 0.089, and the self-cognition dimension is the highest with a score of 0.156. Lowest self-assessment at 0.046.

Table 4.6 Analysis of the overall situation of the self-management ability of higher vocational students

Dimension	Maximum value	Minimum value	Average	Standard deviation	Number of items
Self-awareness	5.00	1.00	3.49	0.156	6
Self-planning	5.00	1.00	3.24	0.109	6
Self-regulation	5.00	1.00	3.46	0.107	4
Self-monitoring	5.00	1.00	3.36	0.057	6
Self-assessment	5.00	1.00	3.46	0.046	6
Self-reinforcement	5.00	1.00	3.48	0.062	6
Overall	5.00	1.00	3.41	0.089	34

#### 4.3.2.2 Analysis of self-awareness results

The items in the dimension of self-awareness in the questionnaire include six questions of A1, A2, A7, A8, A12, and A34.

It mainly includes understanding one's strengths and weaknesses, understanding one's behavior, understanding one's values, and understanding one's position. Therefore, it can be seen from Table 4.7 that A1 "I know my strengths and specialties very well." In this question, 46.14% of the total number of people who choose "sometimes meet" about their strengths and specialties account for 46.14% of the total number of people who "conform to" The proportion is 25.54%. The mean score for this question was 3.24, which was lower than the median score of 3.34. A2 "I am very clear about my shortcomings and deficiencies." In this question, 199 people, or 42.7% of the total number, said they were quite clear. There are 164 people in the research, that is, 35.19% of the total number of people choose "conformity", 13.09% "completely conform", 5.36% "not quite conform", and only 17 "very disagree". The average score of this question is 3.49, which is higher than the median value of 3.34. A7 "I know very well what my personality is like." In this statement, 40.34% of the people said "conform", 33.05% said "sometimes", and 17.17% said "completely". The mean score for this question is 3.62, which is higher than the median score of 3.34. A8 "I know what level I am in the class in all aspects." In the question, 39.06 people said "conform" and "sometimes conform". The average score for this question is 3.57, which is higher than the median score of 3.34. A12 "I know exactly what kind of learning style I am suitable for." In the question, 43.56% of the people said that they "sometimes meet", and 29.83% of the people said that they "fit". The mean score for this question is 3.34, which is equal to the median score of 3.34. A34 "I have my value judgments when dealing with some people and things." In the question statement, 37.55% said "sometimes fit", 36.7% said "fit" and 19.74% said they completely agree. The average score for this question is 3.68, which is higher than the median score of 3.34.

Overall, the scores of each question in this dimension are only A1, which does not exceed the median value of 3.34. The scores of the other five questions are relatively high, all exceeding the median value of 3.34. The average score for this part of self-awareness is 3.49, which is higher than the median value. 3.34, so it can be identified as higher vocational students with strong self-cognition ability. Among them, A34 "I have my value judgment when dealing with some people and things." The score on this question is 3.69.

Table 4.7 The analysis of the results of self-awareness ability of higher vocational students

	Completely inconsistent	Doesn't quite fit	Sometimes meet	Correspond	Completely suitable	Mean standard deviation
A1	7.51% (35)	9.23% (43)	46.14% (215)	25.54% (119)	11.59% (54)	3.24 1.03
A2	3.65% (17)	5.36% (25)	42.7% (199)	35.19% (164)	13.09% (61)	3.49 0.92
A7	2.79% (13)	6.65% (31)	33.05% (154)	40.34% (188)	17.17% (80)	3.62 0.94
A8	3% (14)	4.51% (21)	39.06% (182)	39.06% (182)	14.38% (67)	3.57 0.90
A12	3.65% (17)	11.59% (54)	43.56% (203)	29.83% (139)	11.37% (53)	3.34 0.95
A34	1.72% (8)	4.29% (20)	37.55% (175)	36.7% (171)	19.74% (92)	3.68 0.89

Note: Proportions are effective percentages, parentheses are frequencies, the same below.

#### 4.3.2.3 Analysis of self-planning ability results

Self-planning is a goal-oriented self-management method, which is used to guide vocational students in setting learning and life goals. Through self-knowledge and goal setting, actions can be more directional. Therefore, the items of the dimension of self-planning ability in this questionnaire include six questions of A4, A9, A15, A16, A21, and A26.

It can be seen from Table 4.8, A4 "I arrange proper physical exercise for myself every day." In this question, 40.56% said "sometimes met", and 22.53% said, "suited". The average score of this question is 3.08, which is lower than the median of 3.34; A9 "I can reasonably allocate my study and entertainment time." 42.7% of the respondents said "sometimes", and 29.4% said "Yes". ; A15 "I have made a clear career plan for myself." 43.99% of the people who choose "sometimes meet" and

15.02% choose "not quite meet". The average score of this question is 3.23, which is lower than the median value of 3.34; A16 "I have set a clear goal in life for myself." 45.28% of the people said that they "sometimes meet", and 25.54% of the people said they "fit". The average score of this question is 3.22, and the score is lower than the median value of 3.34; A21 "I will spare time to develop my hobbies." 44.42% of the people chose "sometimes", 31.33% said "consistent", the average score of this question is 3.44, and the score is higher than the median value of 3.34; A26 "I will Make semester plans, monthly plans, and weekly plans for yourself." 45.06% of the people said that they "sometimes meet", 24.68% said they "fit", 13.3% said they "do not meet", the average score of this question is 3.20, The score was below the median of 3.34.

Overall, the self-planning dimension scored low. The only question that scored above the median was A21, and it was closer to the median. Therefore, the self-planning ability of higher vocational students is slightly weaker than other abilities.

Table 4.8 Analysis of the results of the self-planning ability of higher vocational students

	Completely inconsistent	Doesn't quite fit	Sometimes meet	Correspond	Completely suitable	Mean standard deviation
A4	7.51% (35)	19.53% (91)	40.56% (189)	22.53% (105)	9.87% (46)	3.08 1.05
A9	4.94% (23)	12.23% (57)	42.7% (199)	29.4% (137)	10.73% (50)	3.29 0.98
A15	2.94% (23)	15.02% (70)	43.99% (205)	24.68% (115)	11.37% (53)	3.23 1.00
A16	4.51% (21)	14.59% (68)	45.28% (211)	25.54% (119)	10.09% (47)	3.22 0.97
A21	3.65% (17)	7.08% (33)	44.42% (207)	31.33% (146)	13.52% (63)	3.44 0.94
A26	6.44% (30)	13.3% (62)	45.06% (210)	24.68% (115)	10.52% (49)	3.20 1.01

#### 4.3.2.4 Analysis of the results of self-regulation ability

Self-regulation is the core element of self-management, including activities such as self-observation, self-judgment, self-adjustment, and improvement, which play an important role in the process of self-management. The items involved in this dimension are A3, All, A13, and A22.

It can be seen from Table 4.9 that in question A3 "I can get along with teachers and classmates in harmony." 44.21% of them chose "conform" and 33.48% chose "sometimes conform". The average score of this question is 3.61, which is higher than the middle The value is 3.34; in the question A11 "I can reasonably convert stress into motivation." 46.78% of the people who choose "sometimes meet" in the total, and 27.25% choose " meet". The average score of this question is 3.31, which is lower than the middle Value of 3.34; A13 "Regardless of gain or loss, I can maintain a positive attitude." 43.35% of the questions said "sometimes" and 29.83% said "Yes". The average score of this question is 3.44, which is higher than the middle Value of 3.34; A22 "I can adjust my mental state when encountering unsatisfactory things." 45.71% of the people said that they "sometimes meet", and 33.226% said "Yes", the average score of this question is 3.48, The score is above the median value of 3.34.

On the whole, the scores of the questions in the self-regulation dimension of higher vocational students are relatively high. Only A11 is lower than the median value, and the rest of the options are higher than the median value. Among them, question A3 "I can get along with teachers and classmates in harmony." The score of this question is Especially outstanding, it is 3.61, which shows that the self-regulation ability of higher vocational students is relatively strong.

Table 4.9 Analysis of the Results of Self-regulation Ability of Higher vocational students

	Completely inconsistent	Doesn't quite fit	Sometime s meet	Correspond	Comple tely suitable	Mean standard deviation
A3	3.86% (18)	4.08% (19)	33.48% (156)	44.21% (206)	14.38% (67)	3.61 0.92
A11	3.43% (16)	11.37% (53)	46.78% (218)	27.25% (127)	11.16% (52)	3.31 0.93
A13	3.86% (18)	8.15% (38)	43.35% (202)	29.83% (139)	14.81% (69)	3.44 0.97
A22	3% (14)	4.94% (23)	45.71% (213)	33.26% (155)	13.09% (61)	3.48 0.89

#### 4.3.2.5 Analysis of self-monitoring ability results

The self-monitoring of higher vocational students is the record of the activity progress, and it is the effective supervision and management of their behavior activities. Self-monitoring provides data on progress toward goals and provides the basis for subsequent self-assessment. The items included in the self-monitoring dimension are A6, A18, A27, A28, A30, and A32.

It can be seen from Table 4.10 that A6 "I can concentrate while studying." In this statement, 47.42% of the people said that they "sometimes meet", and 27.04% of the people said "Yes". The average score of this question is 3.33. Lower than the median value of 3.34; A18 "I can monitor my behavior when pursuing goals." 45.71% of the people choose "sometimes meet" and 29.18% choose "meet". The average score of this question is 3.39, The score is higher than the median value of 3.34; A27 "When I encounter difficulties in learning, I will reflect on myself and find a solution." 49.79% of the people said "sometimes", and 28.33% said "Yes". The average score is 3.36, and the score is higher than the median value of 3.34; A28 "Even if it is something I don't like, I can concentrate on doing it." 49.57% said "sometimes fit" and 25.97% said "fit", the average score of this question is 3.26, and the score is lower than the median value of 3.34; A30 "When I work hard for a goal, I can know what I am doing." 47.85% of those who said "sometimes meet" said "meet" accounted for 32.4%, the average score of this question was 3.45, and the score was higher than the median value of 3.34; A32 "When I work hard for a goal, I will regularly track and clarify my progress." 45.92% and 31.12% chose "conforming". The average score of this question was 3.36, and the score was higher than the median value of 3.34.

Overall, the self-monitoring dimension has an average score, and the self-monitoring ability is relatively good. For questions A6 "I can concentrate while studying" and A28 "Even if it is something I don't like, I can concentrate on it". The rest are higher than the median value of 3.34.

Table 4.10 Analysis of the Results of the Self-monitoring Ability of higher vocational students

	Completely inconsistent	Doesn't quite fit	Sometimes meet	Correspond	Completely suitable	Mean standard deviation
A6	3.43% (16)	10.3% (48)	47.42% (221)	27.04% (126)	11.8% (55)	3.33 0.93
A18	2.79% (13)	9.66% (45)	45.71% (213)	29.18% (136)	12.66% (59)	3.39 0.92
A27	4.29% (20)	6.44% (30)	49.79% (232)	28.33% (132)	11.16% (52)	3.36 0.92
A28	3.65% (17)	11.37% (53)	49.57% (231)	25.97% (121)	9.44% (44)	3.26 0.91
A30	3.22% (15)	4.72% (22)	47.85% (223)	32.4% (151)	11.8% (55)	3.45 0.88
A32	2.58% (12)	8.8% (41)	45.92% (214)	31.12% (145)	11.59% (54)	3.36 0.90



#### 4.3.2.6 Analysis of self-evaluation ability results

Self-judgment is a prerequisite for successful self-management, and self-assessment can provide the basis and guidance for subsequent self-reinforcing or punishment strategies. Therefore, the self-assessment dimensions in the questionnaire include items A10, A14, A17, A19, A24, and A25.

It can be seen from Table 4.11 that A10 "I can judge how I complete a task." In the question, 45.28% said "sometimes met", and 35.41% said, "matched". The average score of this question was 3.49, and the score was higher than The median value is 3.34; A14 "I think it is important to make a plan." 41.42% of them choose "sometimes meet" and 34.98% choose "conform". The average score of this question is 3.52, which is higher than the median value of 3.34; A17 " My goal is very meaningful to me." 45.71% of them chose "sometimes meet" and 31.55% chose "meet". The average score of this question is 3.44, and the score is higher than the median value of 3.34; A19 "I can Infer the success rate of completing a certain task." 48.28% of them choose "sometimes meet" and 29.4% choose "conform". The average score of this question is 3.38, and the score is higher than the median value of 3.34; When I set important goals for myself, I usually achieve them." 48.28% said "sometimes met" and 30.26% said "matched". The average score of this question was 3.48, and the score was higher than the median value of 3.34; A25 "In life and study, I can formulate clear plans for most of the problems I encounter." 46.35% said "sometimes", 31.12% said "conform", and the average score of this question was 3.48, the score is higher than the median value of 3.44.

In general, the average scores of each item in the self-assessment dimension of higher vocational students are higher than the median value, and the higher the score, the better the self-assessment ability.

Table 4.11 Analysis of the Results of Self-assessment Ability of higher vocational Students

	Completely inconsistent	Doesn't quite fit	Sometimes meet	Correspond	Completely suitable	Mean standard deviation
A10	2.36% (11)	5.15% (24)	45.28% (211)	35.41% (165)	11.8% (55)	3.49 0.85
A14	3.22% (15)	5.79% (27)	41.42% (193)	34.98% (163)	14.59% (68)	3.52 0.92
A17	2.58% (12)	7.51% (35)	45.71% (213)	31.55% (147)	12.66% (59)	3.44 0.90
A19	3% (14)	8.15% (38)	48.28% (225)	29.4% (137)	11.16% (52)	3.38 0.90
A24	2.36% (11)	5.36% (25)	48.28% (225)	30.26% (141)	13.73% (64)	3.48 0.88
A25	2.36% (11)	7.73% (36)	46.35% (216)	31.12% (145)	12.45% (58)	3.44 0.89

#### 4.3.2.7 Analysis of self-strengthening ability results

Self-reinforcement is the dynamic mechanism of self-management. The self-reinforcement of higher vocational students means that the individual rewards or punishes himself by judging whether the behavior meets the goals and standards. The self-reinforcement dimension involves items in the questionnaire including A5, A20, A23, A29, A31, and A33.

As shown in Table 4.12, A5 "When I make progress, I will congratulate myself." In this question statement, 39.06% of the people choose "sometimes meet" and 37.98% choose "meet". The average value is 3.53, and the score is higher than the median value of 3.34; A20 "Even if I fail, I will often encourage myself to continue working hard." In the question, 43.35% said "sometimes meet" and 32.83% said, "meet". The average score is 3.46, and the score is higher than the median value of 3.34; A23 "When I do the right thing, I will take the time to enjoy the process." 42.06% of them choose "sometimes" and 34.55 of them choose "conform" %, the average score of this question is 3.59, and the score is higher than the median value of 3.34; A29 "In order to complete difficult tasks, I will plan to reward myself after completing tasks in the future." 30.04% of them met ", the average score of this question was 3.42, and the score was higher than the median value of 3.34; A31 "Even if others don't praise me, I will silently praise myself." 30.9% of them met, the average score of this question was 3.43, and the score was higher than the median value of 3.34; A33 "In order to complete my studies and work smoothly, I will study very hard." 46.35% of those who chose "sometimes meet" and chose 30.04% of them

"conform" and the average score of this question is 3.45, which is higher than the median value of 3.34.

Generally speaking, the average scores of each item in the dimension of the self-strengthening ability of higher vocational students are higher than the median value, indicating that they have strong self-strengthening abilities. Only question A31 "Even if others don't praise me, I will silently praise myself." This question has a slightly lower score in this dimension.

Table 4.12 Analysis of the Results of the self-strengthening ability of higher vocational students

	Completely inconsistent	Doesn't quite fit	Sometimes meet	Correspond	Completely suitable	Mean standard deviation
A5	3.22% (15)	6.01% (28)	39.06% (182)	37.98% (177)	13.73% (64)	3.53 0.91
A20	3.43% (16)	6.87% (32)	43.35% (202)	32.83% (153)	13.52% (88)	3.46 0.93
A23	2.79% (13)	3.65% (17)	42.06% (196)	34.55% (161)	16.95% (79)	3.59 0.91
A29	3.43% (16)	7.08% (33)	46.57% (217)	30.04% (140)	12.88% (60)	3.42 0.92
A31	3.22% (15)	7.73% (36)	45.06% (210)	30.9% (144)	13.09% (61)	3.43 0.92
A33	2.79% (13)	7.08% (33)	46.35% (216)	30.04% (140)	13.73% (64)	3.45 0.91

## Chapter 5 Conclusion and Recommendation

### 5.1 Conclusion

This paper investigates the development status of self-management ability of vocational students in Quanzhou College of Technology in Quanzhou, Fujian Province, and analyzes the results with the help of SPSSAU. This chapter will combine the previous survey results and literature review data to summarize and conclude the differences among the demographic characteristics, family background characteristics, school learning characteristics and the development status of the self-management ability of higher vocational students. On this basis, the main problems existing in the development of self-management ability of higher vocational students are summarized as follows: 1) Higher vocational students have great differences in demographic characteristics, family background characteristics and school learning characteristics. Because more than half of the survey objects in this study are male students, the vast majority are vocational students from rural areas, and the majority of students in this survey are mass students, and sophomore students are few. The proportion of non-only children is large, the number of divorced families is small, the educational level of parents is mostly high school or below, the parenting style of parents is mainly democratic, the majority of respondents have medium grades, and the number of digital media art and design majors fill in the form is the largest. The reasons for the above differences are as follows: There are differences in vocational education resources and levels in different regions. Some developed regions have more abundant vocational education opportunities and resources, and students with superior family conditions are more likely to enter high-level vocational colleges, while some poor areas have fewer vocational education opportunities. This leads to the differences of the students' demographic characteristics, family background characteristics and school learning characteristics in this region. "The difference of family background", the family background of students is also an important reason for the difference. Some students come from families with superior family conditions, have more excellent resources and conditions, can access to better learning environment and high-quality educational resources, and the growth experience and way are also significantly different from other students. "The difference in academic ability", the difference in academic ability of different students leads to the difference in learning characteristics. Some students are naturally more intelligent and have better academic performance, while some students have low academic performance due to lack of motivation and improper learning methods. "Different socioeconomic environment", different socioeconomic environment. Students who grow up in urban and rural areas have obviously different environmental and economic backgrounds. At the same time, the job market and economic and industrial development level in different regions are also different, which will have a certain impact on students' learning characteristics and development. 2) The current status of self-management

ability of higher vocational students shows that "higher vocational students' self-management ability is generally good, but their self-planning ability is weak". According to the results of the questionnaire survey, the average score of self-management ability of higher vocational students is 3.41, which exceeds the median value of 3.34. In general, the self-management ability of higher vocational students in this survey is good. Among them, self-cognition and self-reinforcement ability were the strongest, with high scores of 3.49 and 3.48. Followed by self-regulation and self-assessment, the scores were 3.46, and the scores of self-monitoring ability were 3.36, close to the median value of 3.34. Compared with other dimensions, the self-planning dimension has the lowest score, 3.24, which is lower than the median value. In the six dimensions of the survey, "higher vocational students have strong self-cognitive ability, but do not know much about their own advantages and strengths". Through the analysis of the self-cognitive ability of higher vocational students, it is learned that in the self-cognitive ability, in question A1, "I know my own advantages and strengths very well." The mean of this question was 3.24, lower than the median of 3.34; It shows that most vocational college students have strong self-cognition ability, but they do not know their own advantages and strengths. The reason for this phenomenon is the lack of self-confidence education. In the process of growing up, some higher vocational students are affected by various factors such as established concepts and family environment, and lack of confidence in their own ability, while lack of self-confidence education will reduce the degree of self-cognition of higher vocational students and affect the improvement of self-cognition ability. Due to the lack of professional curriculum education, professional curriculum education is a very important part of vocational college students in school, and some vocational college students may not be able to fully reflect their actual abilities and advantages in class, resulting in inferiority, not understanding their own advantages and strengths, and lack of opportunities to participate in society. Some vocational college students are limited by living environment and opportunities. Lack of opportunities and experience to participate in society, so that they can not fully understand their own advantages and strengths, can not give full play to their potential, and lack of self-awareness. Some higher vocational students have too simple or one-sided cognition of themselves, or only focus on their shortcomings, ignoring their advantages and potential, and lack a comprehensive understanding of themselves. Therefore, there are many reasons leading to the lack of self-confidence and understanding of their own advantages and strengths, which need to be paid attention to and solved from the aspects of individuals, families, schools and so on. In the dimensional survey, "the self-planning ability of higher vocational students is weak". Through the analysis of the self-planning ability of higher vocational students, it is learned that in the self-planning ability, except for question A21, "I will spare time to cultivate my own interests and hobbies." The mean value of this question is higher than the median value, and the mean value of the other five questions is lower than the median value. In terms of the self-planning ability of higher vocational students, it can be seen from the analysis of the questionnaire results that most of the higher vocational students have no clear plan

for their future career choice, and they lack practical plans for life and study. Do not know their own interests, strengths, advantages and future career development direction, may also lack of action and self-management ability, can not effectively develop and promote their own plans. In terms of family factors, some families may have excessive expectations or restrictions on their children's career choices, fail to fully respect their children's personality and will, and may lack educational guidance and support for their children, which will also affect the self-planning ability of higher vocational students. In terms of schools, some higher vocational schools may have deficiencies in planning and guidance, lack systematic vocational education and planning guidance for students, lack understanding of the current situation and trend of social occupation, and lack effective methods and mechanisms to help students improve their self-management and execution ability. Therefore, there are many reasons leading to the weak self-planning ability of higher vocational students. It needs attention and solution from individual, family, school, etc. In the dimensional survey, "higher vocational students have strong self-regulation ability, but they are not good at transforming pressure into motivation". Through the analysis of the self-regulation ability of higher vocational students, it is learned that in the self-regulation ability, question A11 "I can reasonably transform pressure into motivation". The mean of this question is 3.31, lower than the median of 3.34; It shows that most vocational college students have strong self-regulation ability, but they are not good at converting pressure into motivation. The reason for this phenomenon is: in the personal aspect, the lack of mature psychological quality and emotional control ability, it is difficult to correctly deal with and digest pressure. Lack of self-confidence and self-affirmation, easy to produce anxiety and low self-esteem, unable to correctly view personal abilities and potential. Lack of clear goals, lack of planning and execution, it is difficult to find appropriate ways to resolve and use stress. In terms of family, the family education process lacks pressure education and training opportunities to face high pressure. There may be a build-up of stress in the family, such as family economic difficulties, parents' marital problems, etc., resulting in negative emotions affecting children. The expectation and pressure of family for study and future planning are too high, which makes students anxious and escape. In terms of schools: schools may not provide students with positive and effective stress management strategies, lack guidance and training, and may exist in an overly competitive environment, making it difficult for students to withstand pressure; The teaching method and education model may make some students unable to adapt to it, resulting in psychological pressure. In the dimensional survey, "high vocational students have good self-monitoring ability, but there is a phenomenon of inattention and weak concentration". Through the analysis of the self-monitoring ability of high vocational students, it is learned that in the self-monitoring ability, in question A6, "I can concentrate my attention when learning." A28 "Even for things I don't like, I can focus on these two problems with an average of 3.33 and 3.26, which is lower than the median of 3.34; It shows that most vocational students have good cognition of self-monitoring ability, but most of them have the phenomenon of inattention and weak

concentration. The reasons for this phenomenon are as follows: personal aspects: If students suffer from diseases or lack enough physical exercise, students will be distracted or lose interest in subjects or courses; If students are mentally unhealthy and have psychological problems such as anxiety and depression, it will also reduce students' attention and concentration. In terms of family: if the family environment is not conducive to learning, the parents' education is not correct, the parents are too protective or not enough to support the students' learning, there is a tense and disharmonious atmosphere in the family, which will affect the students' emotions and attention. In terms of school: if the classroom teaching presents a single, boring, no interest, the school atmosphere is poor; Inadequacy of school safety, hygiene, access control and other control measures; Irregular school life and lack of adequate rest and exercise can also affect students' concentration. In the dimensional survey, "high vocational students have good self-assessment ability, but they are not very confident about the task completion rate". Through the analysis of the self-assessment ability of high vocational students, it is learned that the average score of the self-assessment ability dimension is higher than the median value of 3.34, but question A19 "I can infer that the success rate of completing a certain task is the majority." It is close to the middle value, indicating that most of the higher vocational students have good self-assessment ability, but they are not confident about the task completion rate. The reason for this phenomenon is that: from the personal level, some higher vocational students may be due to their insufficient ability level and lack of self-confidence, resulting in the task completion rate is not confident. Think you can't complete the task and therefore lack the motivation to try. In addition, some higher vocational students may have learning disabilities, such as inattention, poor memory, poor language skills, etc., which will also affect task completion rate and self-confidence. From the perspective of family, some higher vocational students may come from relatively low-income families, and their family life is unstable, lacking a sense of security and stability, resulting in a lack of self-confidence. In addition, some higher vocational students may be affected by the family environment, such as parents' low expectations of them, lack of encouragement and support for them, will also bring negative effects to them, so that they lack confidence in their ability and performance. From the school level, some higher vocational students may be limited by the education system, the school's education mode is too rigid, the lack of personalized and inquiry learning characteristics, will make some higher vocational students feel boring and tired, thus losing the confidence in the task completion rate. In addition, some vocational students may be bullied or ostracized at school, which can also take a toll on their self-confidence and lead to a lack of confidence in task completion. In the dimensional survey, "higher vocational students have good self-reinforcement ability, but lack the ability to affirm themselves", through the analysis of the self-reinforcement ability of higher vocational students, it is known that the average score of each item of the self-reinforcement ability dimension of higher vocational students is higher than the median value, indicating that the self-reinforcement ability is strong. Question A31: "I praise myself silently even if others do not praise me." This question

has a slightly lower mean score in this dimension. The reasons for this phenomenon are: personal: lack of self-confidence, often underestimate their own ability, and dare not face up to their shortcomings and shortcomings. Lack of concentration: Inability to concentrate on learning and exploration, resulting in their academic performance has been stagnant or slow to improve. Disorganized personality, lack of execution, no sense of goal, often spend energy on trivial things, distracting the focus of learning and practice, affecting academic and career development. Family: Improper family education: giving children too much love and protection will make children lack the ability to cope with difficulties and setbacks, and feel unprepared for the difficult challenges in the future. Adverse family environment: Some people live in a difficult environment, do not have enough economic and cultural resources, lack good living habits and cognitive abilities. The family atmosphere is not good: there are disputes and discord within some families, and there are problems between parents and couples, which will endanger the growth of children and the beauty of family relations. School reasons: school education direction is not clear: some higher vocational colleges can not well follow the development of society and career development trend, the education system is behind The Times, unable to inject fresh ideas and knowledge for students, unable to meet the actual needs of the industry and market for fresh talents. The school's single teaching method, lack of practical experience and real industry contacts, can not allow students to better integrate into the professional environment. Poor school management: Some schools have poor management and education methods, and there are various problems, such as difficult to guarantee the quality of homework, difficult to guarantee the quality of curriculum, and chaotic school rules and regulations, which will have a negative impact on students' learning and development. In short: higher vocational students are not affected by external factors, and there may be many reasons for affirming their weak ability. In order to change this situation, individuals, families and schools have an indispensable role, and multiple perspectives and multi-pronged efforts can allow students to show better talent and potential. 3) The main problems in the development of self-management ability of vocational college students are as follows: "The difference of objective factors affects the development of self-management ability of higher vocational students", according to the basic data of questionnaire survey, The greater the difference in objective environmental factors such as different majors, gender, grade, place of origin, whether it is the only child, whether it is a divorced family, whether the comprehensive performance is ranked in the class, whether it is a class leader, whether it is awarded by the college level or above, the political outlook, the educational level of father and mother, and the family rearing style, the greater the impact on the self-management ability of higher vocational students. In particular, for the factor of different parenting styles, 46.14% of the students said that the parenting styles were democratic, but 14.59%, 7.3%, 1.72%, 30.26% of the family rearing styles were lax, authoritative, loving and other. All these will have a direct impact on the strength of self-management ability of higher vocational students. Therefore, in order to reduce the negative impact of negative objective factors on the ability of self-



management, we must respect children's ideas and give encouragement and support to build a harmonious democratic family upbringing. "Self-management consciousness is shallow, self-planning ability is weak, self-management effect is not good", according to the questionnaire survey statistics, the current higher vocational students' self-management consciousness is relatively weak. It can be seen that there are certain deficiencies in the self-management consciousness of vocational college students, and the school and family environment also have positive or negative effects on the development of their self-management ability. The above questionnaire survey on the status quo of self-management ability of vocational college students shows that the current self-planning ability of vocational college students is weak.

The main reason is that the plans made and the goals set may not be scientific and reasonable enough, even if a lot of energy is spent on management can not achieve good results. Through the above analysis of the current situation of the self-management ability of higher vocational students, it is found that the overall self-management ability of higher vocational students is good, but there is a problem of poor self-management effect. The main reason is that in the process of self-management, vocational college students lack the participation in social practice and the accumulation of experience, ignore the timely communication with the outside world, and weaken the sense of self-competition. "Higher vocational colleges do not pay attention to the cultivation of students' self-management ability". From the analysis of the self-management ability of higher vocational students, the strength of higher vocational students' self-management ability is not only related to the personal development of higher vocational students, but also closely related to the development of higher vocational colleges. The improvement of self-management ability not only depends on the objective environment and students' personal development, but also depends on the improvement of students' self-management ability. It is more necessary for higher vocational colleges to implement the identification and formulation of students' self-management ability model. In the process of student management in higher vocational colleges, relevant education and guidance should be strengthened from multiple angles to improve the self-management level of higher vocational students.

## **5.2 Recommendation**

Based on the summary and analysis of the current situation of the self-management ability of vocational college students, the main problems existing in the self-management ability of vocational college students, and combined with the differences of the current vocational college students in three aspects: demographic characteristics, family background characteristics and school learning characteristics. This paper puts forward strategies to improve the self-management ability of vocational college students from three main levels: individual, family and school, aiming at providing useful reference for the effective improvement of the self-

management ability of vocational college students (Deng, Wu & Zeng, 2018). 1) "Self-management initiative and enthusiasm should be stimulated at the individual level". Vocational college students should become the leader of their own self-management ability. As the main body of learning in higher vocational education, higher vocational students need to take the initiative to manage their study and life scientifically and effectively. The survey results show that the overall self-management ability of higher vocational students is good, but the self-planning ability needs to be improved. Self-planning is an important direction of self-management, which includes the setting of learning goals, life goals and goals in each stage. Therefore, higher vocational students should enhance their self-understanding and consciousness, formulate scientific and reasonable plans, and take action to improve their self-management ability. In other words, higher vocational students can improve their self-management ability from the following three aspects: enhance self-management consciousness, establish scientific and reasonable planning, and improve self-management action (Tang, 2018). In terms of "enhancing the consciousness of self-management", vocational students themselves must realize that self-management is very important. Only when we are truly aware of the importance of self-management can we be more active in practicing and improving our ability of self-management. In the process of enhancing self-management awareness, I can understand my own strengths and weaknesses through self-evaluation and reflection, and then find the direction of self-improvement and direction of effort. At the same time, we need to have a comprehensive cognition of ourselves, including understanding our own personality characteristics, character, interests, strengths and weaknesses, so as to better plan personal development and career planning. In terms of "establishing scientific self-planning", higher vocational students need to further develop scientific self-planning after enhancing self-management consciousness. Self-planning is a very important work, which can not only set clear goals and routes for future development, but also make better use of time and resources, improve efficiency and effectiveness. In the process of determining self-planning, it is necessary to fully consider their own interests, abilities and career pursuits, but also need to consider the market and social needs, and develop a practical and feasible plan. In the process of implementing self-planning, higher vocational students should always maintain flexibility and flexibility, and make necessary adjustments and improvements according to the actual situation. In terms of "improving self-management motivation", after determining the scientific self-planning, vocational students need to take active and effective actions to achieve the goal of self-management. Improving self-management is a long and hard work that requires continuous learning and practice. In terms of action, higher vocational students can adopt various methods and strategies that suit them, such as making detailed plans and arrangements, setting reasonable time and goals, and focusing on execution and discipline. At the same time, you also need to strengthen your self-discipline and endurance, and be able to carry out the plan relentlessly until the goal is achieved. 2) "At the family level, we should create a harmonious and democratic family cultural

atmosphere". Family is an important supporting force to improve the self-management ability of vocational college students, and the impact of environment can not be ignored. Among all kinds of environmental factors, the influence of the family on the individual is invisible and internal. The research shows that the parenting style has a great impact on the self-management ability of vocational college students, especially the students from democratic families have the strongest self-management ability. Therefore, parents' educational concept, educational mode and parent-child relationship play an important role in shaping the self-management ability of vocational college students. At the same time, families and schools should cooperate with each other, follow the principle of consistent education influence, and jointly promote the development of self-management ability of higher vocational students (Cui, 2019). We will start from the following points to create a harmonious and democratic family atmosphere: "parents renew the old educational concept", the democratic educational concept of parents plays an immeasurable role in the formation of children's strong self-management ability. Due to the limitation of their own cultural level and understanding, both parents directly lead to unreasonable judgments and choices, and either restrict or indulge their children's education methods, which is bound to hinder their independent activities and limit their understanding and management to a certain extent. Therefore, parents should abandon the old educational concepts, learn the correct educational concepts, pay attention to training the self-management ability of vocational students, and realize that the growth process of vocational students needs family support and guidance. Parents should understand their children's character, hobbies, strengths and weaknesses, and use this as a starting point to carry out educational activities. Adhere to the people-oriented, respect the personality of higher vocational students, establish and maintain harmonious and democratic family relations, to provide a solid guarantee for the development of self-management ability of higher vocational students. To build a democratic parent-child relationship is one of the important means to improve the self-management ability of vocational college students. Parents should give full play to the subjective initiative of vocational students, on the basis of abiding by family rules, let vocational students participate in decision-making, discussion and other links, and cultivate their democratic consciousness and spirit of cooperation. Parents should also pay more attention to the emotional needs of vocational students, strengthen communication with children, guide vocational students to develop cognitive and emotional abilities, and help them learn to correctly express and deal with emotions (Wang, 2019). "Adhere to the consistent impact of education", from the perspective of improving students' self-management ability, parents' education of students should be consistent with the pace of school education, cooperate with each other and play a coordinated role, and parents and other family members should also achieve the consistency of educational ideas, educational methods and educational information. The development of self-management ability of vocational college students can be supported by the family. Families and schools should cooperate with each other, do a good job of linking up, and follow the principle of consistent

education. It is far from enough to rely only on the efforts of vocational students or schools to improve the self-management ability of vocational students. Families should also step in line with the steps of vocational students and schools to form a joint force to promote the gradual improvement of self-management ability of vocational students (Zhou, 2020). 3) "The training forms of self-management ability should be enriched at the school level", and the school is the leading role in improving the self-management ability of higher vocational students. According to the survey, higher vocational college students with high grades, their self-management ability is prominent, and students who have served as monitor positions and participated in activities and won awards are also prominent. As a higher vocational school, in terms of "improving the level of education and teaching", higher vocational colleges should adhere to the educational concept of teaching and educating people. While strengthening the construction of teachers, they should explore novel teaching forms, improve the attractiveness of teaching, guide students to interact positively with theory and practice, help them master self-management methods, and stimulate their interest in self-management. At the same time, vocational colleges should also strengthen school-enterprise cooperation, through practical training, so that students can better understand their own development direction, formulate career planning, and improve self-management ability. With the promotion of such concepts and measures, while promoting the improvement of students' academic performance and comprehensive quality, guiding students to conduct self-management, the teaching quality can be better improved and more outstanding professional talents can be cultivated (Tian, 2022). In terms of "adopting diversified training forms and promotion means", the system of rotation of class and cadre can be implemented to encourage more students to participate in practice and promotion, and a reward and punishment system can be established (Zhang & Weng, 2020). Evaluation of results through teacher evaluation or students' self-evaluation is helpful to improve students' self-cognition, self-planning, self-regulation and control ability. Secondly, organize diversified management ability training, carry out relevant courses, and encourage social research practice to strengthen students' self-management awareness and methods (Qu, 2022). Among them, teachers and counselors can create an atmosphere of self-management, encourage students more, give proper evaluation of internship and practical training performance, help students better self-regulation and evaluation, and improve self-management ability (Wang, 2019).

### **5.3 Further Study**

Based on the analysis of current research background and previous research results, this paper investigates the self-management ability of students in Quanzhou Vocational College of Light Industry 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 demography, school learning characteristics and family background, 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, whether the divorced family and the educational level of the parents, but there are significant differences in grade, origin of students, academic ranking, whether to hold a class position, whether to win 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, the author puts forward targeted suggestions on improving the self-management ability of vocational college students from three aspects: individual, school and family.

Self-management ability is a student management method based on self-management, which has important research value in the student management mode and the actual situation of student management. The author's innovation can be reflected in the following two aspects: 1) Combining the improvement of self-management ability with students' personal development and family education with the management form of school students, actively summarizing the importance of self-management ability among personal development, family education and school management, and promoting the improvement of vocational college students' self-management ability. 2) Actively learn from and make use of the results of the cultivation of students' self-management ability in higher vocational schools, and according to the current status of education, explore the beneficial ideas for the personal development of self-management ability of higher vocational students, create a good environment for family education and student management in higher vocational colleges, so as to facilitate the education effect of student management in higher vocational colleges.

Due to the limitations of objective conditions, this study also has some shortcomings, and it is hoped that it can be improved through further exploration in the future. The self-management ability of higher vocational students is an important research direction in the student management mode of higher vocational colleges. In the future, it is suggested to explore the self-management ability of higher vocational students from multiple perspectives, to deeply understand the self-management ability of higher vocational students through questionnaires, interviews and experiments, and to explore its manifestations, influencing factors and improvement strategies from multiple perspectives. By tracking the career development of vocational college students, the relationship between self-management ability and career development is explored, and the importance of self-management in career is further emphasized. According to the characteristics of self-management ability of higher vocational students, this paper develops an effective training mode, explores how to integrate self-management ability training into higher vocational education, and how to develop

tools to support self-management by combining educational technology means. For example: mobile applications, online courses, to help higher vocational students improve self-management ability and other directions for in-depth research.



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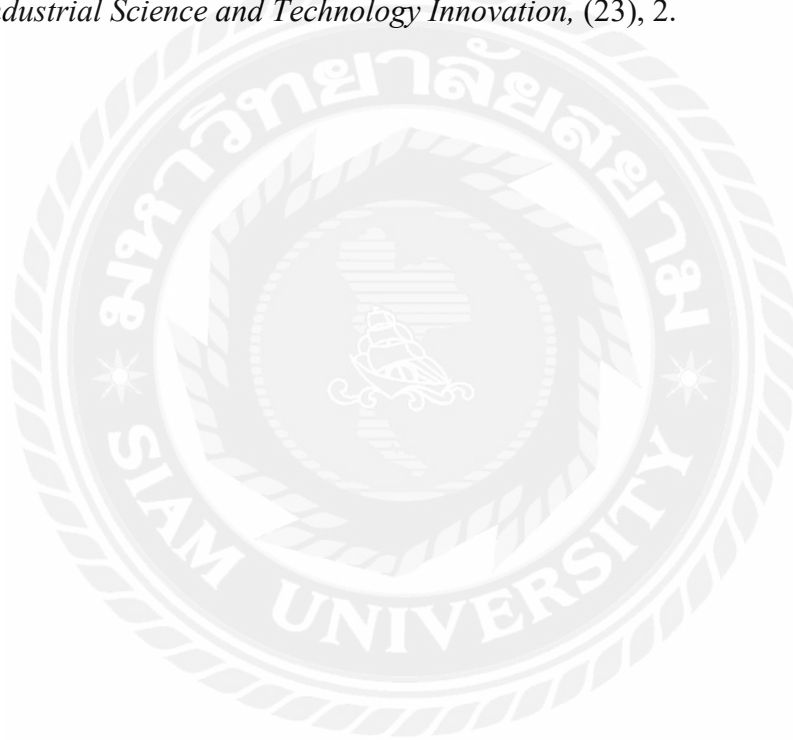
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## Appendix

### Questionnaire

#### Questionnaire on Self-management Ability of Higher Vocational Students

Dear students:

Hello! Thank you for taking the time to cooperate with our investigation. This questionnaire on self-management ability aims to understand the current situation of the development of self-management ability of higher vocational students. This questionnaire is conducted anonymously. There is no right or wrong answer to the questions. Please fill in the questionnaire truthfully according to your own situation. In addition, the questionnaire is only for research use, your real answer will have a direct impact on our research results, please check carefully after answering, do not miss any question, once again express my sincere thanks for your serious answer!

\*Instructions: Please choose a corresponding option after each question and fill in the table

Table 5.1 Part I Basic personal information

Major		
Grade distribution	Freshman	
	Sophomore	
	Junior	
Yes No only child	Yes	
	No	
Place of birth	The countryside	
	City	
Yes No Divorced family	Yes	
	No	
Duties	Yes	
	No	
Parenting style	Democratic	
	Laissez-faire	
	Authoritative	
	Doting	
	Other types	
Gender	Male	

	Female	
Grades ranking	superior	
	upper middle class	
	Medium	
	Lower middle class	
	Inferior	
Awards	Yes	
	No	
Political status	Communist Party member (including probationary party members))	
	Communist Youth League member	
	The masses	
Father's education level	High school and below	
	Secondary school	
	Junior college	
	Undergraduate	
	Postgraduate and above	
Mother's education level	high school and below	
	Secondary school	
	Junior college	
	Undergraduate	
	Postgraduate and above	

\*Instructions: Please choose the option that best suits your own situation after each question and tick "J" in the box.

Serial number	Question	Options				
		Completely inconsistent with	Doesn't quite fit	Sometimes meets	Symbol combine	Completely suitable
1	I know my own strengths and specialties very well.					
2	I am very aware of my shortcomings and deficiencies.					
3	I can get along well with teachers and classmates.					
4	I arrange proper physical exercise for myself every day.					
5	When I make progress, I congratulate myself.					
6	When studying, I can concentrate.					
7	I know very well what my personality is like.					
8	I know what level I am in the class in all aspects.					
9	I can reasonably allocate my study and entertainment time.					
10	I can judge how I complete a task.					
11	I can reasonably turn stress into motivation.					
12	I clearly know what kind of learning style is suitable for me.					
13	Regardless of gains and losses, I can maintain a positive attitude.					
14	I think it's important to have a plan.					
15	I have made a clear career plan for myself.					
16	I set clear goals in life for myself.					
17	My goals make sense to me.					
18	In pursuit of goals, I can monitor my own behavior.					
19	I can extrapolate what my success rate is for completing a task.					

Serial number	Question	Options				
		Completely inconsistent with	Doesn't quite fit	Sometimes meets	Symbol combine	Completely suitable
20	Even if I fail, I will often encourage myself to keep trying.					
21	I will spare time to develop my hobbies.					
22	When things go wrong, I can adjust my mental state.					
23	When I do something right, I take the time to enjoy the process.					
24	When I set important goals for myself, I usually achieve them.					
25	In life and study, I have the ability to formulate clear solutions to most of the problems I encounter.					
26	I will make semester plans, monthly plans, and weekly plans for myself.					
27	When I encounter difficulties in my studies, I will reflect on myself and find solutions.					
28	Even if it's something I don't like, I can focus on it.					
29	In order to be able to complete difficult tasks, I plan to reward myself after completing tasks in the future.					
30	When I work toward a goal, I know exactly what I'm doing.					
31	Even if others don't praise me, I will silently praise myself.					
32	When I work towards a goal, I regularly track and clarify my progress.					
33	In order to complete my studies and work smoothly, I will study very hard.					
34	I have my own value judgments when dealing with some people and things.					

--Thank you for your active participation and wish you a happy life!

Figure 5.1 Part II Self-management ability scale