



**THE INFLUENCING FACTORS OF AUTONOMOUS CLASS  
MANAGEMENT IN UNIVERSITIES-A CASE STUDY OF  
NANJING COMMERCIAL COLLEGE**



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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF  
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This Independent Study has been Approved as a Partial Fulfillment of the Requirement  
of International Master of Business Administration

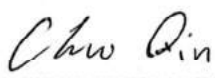
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**Title:** THE INFLUENCING FACTORS OF AUTONOMOUS CLASS MANAGEMENT IN UNIVERSITIES- A CASE STUDY OF NANJING COMMERCIAL COLLEGE  
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**Major:** Education Management

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**Abstract**

Classroom management, as an essential part of school education and management, is the grass-roots organization of students' learning and life. The rapid development of science and technology, information technology, and globalization requires us to constantly update our previous management style, and the "people-centered philosophy" requires us to be student-oriented and fully respect students. Therefore, the only way to maximize students' independent development is to return the classroom to the students and provide a quality classroom educational environment for the healthy growth of each student. Therefore, the primary objectives of this study were: 1) to examine the influence of students' participation in class affairs on autonomous class management. 2) to examine the influence of teachers' motivation on autonomous class management. 3) to examine the influence of the setting of class cadres on autonomous class management. 4) to examine the influence of the setting of class goals on autonomous class management.

This paper utilized the quantitative research method. Based on the research of humanism and target management theory in classroom self-management, The paper proposed to conceptualize four hypothesized factors of this study: students' participation in class affairs, teachers' motivation, setting of class cadres, and determination of classroom goals, designed the relevant questionnaires according to the hypotheses, carried out a questionnaire survey on 320 students in Nanjing Commercial College, and conducted reliability test, correlation test, and multiple regression for the statistical analysis of the questionnaire. The analysis results determined that: 1) Students' participation in class affairs positively impacts the self-management of college classes. 2) Teachers' incentive has a positive impact on the self-management of classes in colleges and universities. 3) The setting of class cadres has a positive impact on the class self-management in colleges and universities. 4) The determination of class objectives has a positive impact on the autonomous management of classes in colleges and universities.

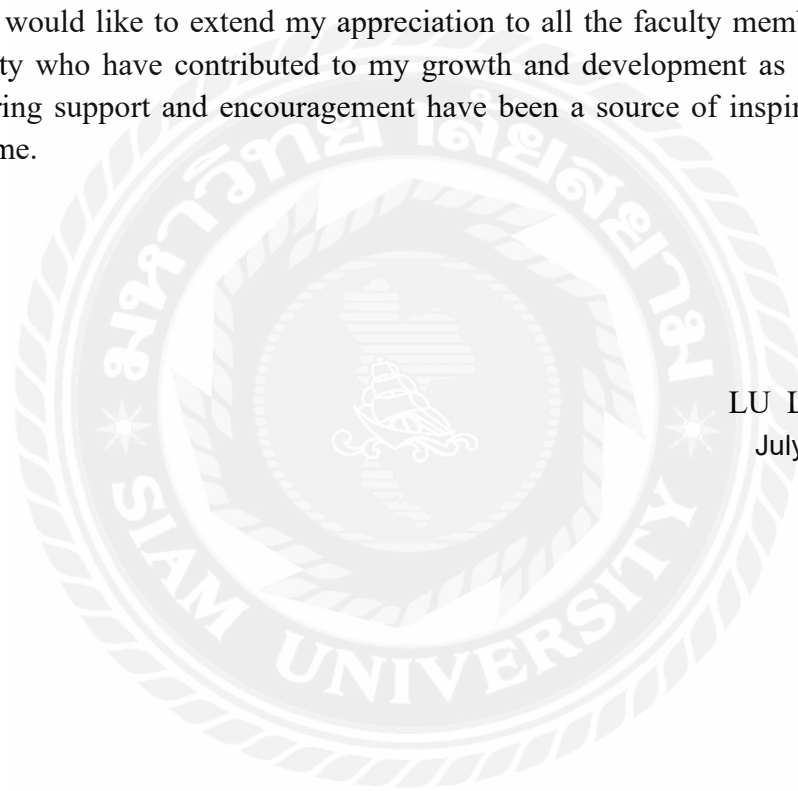
**Keywords:** class autonomy management, humanistic theory, target management theory

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LU LI RONG  
July 27, 2023

## Declaration

*I, LU LI RONG, hereby certify that the work embodied in this independent study entitled “The influencing factors of autonomous class management in universities —A Case of Nanjing Commercial colleges” is result of original research and has not been submitted for a higher degree to any other university or institution.*

.....  
(LU LI RONG)

July 27, 2023



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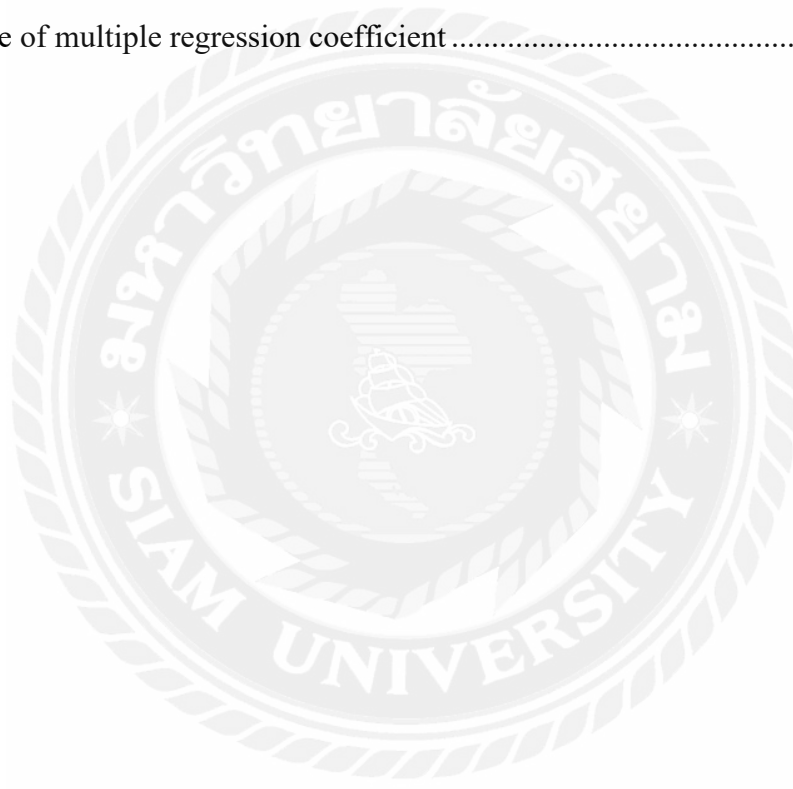
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# Chapter 1 Introduction

## 1.1 Background of the study

Class management, as an essential part of school education management, how to improve management efficiency has become the focus of many front-line educators and researchers. In traditional college school class management, the class teacher is to complete the plan and facilitate management. Students have always been regarded as the object of control. Students' evaluation has become a means of direction, not promoting development. Such a class management model cannot adapt to the laws and mental development of students and the status quo of society. Therefore, it has become a trend to implement a scientific and practical class management model.

To solve this problem, many theories and methods have been proposed in the field of education. During the 19th to 20th century, European new educators proposed the claim of the "new education movement", that is, all the class management methods that oppose backward and suppress students' personality development, emphasize respect for students' personality, stimulate their initiative to take the initiative. The consciousness of participation is to cultivate the student's ability in all aspects of democratic management (Li, 2022). Among them, the Italian educator Victorino set up a school called "Happy House." The teachings he admired were that the school must take into account the teaching of moral education and intellectual education at the same time. The development of their personality has cultivated them into responsibilities and responsibilities. At the same time, Victorino also advocates that the school should implement independent management and put forward the point of view of students' autonomy (Liu, 2022).

Among the many educational theories, humanistic theory emphasizes respect, focuses on individual needs and emotional development of students, and focuses on establishing positive teacher-student relationships and student autonomy. Suhomlins put forward the view of "self-education." In the "Advice on Teachers," he pointed out that he should focus on cultivating students' enthusiasm and innovation in self-education, which can help students learn to educate themselves. Objective management emphasizes that organizational groups jointly formulate specific and feasible goals that can objectively measure. The theory believes that managers should not only pay attention to completing production tasks but also focus on caring for people and understanding people's needs (Anna, 2018). The theory of target management pays attention to students' goal-setting and self-management. It promotes students' learning motivation and self-regulation by setting clear goals and providing appropriate support. These two theories align with the concept of modern class autonomy management, but the specific effects still need further research and verification.

Nanjing Commercial College is a brand school of innovative management in China and one of the top ten innovative schools in Chinese education in the new century. Nanjing Commercial College focuses on improving the quality of teaching and is one of the first

"Harmonious Campus" and "Safe Campuses" in Jiangsu Province. Most of the students in Nanjing Commercial College are between 18 and 20 years old, which is an essential stage in the growth and development of young people. The school attaches importance to students' classroom management, has set up a classroom teacher's workshop, and has advanced experience, so the students of Nanjing Commercial College were chosen as the research object.

## **1.2 Problems of the study**

College students have a strong self-awareness at this age. In emotion, they are unwilling to be disturbed by the external environment and like to follow their preferences. In behavior, they want to deal with their ideas and want to deal with them according to their ideas. They do not want outsiders to participate in decisions. Liu Xiao (2018) said that the point of view of Mr. Dewei, a practical philosopher in the United States, said that the critical part of student management is the management of the class, so the students should be placed in a critical position in the class and given students to the students Provide a comprehensive and effective management platform. However, China's research on the independent management of students has yet to form a relatively systematic theoretical system. At the same time, in traditional college class management, students have always been regarded as the object of management. Students need a sense of ownership and have low self-evaluation. This management method cannot inspire students' enthusiasm, cannot mobilize students to participate in active participation, and cannot truly realize the comprehensive development of students.

The research on the application effects of humanistic and target management theory in class management is relatively small and exceptionally in-depth on the influencing factors of the independent management of colleges and universities. Therefore, this study aims to explore the effects of applying humanistic and target management theories in the adaptation of students in class management. Through the research and analysis of the application effects of these two theories in class management, they propose independent management of university classes. Impact and verification. Therefore, this paper investigates and analyzes the class autonomy management of students in Nanjing Commercial College.

## **1.3 Objectives of the study**

The current scholars pay much attention to the "status quo" of the independent management of colleges and universities. Still, they have a few influencing factors for exploring the independent management of colleges and universities. Through research on the face, you can enhance the relationship between teachers and students more effectively and provide practical operating suggestions for autonomous management. Therefore, the research objectives of this study are:

1. To examine the influence of students' participation in class on the autonomous class management .

2. To examine the influence of teachers' incentives on the autonomous class management.

3. To examine the influence of the setting of cadres on the autonomous class management.

4. To examine the influence of the determination of class good on the autonomous class management.

## **1.4 Scope of the study**

In this study, the students of Nanjing Commercial College as the research object, in-depth excavation of students' participation in class management and self-management capabilities. By consulting relevant literature on managing college student classes, independent management of the class, humanistic theory, and target management theory. According to the research on the autonomous management of humanistic and target management theory in the class, the assumptions of this study are proposed, and the relevant questionnaires are designed according to the assumptions and then analyzed. Therefore, the research scope of this article is mainly concentrated on the influencing factors of the independent management of university school classes and in -depth discussions on the research objects of Nanjing Commercial College. Specifically, this article will focus on the following aspects:

1. Explore the application of humanistic and target management theories in the independent management of university classes.

2. The hypothetical factors of the independent management of university classes are proposed to verify.

## **1.5 Significance of the study**

### **1.5.1 Theoretical Significance**

There needs to be more research on autonomous management in college classes. This study uses a questionnaire survey to obtain first-hand information on the current status of classroom autonomy management of students in Nanjing Commercial College, to provide a favorable scientific basis for improving classroom autonomy management in colleges and universities, and to promote the study of students' autonomy management in the classroom. On the one hand, it can enrich the research content of classroom autonomy management and make up for the need for more research literature. On the other hand, it helps improve the relevant theoretical system and provides some academic guidance for developing the field of class autonomy management.

### **1.5.2 Practical Significance**

Studying the influence factors of independent management of college classes can effectively enhance the students' independent management ability and improve the relationship between teachers and students. The study provides practical suggestions for the independent management of college classes. The recommendations put forward are also worthy of reference for many educators in the front line, and also point out the

direction for the reform of independent management of classes, and provide experience demonstration for the relevant institutions to learn from the contents of the independent management of college classes in the future, which is of great significance, and at the same time, it pushes the reform of independent management of college classes to a whole new level. It is of reference significance, and at the same time, it takes the reform of classroom independent management for high school students to a whole new level.



## Chapter 2 Literature Review

### 2.1 Introduction

Based on the construction of humanistic theory and management by objectives theory, it discusses the concepts and characteristics of class autonomy management and the influencing factors of college class autonomy management. Through the literature review, we clarified the factors affecting the independent management of university classes. A conceptual model of this study was constructed based on the analysis and relevant study conclusions to determine the relationship between each variable.

### 2.2 Literature Review

#### 2.2.1 Class Autonomy Management

Chinese scholar Zhou believes: "Class autonomy management is based on students as the main body. Based on following the laws of students' physical and mental development, students' autonomous participation, perception, internalization, and other channels are used to enhance students' autonomous management awareness and independent management ability. Management activities are based on improving student quality and class management. "This reflects the importance of people-oriented education concepts (Zhou, 2005).

##### 2.2.1.1 Class autonomy management ideology

Regarding class autonomy management awareness, Western countries germinated a long time ago. Czech Democratic Education, the father of Democratic Education, Quomeus, proposed the "class teaching system" and emphasized that the school's education and teaching activities must be implemented based on students' physiology and scientific signs (Wang, 2023). Rousseau put forward the view of "natural education," in other words, "inner natural education" and "natural education," requiring educators to follow the characteristics of students' age characteristics and physical and mental development laws to implement management (Lu, 2018). After the twentieth century, Mr. Dewey, a famous American thinker, opposed the traditional school education concept. He advocated that teaching must take the personal development of students as a foothold and emphasized that only teaching in line with students can be called actual teaching.

Moreover, too many highlights of the subject's teacher position will restrict the students' personality development (KANN, 2023). Mr. Tao, an educator in our country, proposed to let the students self -autonomy. The idea of "life education" is proposed to liberate students, allow students to manage themselves, and take the initiative to let it go so that students can create themselves and express their remarks. The school also needs to be students for students. Create opportunities to grow, and provide conditions to support students' independent development (Tao & HU, 2005). By the 1970s, UNESCO released an educational report called "Survival of the Survival." It is to have the ability for autonomous management (Liu, 2022).

In summary, many scholars at home and abroad have recognized the significance of independent management to the growth of student growth early, emphasizing that teachers must provide services to students in education and teaching management, focus on cultivating their innovation and self-management ideas, self-ism and autonomy and autonomy Energy fusion is in the implementation of education and teaching.

### **2.2.1.2 Practice in autonomous class management methods**

From the perspective of the method of independent class management, some developed countries have reflected evident characteristics and specific advanced nature. The American management method is relatively free, and there is no clear concept of class. You can classify class management as classroom management. There is no fixed class. Teachers only undertake teaching tasks. From elementary school, a "consultant" or special class teacher is responsible for students' selection. Thoughts and life problems, the class consultant will help students solve the question through psychological counseling (Zhang, 2023). Finland's management methods are very influential in the world. Many countries send personnel to Finland to exchange and study each year. It is the only country in the world that does not distinguish between grades and has no fixed class. Establishing a student consultant system, instructor system, and independent management system to conduct students' self-education and autonomously manage daily learning and life (Sun, 2021). In Sweden, many schools pay great attention to the effectiveness of the class meeting in class management. The Swedish Education Law also stipulates that class meetings must be organized in all grades of high schools. You can be classmates, class teachers, and teachers in the class. The content of the meeting can be discussed in the recent teaching situation, discussing reform plans to improve teaching levels, theme education activities, etc. The students themselves will plan the class. At the class meeting, the head teacher can discuss with the students how to manage the various matters in the class. Through this form, they created an excellent self-management and exercise platform, and the burden on the class teacher's work also enhanced the class education management of class education management. Benefits (Bai, 2008).

China has also proposed some autonomous class management models. Scholars Peng (2013) proposed the "star management" model; that is, the first step organizes all members of the whole member to jointly understand the connotation of the "star management" model. In the second step, the "Star " creates the "Star " In the third step, the third step is based on the star management mechanism to integrate the students participating in the management and then evaluate the star level according to the amount of the score, to achieve the students' active participation in the class of class management and exercise themselves to exercise themselves the goal of.

From the above, when implementing class management behaviors, teachers must actively mobilize students' initiative with the premise of cultivating students' independent management ability, being good at letting go and decentralization, and ensuring that students' leading positions in the class's independent management of the class.

## **2.2.2 Humanistic Theory**

### **2.2.2.1 Concept of humanistic theory**

Western humanistic education ideas sprouted during the ancient Greece period. During the Renaissance of the 14th and 16th centuries, early humanistic education thoughts were initially taken shape. Representatives include humanist educators such as Victorino, Ilasmo, Labere, and Mengtian. They have proposed a lot of influence theory for contemporary Western humanistic education. Regarding educational goals, people are considered the spirit of all things, advocating to stimulate students' innate ability through education, develop people's unique personalities, and advocate that education is used as a means of transition to a better life. In terms of educational content, it is believed that the knowledge of students' future life should be taught to the students, and those things that can cause the students to learn and cause students to think independently to students actively. When learning Really valuable and understandable things. Regarding educational methods, it is advocated to organize teaching following the level of students' psychological development, advocate the training of feelings, advocate more to make students practice, promote more reward methods, and oppose punishment for students.

In the 18th and 19th centuries, with the European Industrial Revolution as the background, Rousseau and Dewey launched the new humanistic movement on behalf of the representative. The role of the entire teaching activity is to cultivate people who can adapt to real life as the purpose of education (Cheng & Xu, 2008).

After Maslow died in 1970, Rogers became the representative of the American -style psychology school and "spokesman." At that time, humanistic education thought emphasized the individual's dignity and value (Cheng, 2020). In modern times, Cai, who proposed humanistic education earlier, advocates education with people-centered, cultivating human wisdom, promoting human nature, and improving people (Cai, 2023). In the same era, there are Tao's life education ideas and Chen's "living education" thought. Both criticize traditional Chinese education as a "dead education buried in humanity and reading dead books." Among them is much humanistic education—thought (Zhu, 1990). In recent years, the "New Education Experiment" initiated by scholar Zhu (2007) can be described as a typical embodiment of humanistic education. New education emphasizes "living a happy and complete education life," which is not only the thinking and pursuit of the ultimate significance of education but also the desire and plan to propose the treatment of deformed education.

### **2.2.2.2 Students participation in class affairs under the humanistic theory should**

Driven by the Renaissance trend of thought, a new educational reform appeared in the West, and the direction of humanism began. In the reform movement, education scholars put attention on the traditional education constraints on students, put forward to let students get rid of this bondage, encourage students to participate in class affairs management, and let students in daily life continuously learning and practice to provide them with rich self-development space, let the students 'subjective initiative is entirely playing so that each



student's personality characteristics can show.

The "Happy Home," created by Italian humanist educator Victorino, is the first attempt for students to participate in class management independently. "Free education" is a kind of new educational idea proposed by Victorino in the "Happy Home." He believes that education focuses on cultivating students' personalized development, fully mobilizing students' initiative and enthusiasm, striving to make students reach the degree of autonomy and autonomy, to consider morality and wisdom, and promoting the all-around development of students as the ultimate goal of education (Zhang, 2020). American educator John Dewey proposed that "education is life, and school is equal to society" so that students can progress in life and study and achieve self-reliance in management. He also believes that education should be student-centered, and teachers should help students, especially in implementing self-management, to successfully conduct self-management (Lin, 2022).

Yu Ji is a Japanese educator. He is particularly concerned about the growth of students and thinks students' class service promotes their development. Teachers should realize the importance of students' self-management in the growth stage. Another scholar from Japan's film attaches more importance to students' autonomous learning and autonomous management; he argued that every student should assume corresponding responsibilities in the class to achieve the goal of self-development (Lin, 2022). British educator Neil advocates "autonomy" and "self-discipline." he thinks the school rules and regulations should be based on children's behavior. He holds a meeting in the school with the students themselves to assess, against external pressure on children, put forward to give children absolute freedom, advocate in the natural environment and atmosphere to precept subtle, intangible education. These educators believe class management should be student-centered and encourage students to participate in class affairs (Wu, 2016).

### **2.2.2.3 Teachers' motivation under the theory of humanism**

The concept of humanism also emphasizes that teachers' motivation plays a vital role in the development of students. The Soviet educator Sukhomlinsky once said: "Only the education that can motivate students to educate themselves is the real education." It shows the significance of incentives for education and teaching activities, as well as the critical role of incentives in the process of students' development. Students need an incentive to improve themselves, so an incentive must be introduced in education. Motivation is defined as a psychological process that promotes people's motivation, sometimes called arousing motivation in a situation (Wang, 2022). The author of the need for hierarchy is the American psychologist Abraham Maslow. It is the earliest and most none of all incentive theories. Maslow believes people have a huge development potential that can be stimulated, and the need causes human development potential. Different levels of requirement according to the pyramid from low to high five levels: physiological needs, security needs, belonging and love, respect needs, and self-realization. Maslow believes that the relationship between the demand levels is increasing layer by layer. Generally speaking, when a specific low-level condition is relatively satisfied, the market loses its dynamic effect on the behavior, and the upper level

needs to become clear and urgent and become the incentive factor. Therefore, Maslow's hierarchy of needs theory is also of some help to motivate college students. College students also have their own needs in daily class life. The head teacher should deeply understand their needs and try to meet them so that their potential can be better explored (Huang, 2022). Wang believes that motivation is a way to lead the class, and students' motivation is to improve their enthusiasm, help them grow consciously, and promote them to move forward. Incentives can give students a positive experience in the class and shape their optimistic learning attitude and life attitude (Luo, 2020). Liu pointed out that the incentive means can mobilize students' learning motivation, encourage students to play their autonomy, and form innovative ideas, the concept of cooperation concept competition team, to promote the optimization of class management (Chen, 2011).

#### **2.2.2.4 Setting of class cadres under the theory of humanism**

The humanistic theory holds that the setting of class cadres has an essential influence on class self-management. In 1632, the Czech Republic beauty "big teaching theory" put forward the famous "ten long," the class is divided into a group. Each group sent a 'leader,' 'inspector,' 'instructor' or 'educator' title; choose the oldest, outstanding, or particularly diligent students who have already read this grade and know what learning content to help the teacher in charge teach more easily (Chen, 2011). American educator John Dewey pointed out that the main body of education is students, and teachers should advocate for students to play the main body, actively participate in management, practice management, explore management mode, etc. Only by strengthening students' self-education mode can they achieve the best state of education. In the supervision of primary education, Foucault mentioned that teachers select a group of "officers" from excellent students, who are divided into three categories: those who speak in class and leave their seats, those who do not study hard and do not do homework; those who visit the parents of students who do not attend school or make serious mistakes; and select one of these officers to supervise all officers (Li, 2022).

Sun pointed out: "We should promote the self-management of class cadres, establish the concept of independent management, attach importance to the construction of student cadres team, implement the people-oriented management concept in class management, take the needs of students as the fundamental starting point, and everything for the development of students' quality." Bai pointed out that the self-management of the class depends on the "double-line management" mode and that the class committee is appointed to strengthen the class management. The class cadre team should perform their duties with a clear division of labor and tacit cooperation to improve the self-management of the class (He, 2020). Through analysis, previous studies have not put forward a unified mode for class self-management. Still, they focus more on class routine management and class organization construction to promote class self-management. However, the class cadre team always plays a vital role in self-management.

## **2.2.3 Target Management Theory**

### **2.2.3.1 Overview of Target Management Theory**

"Target Management" is one of the theories of management. It is not only an organizational management model but also a manifestation of the management of management ideas and management philosophy (Yang, 2010). In 1954, Drucker's results of his predecessors proposed this concept for the first time in his "Practice of Management," which caused a great response to the management academic community and has epoch-making significance. He also put forward the theory of "target management and self-control." He believes that all members of the target management, that is, all members in the organization, jointly discuss the organization's expected overall goals, subordinate and subordinate targets and then use the determined targets as reference indicators for organization judgment and rewards and punishments, including three links: Draw up to draw up The overall target stage, specific implementation stage, and target -based evaluation stage. Objective management has specific and meticulous characteristics and advocates that employees can participate in formulating organizational goals and plans. Unlike traditional management methods, goal management is based on the goal as the core basis, emphasizing people's subjective initiative and highlighting the management of practical results.

The output of target management has been quickly and widely used in companies in the United States, Japan, and Western European countries. After some American managers develop and improve the ideas of target management, some American managers have focused on the behavior of target management. Scientific starting and improving the theory of goal management. He proposed to set higher goals for organizations and individuals to improve organizational management efficiency (Fan, 2009). The study of target management at home and abroad has gradually spanned the economic category and has become popular in various fields. It is mainly used in government departments, schools, hospitals, and other non-profit institutions and more affluent research. After the study, it was found that the school's implementation goals have brought noticeable results, including clarifying the direction of school running, improving the quality of teaching, mobilizing the inherent potential and work enthusiasm of school organization members, improving the school's organizational structure and authorization, improving the school organization of the school organization Communicates with each other (Zhu & Fu,2001).

### **2.2.3.2 Determination of class objectives under Target Management Theory**

Peter Drucker first proposed management by objectives. In 1954, in his book Management Practice, with "management by objectives" and "self-control" as the theme, he put forward unique insights on the functions and roles of managers. He stated that objectives are established before work can be determined; in the specific practice of objective management, decentralization, and democratic consultation should be implemented to promote self-control to ensure ultimate achievement. Robert Majie's goal-setting guidelines still apply today. In the 1970s, American scholar L.V. Johnson's discussion on how to rationally use goals, plans, organization, coordination, and control in class management had some inspiration for understanding the combination of class

management and management by objectives. He pointed out that the education of students should start with establishing a good class group; class management is around the establishment and maintenance of the class group to promote the achievement of educational goals process (Zhao, 2020). In the research on formulating educational management objectives, the summary is the most accurate in the class educational objectives system developed by Robert Maer. He believes that a good goal must have the following three elements: first, the target should be able to predict the behavior of the student, that is, the student must learn what to do; second, the target should be set to have the ability to list the conditions of each behavior occurs, that is, what method to test the evaluation; third, the goal should have a clear performance standard for the conduct, that is, to evaluate how the student does. He believes that if all the management objectives are so clearly expressed in the education process, students can study by themselves, have self-discipline, and make significant progress (Zhu, 2015). Crombers also explains management by objectives from the perspective of the manager. He believes that in control, we should consult the other side simultaneously to inform the plan and action, which is more conducive to promoting management work (Wang, 2012). The American scholar Rensis Likert also emphasized this point in the New Model of Management. He believes that if an organization wants to improve management efficiency, it must achieve the overall goals set by the organization through its leadership and members. Westlicott's most significant contribution to the theory of management by Objectives is that he advocates the association of individual goals with the overall goals, considering the critical role of individuals in the development of the organization and the realization of goals (Blue, 2009).

Kang is goal-oriented in her class management. She believes that different goals should be set for other students at various stages, and everything should be goal-oriented. Adhering to the goal orientation can help students build confidence in the plan and improve their (Wang, 2012). class management. She believes that lofty goals can produce great power, people with goals will maintain confidence, and the class with goals will retain the development power, so the head teacher must pay attention to establishing class goals. She also put forward specific measures to develop class management objectives, advocating that all class students should be drawn into the target-making team and set class management goals with collective wisdom. Practice has proved that a reasonable goal is the direction of the class and the motivation for students to act. It is the students' self-management ability through realizing each dream and gradually moving from heteronomy to self-discipline (Luo,2012) . Venus also believes that it is impossible to set goals in class management. Class goals should be closely around the national education policy, school training objectives, and what kind of class to cultivate. Class goals should be established from the first day of students 'enrollment. Whether the goal is reasonable or not is directly related to the students' daily, weekly, monthly, or semester action plan, and macro, it affects their future career direction and life planning (Zhao, 2020).

### **2.3 Research on the Influencing Factors of Class Autonomy Management**

After reviewing and summarizing the relevant literature, it is found that the current research on classroom self-management focuses on the following: the exploration of the problems existing in the classroom self-management work and the investigation of the new model of classroom self-management. The research results in these aspects are relatively wealthy, but only a few studies on the influencing factors of classroom autonomy management in colleges and universities. And after sorting out the literature related to classroom autonomy management, humanistic theory, and target management theory, we found that the humanistic theory and target management theory align with today's classroom autonomy management.

The humanistic theory emphasizes student-centeredness, advocates more hands-on practice for students, and advocates using rewards rather than punishment. Italian humanist educator Victorino set up a school called "House of Joy," which advocated that schools should be self-managed and students should participate in classroom affairs and put forward the idea that students should be self-governing (Liu, 2022). The famous psychologist R. Dreikurs advocates the concept of human-centeredness, and he opposes corporal punishment of students, emphasizing that students should realize the connection between their actions and the results as much as possible in real life to develop good attitudes towards their behaviors (Zhao, 2016). In the elaboration of the Hierarchy of Needs Theory of Maslow, a famous American humanistic psychologist, human needs are broadly categorized into physiological, safety, interaction, respect, and self-actualization. He believes that teachers' praise is conducive to students' feeling of respect, gaining a sense of achievement, and facilitating their physical and mental development (Zhao,2016). Therefore, three hypothesized factors are conceptualized to address the viewpoints of humanistic theory: students' participation in class affairs, teachers' motivation, and the setting of class cadres have a positive effect on classroom autonomy.

Goal management theory emphasizes that the collective should have a specific goal. A specific goal guides not only the development of the class but also the development of individual students. In the process of students' participation in the formulation, students' subjectivity is respected, and thus they have a sense of identity with the goal. According to different grades, different stages, class goals, and individual student goals can be determined; there can be long-term goals, medium-term goals, and short-term goals, thus reflecting the hierarchy of goals; the realization of a goal is not the end; but the beginning of the next goal. In the process of students' participation in the independent management of the class, the target management theory can be used as a guide to building a systematic and scientific management system to realize the classroom teacher in the classroom management mostly experience instead of scientific management, the management of the status quo of the lack of systematic and scientific, to achieve the improvement of the efficiency of classroom management. Therefore, for the target management theory, a hypothesis is conceived: the determination of class goals has a positive influence on the independent management of the class.

## 2.4 Conceptual Framework

This study constructed a model of factors influencing classroom autonomy management in higher education based on a complete understanding of humanistic and goal management theories. The variables designed in this study include three variables under the humanistic theory: students' participation in class affairs, teachers' motivation, and the setting of class cadres. One variable under the target management theory is the determination of class goals. The model focuses on the relationship between the variables and sets hypotheses based on the literature review. Through the literature review, students' participation in class affairs, teachers' motivation, the setting of class cadres, and determining class goals are related to the factors influencing the autonomy management of college classes. The correlation between the variables was clarified through theoretical analysis and model construction, and the conceptual model was finally finalized, as shown in Figure 2.1.

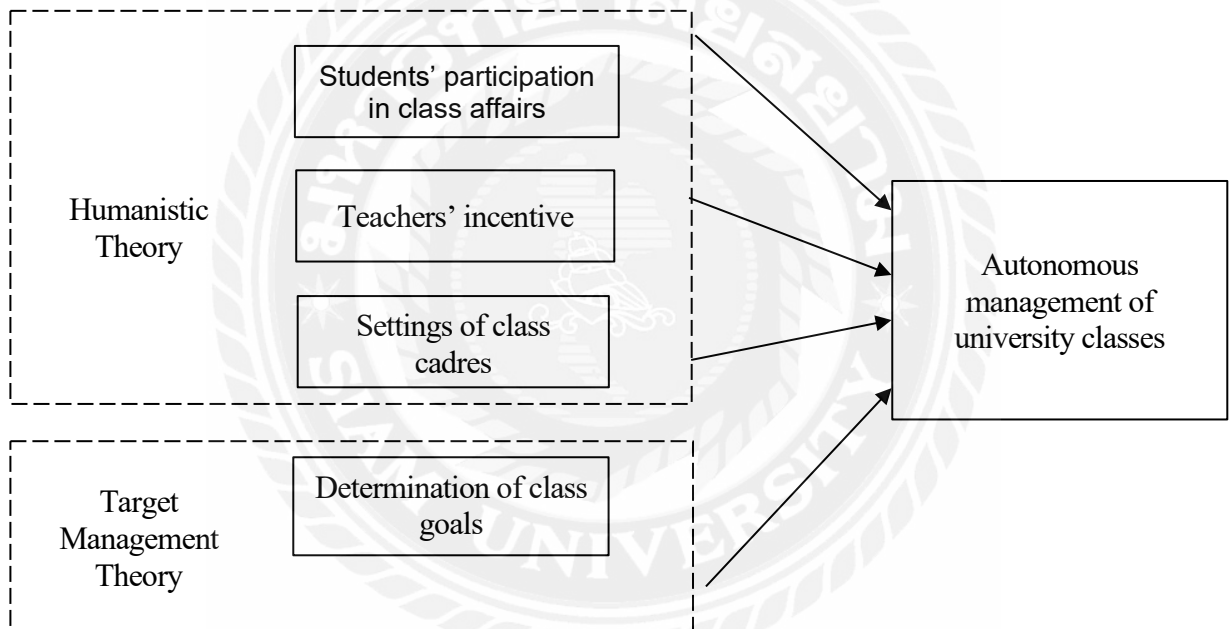


Figure 2.1 Conceptual framework

## Chapter 3 Research Methodology

### 3.1 Introduction

This paper takes the students of Nanjing Commercial College as the research object and adopts the quantitative research method. The students of Nanjing Commercial College are adolescents from 17 to 22 years old; most of them are only children, who have been taken care of by their parents since they were young, and they do not have the self-management solid ability. However, they have a strong willingness to self-manage. The author conducted several communications and exchanges with the students and distributed questionnaires in 2023. In order to guarantee the objectivity of the survey results, the secret answer sheet was used, the questionnaire was actually distributed 320 copies, a total of 312 copies were returned, the valid questionnaires were 312 copies, and the validity rate was 97.%. There are five variables of students' participation in class affairs, teachers' motivation, setting of class cadres, and determining class goals, with three items for one variable, totaling 15 items. Likert scale of five levels was used as the research scale. The questionnaires will be administered separately, the data from the sample survey will be collected and counted, and the study findings will be summarized.

This study used quantitative analysis to summarize the questionnaire variables. The main research variables in this study were students' participation in class affairs, teacher incentive, class cadre setting, class goal determination, and autonomous class management. First, using the validity of the reliability and validity of the questionnaire scale, the basis of the validity, the relevant analysis to explore the correlation between the five dimensions, finally, the students participation in class affairs, teachers' incentive, class cadre setting, class target determined as an independent variable, autonomous class management as a dependent variable, using the influence of the multiple regression analysis to make a practical judgment of dependent variables, to verify the four assumptions of this paper.

### 3.2 Questionnaire design

The scale of this paper totaled 15 items, using a five-point Likert scale with a score of 1-5, representing strongly disagree, disagree, generally, agree, and strongly agree. The higher the score means, the more agree with the item.

Table 3.1 The questionnaire design

variable	Measuring item	NO.
Students participation in class affairs	You will actively participate in the formulation of class goals and various rules and regulations	Q1
	You will express some views of class management with your	Q2

	teachers Students actively participate in the class affairs, the class order will be better	Q3
	You will be actively involved in the class management with the encouragement of the teachers	Q4
Teachers' incentive	Teacher motivation will improve the class cohesion	Q5
	You are willing to express some views of class management with the encouragement of the teachers	Q6
	You will run for the class committee	Q7
Setting of class cadres	You think the work of class cadres is conducive to the class autonomy management	Q8
	The setting of class cadres is an important part of class autonomy management	Q9
	You have a strong sense of collective honor	Q10
Class goal determination	You are willing to follow the relevant management system of the class	Q11
	You will work hard for your class goals	Q12
	You think your class cadre team management effect is good	Q13
Autonomous class management	You think your class is very disciplined	Q14
	You think your class style is united and friendly	Q15

### 3.3 Hypothesis

By consulting a large number of relevant literature on class management, class autonomy management, humanism theory, and management by objectives theory, combined with the humanism theory and management by objectives theory, this paper puts forward



four hypotheses.

H1: Students' participation in class affairs has a positive effect on the autonomous class management.

H2: Teachers' incentive positively affect the autonomous class management.

H3: Setting of class cadres has a positive effect on the autonomous class management.

H4: Determination of class goals positively affects the autonomous class management.

### 3.4 Credit and validity analysis

#### 3.4.1 Reliability analysis

In this study, quantitative analysis, first using SPSS, the questionnaire, reliability, and validity analysis. Reliability refers to the degree of consistency of the results obtained when repeating measurements of the same object using the same method. Reliability indicators are mostly expressed by a correlation coefficient, which can be roughly divided into three categories: stability coefficient (consistency across time), equivalence coefficient (consistency across forms), and internal consistency coefficient (consistency across items).

Cronbach The reliability coefficient is the most commonly used reliability coefficient, and the reliability coefficient of the total table should be above 0.8; between 0.7-0.8 is acceptable. According to the reliability analysis of the statistical software, the statistical results are shown in Table 3.2; the reliability coefficient of each questionnaire scale is more significant than 0.7, which has a high degree of credibility, thus indicating that the questionnaire is stable and reliable.

Table 3.2 Reliability test

variable	Cronbach's Alpha	Number of items
Students' participation in class affairs	0.908	3
Teachers' incentive	0.914	3
Class cadre setting	0.896	3
Class goal determination	0.900	3
Autonomous class management	0.923	3

#### 3.4.2 Validity analysis

After determining that the variables are reliable, validity testing is then performed.

Validity analysis refers to how accurately a scale is expressed to a measurement. Many validity analysis methods are often used in communication research: item analysis, independent validity scale measure validity analysis, and factor analysis.

Item analysis is mainly used to measure the difficulty and discrimination of the various items in a scale in order to select a scale with a high degree of discrimination and moderate difficulty as the valid scale. The method of independent validity analysis mainly uses a certain independent validity as the criterion and basis for validity analysis, and each item of the scale

is correlated with this independent validity. Items that do not reach the significance level are considered invalid, while those that do reach the significance level are considered valid scales.

The higher the validity, the higher the accuracy of the questionnaire. The higher the validity, the higher the accuracy of the questionnaire. The validity of the questionnaire was analyzed by factor analysis using SPSS statistical software to conduct the kmo and Bartlett's sphericity test, and the statistical results are shown in Table 3.3. As shown in Table 3.3, the significance of Bartlett's test of sphericity for each scale of the questionnaire is 0.000, which is less than 0.05, which means that the relationship between the relevant variables is sufficient. This means that the data of the questionnaire has good validity and stability.

Table 3.3 Validity test

variable	N	K MO	Sig .
Students' participation in class affairs	3	0.756	0.000
Teachers' incentive	3	0.748	0.000
Class cadre setting	3	0.747	0.000
Class goal determination	3	0.750	0.000
Autonomous class management	3	0.741	0.000

## Chapter 4 Findings

### 4.1 Introduction

The factors influencing the autonomy of classroom management in higher education were sorted out through humanistic and goal management theories. Using quantitative research methods, the data reliability and validity of the collected questionnaires were analyzed to determine the validity of the collected data. To further understand the relationship between the variables, the data were analyzed by correlation analysis and multiple regression analysis. The analysis was used to verify the hypotheses and to clarify the interactions between the variables in the model of classroom autonomy management in colleges and universities.

### 4.2 Correlation analysis

Testing the first four hypotheses of this paper requires verifying the correlation between the variables. To investigate the correlation, this paper utilizes SPSS for bivariate correlation analysis. The Pearson correlation coefficient and significance level were calculated by SPSS to determine the correlation magnitude between the variables. When the Pearson coefficient is close to 1, it is a strong positive correlation between variables; when the Pearson coefficient is close to -1, it is a strong negative correlation between variables; when the Pearson coefficient is close to 0, there is no correlation between the two variables. Table 4.1 presents the correlation coefficients between the variables. All the correlation coefficients are close to 1, indicating that there is a positive influence among the variables; that is, students' participation in class affairs, teachers' incentive, class cadre setting, and class goal determination have a significant positive correlation on autonomous class management.

Table 4.1 Related Analysis Table

	Students' participation in class affairs	Teachers' incentive	Class cadre setting	Class goal determination	Autonomous class management
Students' participate in class affairs	1				
Teachers' incentive	.932**	1			
Class cadre setting	.939**	.951**	1		
Class goal determination	.939**	.944**	.952**	1	
Autonomous class Management	.950**	.969**	.956**	.952**	1

### 4.3 Regression analysis

After determining the correlation between the variables, the regression analysis was used to explore further the factors affecting class autonomy management. Table 4.2 shows the critical information of the regression model. Through Tables 4.2 and 4.3, the regression model squares close to 1, and the ANOVA table shows significance below 0.01, indicating that the regression fit is good; through Table 4.4, students' participation in class affairs, teachers' incentive, class cadre setting, class goal determination, four independent variables for the dependent variable of autonomous class management, have a significant positive effect ( $p < 0.05$ ,  $\beta > 0$ ).

Table 4.2 Regression model effects

R	R square	Adjusted R square	Error in the standard estimation
.999	.998	.998	.183

Table 4.3 Regression model A NOVA Table

ANOVA					
model	quadratic sum	free degree	mean square	F	Sig.
regression	1746.340	4	436.585	13045.872	.000
residual	3.882	116	.033		
amount to	1750.222d	120			

Table 4.4 Table of multiple regression coefficient

	B	Std	Beta	t	Sig.
Students' participation in class affairs	.236	.061	.238	3.904	.000**
Teachers' incentive	.475	.067	.477	7.144	.000**
Class cadre setting	.146	.073	.143	1.988	.049*
Class goal determination	.143	.068	.142	2.097	.038*

## Chapter 5 Conclusion and Recommendation

### 5.1 Conclusion

This article mainly studies the influencing factors of the independent management of university classes. To enable students to actively participate in class management actively, thereby improving the effect of class autonomy management. This article combines relevant literature at home and abroad, defines the concepts of the independent management of the class, and studies the use of humanistic theory and target management theory in the independent management of the class. And analyze the questionnaire results. The conclusions of this study are as follows:

1. Students' participation in class affairs positively influences autonomous class management, so the assumption that students' participation in class things has a positive effect on class self-management is established. Teachers let students continue to study and practice in class life and actively participate in class affairs to provide them with rich space for self-development so that students' subjective initiative gets full play and each student's personality characteristics can be displayed.

2. Teacher's incentive has a positive influence on autonomous class management, so the assumption that teachers' encouragement positively impacts class self-management is valid. Teachers should fully understand the physical and mental development of the class students. Based on ping, through various methods and means, stimulate students' motivation and internal potential to enhance the enthusiasm of students and the whole class to achieve educational goals' management process.

3. The setting of class cadres positively influences autonomous class management, so the assumption that the set of class cadres has a positive impact on class self-management is established. Teachers can appoint a class committee to strengthen class management, and the class cadre team should perform their duties, clear division of labor, and tacit cooperation to enhance the independent control of the class in colleges and universities.

4. The determination of class goals positively influences autonomous class management, so the assumption that the decision of class goals has a positive effect on class self-management is valid. Teachers should respect students, believe in students, pull students into class management, and bring students together to set goals, implement goals, and complete plans to achieve the purpose of students' development.

To sum up, by analyzing and summarizing the variables, it can be seen that the four influencing factors, namely, students' participation in class affairs, teachers' incentive, setting of class cadres, and determination of class, all influence autonomous class management to different degrees. Active participation in class affairs, teachers' willingness to motivate students, good class cadres, and clear class goals have a positive impact on autonomous class management in colleges and universities.

## 5.2 Recommendation

According to the research results of this article, to better improve the independent management of college classes, the following suggestions are made:

1. Teachers should strengthen the students' central consciousness and guide students to actively participate in the independent management of the class to mobilize students' initiative to participate in governance. For example, Students have completed their cooperation. Teachers can also encourage students to participate in various cultural and sports activities. If each student can participate in independent management, we must create more and broader platforms for students. The school has established many associations, such as dance and drama clubs. Teachers should encourage students to participate. Students can take this opportunity to show themselves fully, enhance self-awareness, enhance self-confidence, and achieve the purpose of cultivating students independent management capabilities.

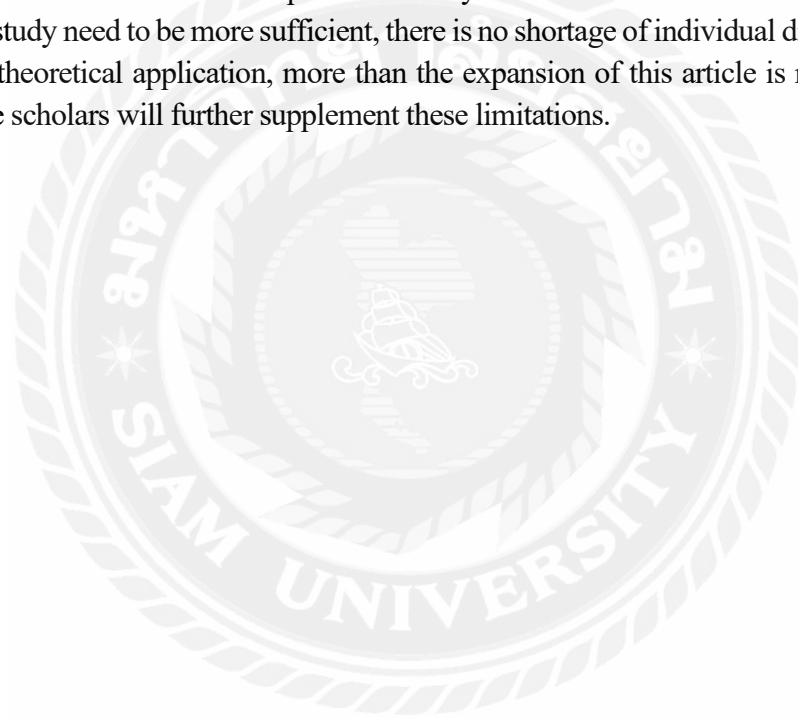
2. In class management or daily life, whether students can get incentives has an essential influence on their behavioral activities. According to Maslow's hierarchy of needs theory, theory divides human necessities into five categories, from low to high, namely: physiological needs, security needs, social needs, respect needs, and self-realization needs. The encouragement of teachers meets the needs of students' respect and self-realization. Therefore, schools and teachers should create as many opportunities for students to participate in class management. In the management process, students emphasize the student-centered, advocate more students' hands-on practice, and encourage teachers to praise students more and punish students less. Schools and teachers should create more opportunities for students to participate in class management. In the management process, students emphasize students as the center, advocate more students' hands-on practice, and promote teachers. Punish students less.

3. The class committee is the core force of class management, which plays an important role in creating a good class style and effectively implementing class self-management. According to the observation, part of the Nanjing commercial school teacher class committee team mostly chooses good students to study. Still, this way has a lot of disadvantages because too much attention to good students will hit the enthusiasm of the underachiever. If the formed class committee team lack of mass base, it is not easy to get the affirmation of the students. Teachers should encourage all students to run for the class committee. When conducting the class committee campaign work, you can adopt the "self-recommendation system" and "voting system" to encourage students to participate in the students with poor grades. The most incredible trust can more effectively improve management efficiency and execution in actual class management. In addition, the head teacher of each semester must organize the new class committee as much as possible so that more students can have the opportunity to participate in the independent management of the class to exercise themselves.

4. Students should participate in the formulation of class goals and class specifications.

Teachers can guide students to participate in the construction of the class goals actively. Each student in the class can propose reasonable class regulations conducive to students accepting and abiding by the class goals. Then evaluate the effect of class management based on the established goals. This can effectively cultivate students' self-control ability, which is conducive to improving students' enthusiasm to participate in class management and the benefits of class management. In the process, class management makes class management more scientific and standardized.

This study mainly discovered that humanistic and target management theories have good application value for the independent management of university classes. It has a particular breakthrough in the research in this field, especially in the innovation of the class-independent management model, and has a specific contribution. Future research should continue to use more theories of education, psychology, and even philosophy to fill the research in this field. Because the scope of the study of this case is narrow and the data samples of the study need to be more sufficient, there is no shortage of individual differences. In addition, in theoretical application, more than the expansion of this article is required. I hope that future scholars will further supplement these limitations.



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## Appendix

I am very grateful that you can take time to complete the following investigations in busy learning. This survey is to understand the influencing factors and status quo of the independent management of university classes in order to improve the efficiency of class management. This questionnaire is carried out in anonymous answer. Don't worry. All the survey data will be strictly confidential. Now you need to answer objectively in combination with the actual situation of this class. Thank you again for your support and cooperation. Next, Please judge to what extent you agree with the following statement, please choose the most appropriate option, and mark the corresponding number "√".

Measuring item	Strongly disagree	Disagree	General	Agree	Strongly agree
You will actively participate in the formulation of class goals and various rules and regulations					
You will express some views on class management with your teachers					
Students actively participate in the class affairs, the class order will be better					
You will actively participate in class management with the encouragement of the teachers					
Teacher motivation will improve the class cohesion					
You are willing to express some views on class management with the encouragement of the teachers					
You will run for the class committee					
Do you think the work of class cadres is conducive to the class autonomy management					
The setting of class cadres is an integral part of class autonomy management					
You have a strong sense of collective honor					
You are willing to follow the relevant management system of the class					
You will work hard for your class					

goals					
You think your class cadre team management effect is good					
You think your class is very disciplined					
You think your class style is united and friendly					

