

Analysis of Student Management in Vocational Colleges from the Perspective of Whole-life Management

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Abstract: In the new era, student management work in vocational colleges should truly adhere to the "student-centered" educational management philosophy. It emphasizes and recognizes the students' central role in educational management, taking the principle of promoting students' development as the core value of educational management work. By doing so, the effectiveness of student management in vocational colleges can be continuously improved, laying the foundation for promoting personalized student development and enhancing the vocational education system.

Higher education institutions serve as the main training ground for talent in the socialist modernization construction, bearing the important mission of talent cultivation. College students are the most valuable human resources, and in order to make them qualified builders and reliable successors of the socialist cause, and to play an active role in implementing the scientific development outlook and constructing a harmonious society, it is necessary to keep pace with the times. By adhering to a student-centered approach, actively promoting innovation in student management concepts and mechanisms in vocational colleges, and following the laws of students' own development, various conditions that meet the essential needs of students should be provided to enable them to achieve harmonious development. The principle of educating all students throughout their academic journey and focusing on the development of their overall qualities should be upheld. Student work should be targeted, effective, guiding, and forward-looking. It not only requires drawing on the experience of past student education and management but also promotes the spirit of emancipating the mind, seeking truth from facts, and keeping up with the times. It is important to proactively analyze new situations and propose new and more effective models and methods of student education and management to adapt to the needs of the socialist market economy and the rapid development of higher education. The changing times and profound transformations in the target of vocational education require a proactive transformation of student management concepts in vocational colleges. Based on the internal logic of student management work in vocational colleges and the reality of students' physical and mental development, a "student-centered" educational management philosophy should be established to effectively improve the current effectiveness of student management work in vocational colleges.

1. The reality faced by student-centered approach in student management in vocational colleges

With the continuous development of society and the deepening of educational reforms in vocational colleges, emphasizing a student-centered approach and demonstrating humanistic care in the student management model is an inevitable trend. However, currently, student management in vocational colleges that adheres to a student-centered approach still faces the following three problems.

1.1 There is a contradiction between traditional educational management concepts and the diversification of students' personal development

With rapid economic development, the country is gradually increasing its efforts in educational reforms, and the enrollment scale of vocational colleges is expanding. However, higher education still primarily focuses on raising the educational level, inadvertently weakening students' ideological and political education during secondary education. As a result, the lack of behavioral and moral norms among students and the disharmony with social development become prominent during university stages. The student management concepts in higher education institutions remain relatively backward, still rooted in the era of elite education, idealizing and perfecting students while implementing relatively unified management standards to constrain them. In fact, with economic globalization, especially the widespread use of the internet, students' ideologies, value orientations, ideological consciousness, cultural lifestyles, and more have become increasingly diverse [1]. Students increasingly emphasize the freedom of individual development. Therefore, a student-centered management model is not only an inherent requirement for cultivating students to become competent individuals, but also the direction that student management work should continuously strive for.

1.2 There is a contradiction between the relatively outdated management mechanisms in vocational colleges and the growing sense of student agency

Currently, most vocational colleges implement a one-way management system, where instructions are passed down from higher-level administrators to lower-level administrators in a hierarchical manner. Information feedback is reported layer by layer, with each level taking responsibility, and the reporting usually focuses on positive aspects rather than concerns. The weakness of this student management system is that it completely disregards the feelings of the management subjects—the students. In their regard, only execution and obedience matter, while their thoughts, feelings, happiness, willingness, understanding, and the effectiveness and adequacy of management work are not given much consideration by student management personnel. In the era of rapid information development, contemporary college students are exposed to various knowledge dimensions through family, school, society, media, the internet, and other channels. They have unique perspectives on issues, possess their own thoughts and opinions, have a clear sense of self-awareness, and some even exhibit a rebellious attitude. All these factors urgently require vocational colleges in the new era to incorporate the student-centered approach into their student management models and provide a realistic possibility for implementing student-centered management.

1.3 There is a contradiction between the management culture in vocational colleges and the humanistic culture

At present, there is a sense of inertia in student management work in vocational colleges, where various management departments and positions are accustomed to telling students how to behave without considering the students' actual situations, especially for departments directly involved with students. However, true management should be a form of service, and students are the main body and recipients of the school's services. All the work of the school should revolve around the students, understanding their thoughts and addressing their urgent needs. Safeguarding and protecting students' legitimate rights and interests should be the starting point and focus of the school's work. [2]

2. The importance of establishing a student-centered management philosophy in vocational student management work

The deepening development of multiculturalism, the maturation of the new media era, and the establishment and improvement of the socialist market economy system in China have increasingly profound influences on the objects and environments of current student management work in vocational colleges. The teacher-centered management philosophy can no longer adequately meet the practical needs of the development of student management work in vocational colleges. It is essential to establish a student-centered management philosophy and respect the students' subjective position in educational management, which is an inherent requirement for vocational student management work.

2.1 A student-centered management philosophy is an objective need to improve the mechanisms for nurturing talents in vocational colleges

It is the responsibility of vocational colleges to provide qualified applied talents for the development of China's market economy. With the continuous improvement of China's socialist market economy, higher demands are placed on the basic qualities of vocational students. Not only do they need solid professional competence, but there is also a greater emphasis on students' comprehensive qualities, such as temperament, character, motivation, emotions, and will, which are recognized and affirmed for their significance in vocational student development beyond intellectual factors. This requires vocational colleges to not only focus on students' education but also make efforts in the daily educational management process. By truly establishing a student-centered management philosophy in daily educational management, the fundamental purpose of education work should be to serve students, care for students, and promote students' harmonious and comprehensive development, providing a powerful lever to effectively improve the mechanisms for nurturing talents in vocational colleges.

2.2 A student-centered management philosophy contributes to further promoting and accelerating the pace of higher vocational education reform

The implementation of this philosophy requires educators to genuinely care about students and stimulate their active participation in the daily educational management of vocational colleges. It adapts to and follows the current practical needs of education, especially vocational education reform in China. Practicing this philosophy in teaching and management practices helps draw attention to vocational education and better integrate this philosophy into other aspects of vocational education, becoming a distinctive educational reform concept and model of the times. It

also helps inspire and promote reforms in other aspects of vocational education, thereby facilitating the advancement of higher vocational education in China. [3]

2.3 A student-centered management approach is an inherent requirement for effectively improving the practical outcomes of student management work in vocational colleges

In student management work, vocational colleges still predominantly adhere to the traditional "teacher-centered" management philosophy, emphasizing top-down control and management of students, while neglecting students' self-management and their subjective position. This becomes a significant constraint that hinders the comprehensive and harmonious development of vocational students. Therefore, the traditional teacher-centered management philosophy needs to gradually withdraw from the stage of vocational management, and a student-centered management philosophy should be comprehensively and deeply established in student management work. This will better serve the comprehensive and harmonious development of vocational students' physical and mental well-being, and achieve the educational goals of vocational education.

3. Analysis of Approaches to Implementing a People-Oriented Philosophy in Student Management Work in Higher Vocational Colleges

To establish a people-oriented management philosophy in student management work in higher vocational colleges, it is necessary to implement certain approaches that actively explore effective methods to promote the development of student management work and continuously achieve new progress in student management.

3.1 Strengthening publicity and education to enhance the recognition of the people-oriented management philosophy among education administrators and teachers in higher vocational colleges

Enhancing the understanding, grasp, and recognition of the people-oriented philosophy among education administrators through measures such as strengthening the promotion and training of the people-oriented philosophy. Education administrators need to truly realize that establishing a people-oriented management philosophy is a requirement of the times and a practical need for student management work. They should actively accept and recognize this philosophy in their thinking and respect, care for, and tolerate students in their actual student management work, providing more humane management services.

3.2 Improving the mechanism of student management work in higher vocational colleges

Student management work in higher vocational colleges is complex and often involves multiple departments. Therefore, to establish a people-oriented management philosophy in student management work, it is necessary to continuously improve the existing student management system and strengthen the organizational structure of student management institutions. Efforts should be made to coordinate the relationships and responsibilities between different levels and departments of student management work, ensuring unity of power and responsibility. For example, coordinating the harmonization of party administration, classroom management, and other aspects of student management work to enhance the authority of grassroots student management work, increase flexibility and adaptability, and improve the targeted nature of student management work. The goal is to achieve specialization, scientization, and systematization in student management work in higher vocational colleges, creating a solid foundation for the implementation of the

people-oriented management philosophy. [4]

3.3 Enhancing the quality of counselors and student management cadres in higher vocational colleges

Counselors and student management cadres play a vital role in student management work. Their level of professionalism directly determines the effectiveness of student management work in higher vocational colleges. Therefore, it is important to accelerate the construction of a highly qualified and modern counselor team through measures such as promoting the professional development of counselors, improving training mechanisms and assessment systems, and continuously enhancing their basic qualities. Particularly, counselors need to shift from purely managing and controlling students to providing student-oriented services, protecting the legitimate rights and interests of students, and fully integrating the people-oriented management philosophy into student management work. They should serve as mentors to educate students on ethics and behavioral guidelines, guiding students' healthy growth in both learning and life, helping them overcome practical difficulties, and safeguarding their legitimate rights and interests. The relationship between being a mentor and a helpful friend intertwines in many occasions, permeating the entire process of student management work.

4. Analysis of the Approaches to Implementing the Student-Centered Philosophy in Vocational College Student Management Work

Establishing a student-centered management philosophy in vocational college student management work requires the implementation of certain approaches. It is crucial to actively explore effective methods that promote the development of student management work in vocational colleges and continuously achieve new progress in this area.

4.1 Strengthening publicity and education to enhance the recognition of the student-centered management philosophy among education managers and teachers in vocational colleges

Strengthening the understanding, grasp, and recognition of the student-centered educational philosophy among education managers and teachers is a prerequisite for actively practicing it in daily student management work. Vocational colleges should take various measures such as strengthening the promotion and training of the student-centered philosophy to enhance the understanding, grasp, and recognition of the philosophy among education managers. It is essential to make education managers truly realize that establishing a student-centered management philosophy is a requirement of the times and a practical need in vocational student management work. Consequently, they will actively accept and acknowledge this philosophy in their thinking and, in turn, respect, care for, and tolerate students in their practical student management work, providing more humane management services to students.

4.2 Improving the mechanism of student management work in vocational colleges. Student management work in vocational colleges is complex and involves multiple departments at times

Therefore, to truly establish a student-centered management philosophy in student management work, it is necessary to continuously improve the existing mechanism of student management in vocational colleges. This includes enhancing the perfection of student management organizational structures and efforts to coordinate the relationships of responsibilities between different levels and

departments involved in student management, ensuring unity of responsibilities. For example, coordination between various aspects of student management work such as party affairs, administration, and in-class and out-of-class activities, increasing the autonomy of grassroots student management work, adding flexibility and adaptability, enhancing the targeting of student management work, and striving to achieve specialization, scientificity, and systematicity in student management work in vocational colleges. This creates a solid organizational and management foundation for effectively implementing the student-centered management philosophy in student management work. [5]

4.3 Improving the qualifications of counselors and student management cadres in vocational colleges

Counselors and student cadres in vocational colleges are the main force in student management work, and the level of their professionalism directly determines the effectiveness of student management work. Therefore, vocational colleges need to accelerate the construction of a highly qualified and modern counselor team by promoting the professional development of counselors, improving training mechanisms, and assessment systems. Continuous efforts should be made to enhance their basic qualifications. Particularly, it is important to guide counselors in abandoning the previous approach of simply managing and controlling students, and instead shift their focus from managing students to providing personalized services. They should effectively protect students' legitimate rights and interests and wholeheartedly implement the student-centered management philosophy in student management work, helping students grow and succeed.

Overall, by implementing these approaches, vocational colleges can effectively establish and implement the student-centered management philosophy in student management work, creating a supportive environment for the comprehensive development and well-being of vocational college students.

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