

# Current Situation and Future Prospect of University Student Management in the New Period

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**Abstract:** Taking the management work on campus as the main body, this paper expounds in detail the current management problems such as restricting students' personality development, lack of communication between teachers and students, low quality of managers, and the future prospects of perfecting management system, enriching campus culture, strengthening mental health education and improving management level.

## 1. Introduction

Traditional university campus management often encounters some management problems in the process of implementation, and students in the university stage also have some misunderstandings about the campus management, which leads to the failure of the implementation of the management system in the University campus, which is not conducive to the healthy growth of students, but also has a certain negative impact on the future development of the university. Therefore, managerial teachers in schools should constantly strengthen their own comprehensive management level, combine the trend of social development in the new era and the psychological characteristics of students at that age, formulate reasonable management measures, which is also the core content that I will share and explore with you.

## 2. Management status

In view of the current domestic background of college students' education, there are still some shortcomings in the process of carrying out the relevant management of College students. The unreasonable management system may have a negative impact on the healthy growth of College students. Therefore, school administrators should formulate a scientific management system in accordance with the psychological characteristics of students so as to create a good university campus. Living environment, the current management situation in the university campus at this stage mainly has the following problems which need to arouse the attention of the relevant managers.

### 2.1 Restricting the development of students' personality

University stage is an important stage for students' psychological and physiological growth. Many students will show some individualized behaviors more or less. Traditional school management system usually restricts students' individualized behaviors by rigid means. The prevalence of these situations will not only seriously hinder students' individualized development, but also hinder students' individualized development. Mandatory management may lead to students' rebellious psychology and rebellious behavior to varying degrees, which makes students unable to have a correct understanding and understanding of their interests and hobbies, and has a negative impact on students' personalized growth [1]. In addition, too compulsory rigid management system will also make students in a state of passive execution for a long time, which is not conducive to the cultivation of students' subjective initiative, but also difficult to tap the potential of students, making it difficult for students to find their own shining points in University life. All students' learning and life gradually converge, which easily leads to students' emergence. Psychological problems and

excessive behavior restrict students' personalized development.

## **2.2 Lack of communication between teachers and students**

As far as the present situation of university education management is concerned, teachers tend to restrict and regulate students' unreasonable behaviors rather than to communicate with students psychologically and solve practical problems. In the long run, the friendship between students and teachers has become weaker and weaker. As a result, students will not turn to teachers in the first time when they encounter difficulties in daily life and learning. It is difficult for teachers to fully grasp the students' learning situation and interest in life, which leads to two-way obstacles in the process of education management. Many of them have the desired effect. Teachers and students can not communicate in depth at the level of friends. Teachers are also very difficult to meet some of the students in learning and life. The more tense the relationship between teachers and students, the more difficult it is to communicate and communicate with each other, which ultimately leads to the difficulty in the smooth implementation of campus management. In addition, some campus meetings regularly organized by the school are too formal, and students' representatives are usually chosen to speak at all grades. The contents of the speeches are mostly too extensive to solve practical problems, and at the same time, the communication between teachers and students can not be strengthened. Therefore, such campus meetings can not play their due role in student management. .

## **2.3 The quality of managers is low**

According to the statistical results of the relevant data, we can know that most of the managers engaged in the management of college students have the problem of low management level, which leads to the development of management work relying too much on their own subjective consciousness, resulting in poor educational management effect, and failing to help students establish correct learning habits and living habits. Many university education administrators lack professional management training, so there will be many problems in the process of developing student management. From the perspective of College students, students are more advocating and yearning for freedom in University campuses, so they will conflict with the more restrictive management work and adopt some management systems that are contrary to their own interests. The common occurrence of boycott or non-compliance can easily lead to estrangement between students and management teachers, which is not conducive to the harmonious and stable development of teacher-student relationship. In addition to the above-mentioned lack of professional management training, many universities do not pay enough attention to the management of students, neglecting the positive role of management in the growth of University students, so there are some loopholes in the management system, and managers usually implement and implement the management according to the management system established by the school. As a result, the comprehensive management level of schools will also be significantly reduced. Lack of professional management assessment system is also one of the important factors that lead to low management efficiency in University campus. The main function of the assessment system is to help schools evaluate the implementation effect of management work. Most of the management teachers in university campuses have not been assessed by professional level, so the management work is too negative to play a role in University campuses.

## **3. Future prospects**

### **3.1 Improving the management system**

From an objective point of view, the main reason for the failure of the student management work in the university campus is that there are some loopholes in the management system formulated by the university, and it can not meet the individual development needs of the students. Therefore, the management teachers in the university campus need to combine the comprehensive development status of the university students with the existing management system. On the basis of the department, the management system is further improved. The specific measures are as follows: First, fully

understand the psychological characteristics of students in the University stage, formulate management measures that are in line with the healthy growth and personality development of students, and the administrators engaged in campus management also need to divide the management system carefully and make it clear when implementing the corresponding management work. Some rewards and punishments can effectively strengthen the mandatory management system and play the best role in campus management. Secondly, management teachers should also integrate the basic principles of "combining rigidity with flexibility" into the management system in order to significantly improve the management efficiency of University campuses, weaken the excessive mandatory nature of traditional campus management system and "combining rigidity with flexibility". "Rigidity" in the principle mainly refers to the binding force of campus management system on students' learning behavior and life behavior, while "softness" is mainly embodied in the humanization of campus management system, which evaluates students' behavior on the basis of full understanding of students' situation. In this way, students and management teachers can be drawn in to a certain extent. At the same time, it can create a harmonious campus atmosphere in the University campus, which is conducive to the healthy growth of students [3]. Thirdly, in order to better implement the management system, the school can also create an independent team of supervisory teachers under the conditions permitting. The main work of the team is to help the school more comprehensively to the students. The implementation of supervision system is conducive to purifying the campus environment, making the campus management work can better help students live a good campus life.

### **3.2 Enriching campus culture**

The above-mentioned management concepts are mainly aimed at the external pressure exerted on students in campus management. Correspondingly, by enriching campus culture, students can spontaneously improve their quality level, thus effectively reducing some unreasonable behaviors and uncivilized phenomena on campus. The concrete measures are as follows: First, regularly enlarging the campus culture. The campus organizes some cultural propaganda contests, such as campus singer contest, campus story contest, campus composition contest and so on. By organizing these contests on campus, students can not only enrich their campus life to a great extent, but also create a good campus atmosphere, conform to the development of the times, and promote the growth and progress of the campus. When participating in these campus cultural activities, they will strive to correct their attitudes and reduce some unreasonable behaviors, thus alleviating the management pressure of campus management teachers; secondly, regularly organize students to participate in class activities, and in class activities, management teachers should focus on strengthening students' ideological education management, and in professional courses, teachers should improve students' professional skills. At the same time, managerial teachers engaged in campus management positions should also strive to cultivate students' comprehensive quality level and promote students' all-round development [4]. Thirdly, most of the students in the university period have some personalized performance. Compared with the high school stage, university life has more time of their own, so most of the students will have their own unique interests and interests. Well, in order to help students better realize their own value, management teachers need to uphold an open principle to encourage students' personalized development, but it needs to be implemented without violating the school management system. Management teachers should find a balance between personalized development and normative management in order to achieve the desired management effect.

### **3.3 Mental health education**

In many university campuses, some students make irrational behavior because of mental illness. In view of this situation, management teachers should not only criticize and educate students unilaterally from their behavior, but also communicate with students psychologically, fully understand and grasp students' psychological situation, and find out that students make irrational behavior. The fundamental reason is that some students with psychological barriers are given care and guidance, trying to make friends with students, and using the identity of friends to guide students'

psychology, thus effectively reducing the probability of students' excessive behavior. Schools should also set up mental health education and other related courses in public curricula to improve students' mental health. When students are generally in a healthy mental state, the development of campus management can play a better role on this basis. In addition, some professional psychological counseling rooms should be set up on campus to help students with psychological problems to conduct psychological counseling, so as to reduce the prevalence of psychological diseases among college students, so as to lay a good psychological foundation for the implementation of campus management.

### **3.4 Improving management level**

In view of the low level of university campus management and other related problems, the school can effectively solve these problems by improving the comprehensive management level of the campus. The specific measures are as follows: First, regularly organize the management teachers in the university campus to carry out professional campus management course content training, through professional training, these management teachers can significantly improve their own in a relatively short period of time. Secondly, in order to improve the management teachers' attention to their own work content, the school can also regularly grade the management teachers' professional management ability and rank the evaluation results, which can also effectively stimulate the enthusiasm of management teachers, thereby further strengthening the management effect in University campuses. The school also needs to combine the operation of its own school, formulate a reasonable management of teachers in the management results and Title evaluation, wages and benefits linked, which can also greatly improve the management of teachers on campus management attention, strengthen the responsibility of campus management teachers themselves, to maintain the rules and regulations of the university campus to lay a good management foundation; Fourth, improve management. At the same time, management teachers should constantly improve their sense of responsibility and care for and love for students. Teacher managers should start from the students' point of view when carrying out corresponding management work in University campuses, and give some understanding and help to students' problems in daily life and learning, rather than blindly to students. Conduct restraint and friendship between teachers and students are conducive to further strengthening the comprehensive quality level of campus management.

## **4. Summary**

Educators, students and managers are the three key elements of the campus. The main task of educators is to teach and educate people. The main task of students is knowledge reserve. The main task of managers is to maintain the order of campus and standardize students' behavior. For many university campuses, the school often focuses on educators and students, but neglects them. With the development and progress of the times, many schools are gradually aware of the importance of managers, and strive to strengthen campus management, laying a solid foundation for the long-term development of the school.

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