

The Relationship between University Students' Work and University Students' Development in China

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Abstract: From the perspective of student participation, this paper comprehensively analyses the research and date of college students' development in recent years in Peking University Graduate School of Education, and summarize the relationship between university students' work and university students' development in China. It can be found that there is a complex relationship between university students' work and university students' development. This relationship has many characteristics, such as systemic, integrity, ecological interaction, multi-level, multipath, suitability and etc. Also, it has conditional and structural differences. Therefore, China's higher education needs to reflect "binary" training system, rediscover the role positioning of university students' work, build the university students' work system which centers on students learning, attach great importance to the perspective of student participation in the application of university students' evaluation work, and pay attention to the diversified development trend of the student organizations at the grass-roots level.

Key words: University students' work, students' development, the quality of talent cultivation, undergraduate education.

1. Introduction

The university students' work is an important part of higher education talent cultivation system. The fundamental purpose is to promote the healthy growth of college students. Under the new situation of the reform of higher education system, the work of college students in our country is gradually moving from "heavy management" to "student service" and "student development". In the critical period of transformation, it is an important reference for the design, evaluation and improvement of students' work to analyze the relationship between students' work and students' development. Foreign scholars have done a lot of empirical research on the impact of college student affairs management on the growth of students, especially in North America, where the university student affairs management are more developed. Due to the lack of mainstream research, limited fund and other reasons, scholars have not paid enough attention to this kind of research. Most of these studies are not based on empirical data analysis and summary. With the attention of the society to the quality of higher education talent cultivation in our country, the research on the students' work has been emerging in recent years. The participation of extracurricular activities has been taken seriously by the researchers to a certain extent. The students' evaluation to extracurricular activities is the component part of the high education quality index. Participation in extracurricular activities is regarded as an important part of students' experience. The positive influence of extracurricular activities on

students' development has also been proved. However, there are empirical studies show that: after the expansion, the impact of the development of college sports associations and academic performance is not necessarily significant, positive. The research team of Peking University Graduate School of Education launched the annual survey of "education quality and student development of capital universities" from the beginning of 2006 (hereinafter refers to the "annual survey"). The study adopts the student self-assessment questionnaire to collect the data of the first class teaching, the development of students work, and the growth of students in the capital university. The research team published a series of papers and research reports on the quality of talent cultivation in Colleges and Universities. The author will be mainly based on these annual data and related papers to analyze the following questions: what is the practical role of student work in promoting student development? How does empirical data explain the relationship between the two? What are the characteristics of the relationship? This paper summarizes the influence of the college students' work on higher education talent cultivation and the existing problems.

2. Important Concept Definition

This article refers to three important concepts.

Firstly, the concept of "university students' work". The student work in colleges and universities is a system of the party and government condominium under the leadership of party committee. It forms two common operating systems: ideological education system and administrative system. The education system forms the second class development system, where the Communist Youth League and the Student Union are the main bodies. The administrative system forms a system of students' development assistance supporting system composed of students funding, psychological guidance, career guidance and other departments. The effect of students' work on students' growth is mainly through the two systems. These two development systems and the first class development system formed by the teaching system together constitute the whole system of the university students' development in our country. Secondly, the concept of "students' development". The concept of "student development" originates from Western Higher Education. At the end of the 1960s, American higher education gradually realized that the future of the students would be extremely vague and uncertain if the student affairs management was only put into the student service. Therefore, the role of student affairs managers switches from the authority of the former discipline managers and service providers to the student education partners. Thus the concept and practice mode of students development are gradually formed. "Student development" is defined as "the application of human development theory in education. It enables each participant to master the increasingly complex task of development, and achieve self-fulfillment and independence." The author defines the student development as the students' learning and social development. The learning development includes three aspects: professional quality, cognitive thinking and innovative ability. The Social development includes two aspects: moral emotion and social responsibility. Thirdly, the concept of "the degree of students' participation". The degree of student

participation refers to the time and energy which students pay for the effective education activities both inside and outside the classroom, as well as the services and conditions that universities have created to promote student participation in these education activities. The important role of student participation is getting more and more attention in student development. In the past few decades, the United States has regarded the student participation as an important concept in the study of the evaluation of universities and the quality of higher education talent cultivation. The relationship between student participation and positive influence on student growth has been proven many times in the academic world. Although the specific conclusion of each study is not entirely consistent, these empirical studies support a basic conclusion: only to participate actively in the university life and learning, students can achieve the maximum development in different dimensions. Because student participation is intended to explore the process of education, the concept can help colleges better understand the processes and mechanisms of effective learning. Thus it can promote colleges and universities to make corresponding improvement. For example, we promote students to invest more time and energy in the education activities both inside and outside classroom through relevant policies and measures. In conclusion, the student participation is the key point of analyzing the student work policy, the resource allocation and the team construction. With the help of this concept, we can open the black box between the cause (student work) and the effect (student development).

3. The empirical study on capital universities

3.1 The influence of students' participation on students' growth.

Zhu Hong uses the 2010 annual survey data as a comprehensive concept of student engagement. It covers the following aspects: classroom learning, extracurricular learning, interdisciplinary learning and extracurricular activities. This paper analyzes the direct, indirect and total influence relationship between students' participation and students' growth through structural equation model. It also compares the differences of influence mechanism between different types of colleges through the analysis of the identity of different groups. The study verifies the applicability of the western theory of student participation in Chinese universities. Statistics show that students' participation in Chinese universities is also a key factor in the growth of students. Moreover, there is no significant difference between different types of departments. The higher the participation of students in classroom learning and extracurricular activities is, the higher the subjective evaluation of self-development is. The active participation in and outside the classroom will promote the development of different dimensions such as knowledge accumulation, cognitive thinking, organizational expression and moral value.

3.2 The impact mechanism of students' participation

Western scholars have constructed different theoretical models to explain the influence of universities on students' growth. In these models, the university students' learning experience or students' participation is the key factor that affects the growth of students. And the interaction between students and teachers, managers and peers is

also an important factor in influencing students' participation. These interactions and students' participation will directly and indirectly affect the growth and development of students in all aspects during the university. Referring to western theory, Zhu Hong's research also analyzes the influence mechanism of Chinese college students' participation. The study found that in the capital universities, students' participation in learning in the university will be actively promoted through strengthening the interaction among students and teachers, counselors, peers. Students' participation in learning in the university will be positively enhanced. The interaction with counselors will directly promote the growth of students in different dimensions. Especially in higher vocational colleges, counselors' influence is more obvious. However, the role of counselors have not been fully exerted in "985", "211" and general colleges and universities. In addition, the counselors need further strengthen the guidance and incentive work for students, and improve the students' investment on professional studies. The data also showed that the influence of these three interactions on student participation is different in different colleges and universities. In general colleges and universities, the interaction between students and teachers is particularly significant to enhance their participation. In higher vocational colleges, the role of counselors is significantly improved. The trend of peer interaction is reduced along with the weakening of the university elite. In research universities, the influence of peers is relatively large, while the impact is relatively small in higher vocational colleges. It is worth noticing that in all kinds of colleges and universities, the interaction with teachers, except "classroom knowledge", has no significant effect on the growth of students.

4. Conclusion

Based on the above empirical research, we must first realize the complexity of the relationship between students' work and students' growth. The relationship between the two is not a simple one-to-one relationship, but is a complex, multi-level, multi-path, conditional and moderate impact relationship. To scientifically analyze the relationship between the two, a large number of long-term, pursuant, multi angle empirical data must be collected. The relationship between the two can be compared scientifically through different analytical methods. This paper attempts to summarize some characteristics of the relationship from the limited empirical research, such as the time, region, sample, data type and etc.

Social work in western countries, as well as China, Hong Kong, Taiwan and other regions have developed more mature, which provides valuable lessons for the mainland. Nevertheless, social work in Colleges and universities is still at the starting stage, which still requires a continuous exploration and practice process; additionally, in the long run process, the university has formed a relatively fulfill student management system, therefore there must exist doubts to the intervention of the society. This requires the continuous efforts, exploration and summary of social workers, at the same time, we are looking forward to receiving the understanding, trust and support from all walks of life to the social work, including the university student management departments. It is believable that through the practice of

professional social work methods and techniques, can further enhance and promote the effectiveness of the management of college students, and create better conditions for the students' healthy growth and all aspects of development. The feasibility and path analysis of school social work's intervention to college students management.

5. References

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