



Student-Centered Stratified Service Management Mode of Polytechnic Colleges—A Case Study of Shandong Institute of Commerce and Technology

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Abstract. As an integral part of China’s higher education system, polytechnic colleges have made indelible contributions to the development of its higher education. However, with the continuous reform and development of polytechnic college education, some problems have emerged in student management. Students show varied characteristics in different aspects of growth, while the traditional “experience-dependent” management mode has shackled their physical and mental development in many ways. Therefore, exploring innovative student management modes and improving the management ability of student supervisors through investigation and research have become tasks that brook no delay.

Keywords: Students · Polytechnic colleges · Stratified service management · Mode

1 Introduction

1.1 Stratified Service Management of Students in Polytechnic Colleges

Stratified service management in polytechnic colleges is to implement stratified management based on the individual differences of each subjects in polytechnic colleges to achieve the best results.

1.2 Stratified Service Management Mode for Students in Polytechnic Colleges

The stratified management mode for students in polytechnic colleges is a systematic and highly adaptable mode that applies effective management approaches to students’ daily management.

2 Research Status of Student Management Mode in Polytechnic Colleges

2.1 Domestic Research Status

Many domestic scholars have unique points of view on student management modes in polytechnic colleges and have put forward various modes according to the school conditions. For example, Deng et al. expounded on the new dilemma faced by polytechnic colleges in student management mode and proposed a new management mode featuring “full-time student supervisor + part-time class teacher + professional tutor.” Ding devised a “three-phase and eight-link” student management mode in polytechnic colleges by analyzing the difficulties in managing polytechnic college students. In addition, Weng revealed the problems existing in student management and explored a “work-study combined talent training mode.”

2.2 Foreign Research Status

Foreign research on student management in polytechnic colleges originates in the United States. With the continuous development of the social economy, the United States ranks at the forefront of the world in industrial manufacturing, which entails an increasing number of professional technical talents, i.e., skilled students who graduated from polytechnic colleges. This makes the country become the origin of professional education. In foreign countries, student management is the top priority of polytechnic colleges. After consulting a large number of relevant books and materials and experts, we learned that foreign polytechnic colleges had established unique student management modes and systems, but there is scarce literature related to the diverse student body or stratified student management.

3 Research Design

3.1 Research Subjects and Sampling Method

Research subjects: Students from the Shandong Institute of Commerce and Technology.

Sampling method: A total of 660 students were randomly selected as the subjects of the questionnaire survey from regular specialized majors, business–education partnership majors, and Sino-foreign partnership majors in each department, with 30 students in each major. The questionnaire response rate exceeded 90%.

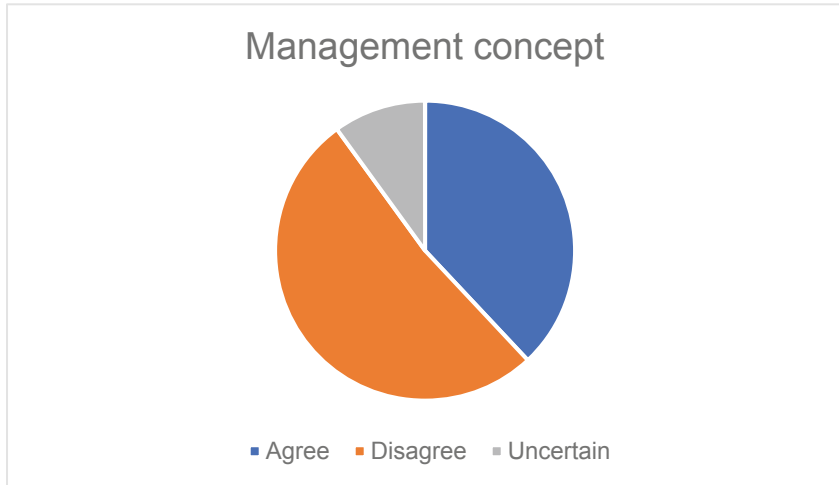
3.2 Research Methods

3.2.1 Literature Review

By consulting related literature and materials about the stratified service management mode of students in student-centered polytechnic colleges worldwide and summarizing the research results of predecessors, we a preliminary understanding of the theoretical development and proposed our points of view through the analysis of the highlights and deficiencies in other research.

Table 1. Survey results of the current situation of student management [Owner-draw]

Evaluation	Dimension						
	Management concept	Management mode	Management approach	Managers	Management content	Management work satisfaction	Feasibility of stratified management
Agree	38%	36%	38%	40%	38%	26%	90%
Disagree	52%	54%	51%	51%	55%	68%	8%
Uncertain	10%	10%	11%	9%	7%	6%	2%

**Fig. 1.** Students' Evaluation of Management Concept [Owner-draw]

3.2.2 Interview Survey

According to the needs of the research, remote interviews were conducted, and field visits were made. Through discussions with colleagues in other polytechnic colleges and undergraduate colleges, precious materials were obtained, which lay the foundation for this paper.

4 Analysis of the Survey Results of Stratified Management

4.1 Current Situation Analysis

It can be seen from Table 1 that the dissatisfaction rate of students with the current student management work is close to 70%, which fully demonstrates that the present student management mode cannot adapt to the diverse student body and entails innovation. And about 90% of the interviewees are in favor of implementing the stratified student management mode (Fig. 1).

According to the interview results, students from regular specialized majors hold that the student-centered concept is not closely followed in school management mode;

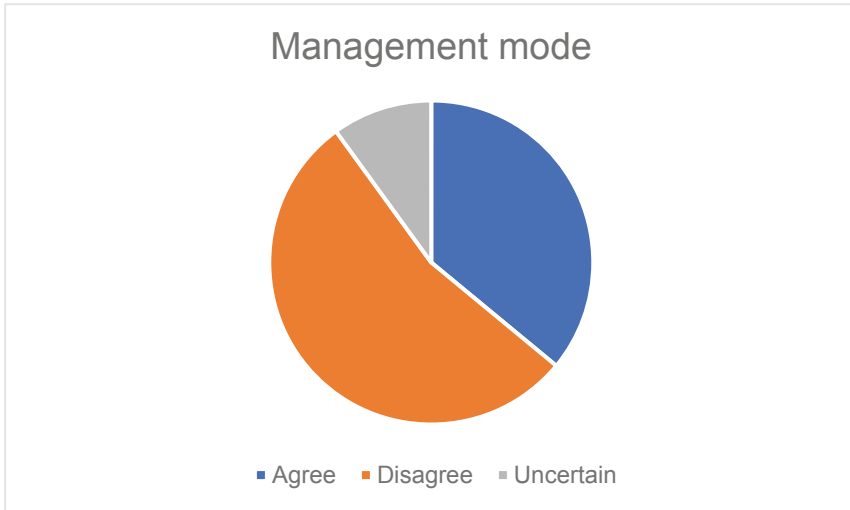


Fig. 2. Students' Evaluation of Management Mode [Owner-draw]

students from business–education partnership majors believe the teaching is more than imparting knowledge, but should adapt to social development; students from Sino-foreign partnership majors repel the strict management system of the school (Fig. 2).

Compared with senior high school students, the communication between students from regular specialized majors and their supervisors is less; many management problems need to be solved by students themselves, such as roommate conflicts. No matter the students of regular specialized majors, business–education partnership majors, or Sino-foreign partnership majors, they all agree that the current management mode cannot meet their actual needs. A better management model is in need for their personality and potential development (Fig. 3).

Obtaining high scores in the college entrance examination, students from regular specialized majors relatively fit well into the current student management approach. In contrast, students from business–education partnership majors prefer a loose management approach, which allows them to sharpen their skills in enterprises and experience the corporate culture, so that school education and enterprise management can be integrated with each other. Students from Sino-foreign partnership majors hope to adopt a reward-based management approach. They expect supervisors can find out their distinctive features and praise them instead of criticizing and educating them blindly (Fig. 4).

The above data reveal that student supervisors only manage trivial matters in students' daily life, while the refined management work is not in place: students hope their supervisors can go deep into their life, study, employment, and many other aspects (Fig. 5).

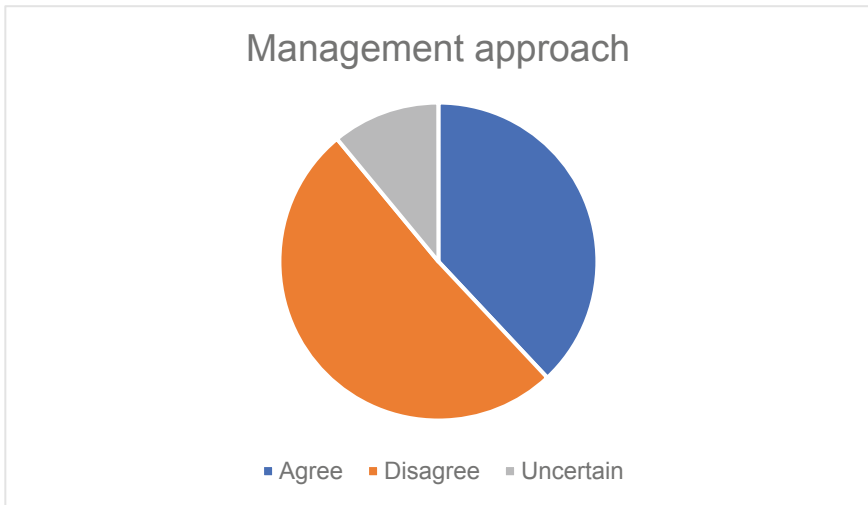


Fig. 3. Students' Evaluation of Management Approach [Owner-draw]

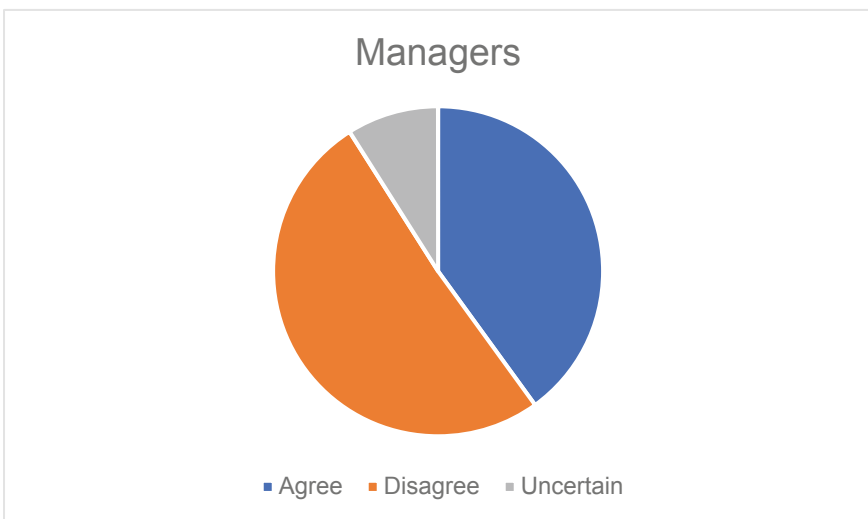


Fig. 4. Students' Evaluation of Managers [Owner-draw]

Regarding the evaluation of management content, students assume that the dormitory management and housekeeping assessment are unnecessarily harsh. And they generally report a lack of opportunities for social practice during school.

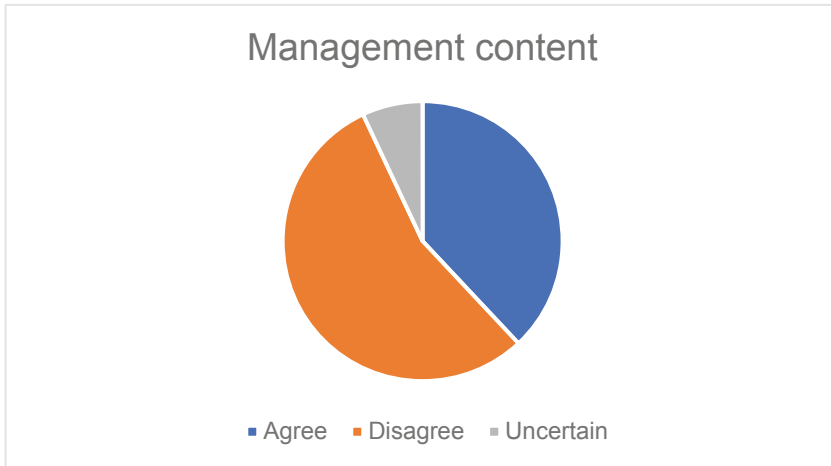


Fig. 5. Students' Evaluation of Management Content [Owner-draw]

5 Objectives and Paths of the New Model of Student Education and Management in Polytechnic Colleges Under the Background of the Transformation of “Stratified Services”

5.1 Update the “Stratified Service” Based Student Management Idea in Polytechnic Colleges

The management mode of “supervisor + intimate tutor” implemented for ordinary high school students demands the supervisor to play various roles. This can be explained by the distinctive characteristics of ordinary high school students: For one thing, the majority of this group comes from rural families, their parents either farming at home or going out to work, leading to a shortage of parental care. For another, their scores in the college entrance examination are not low, which means they may feel unbalanced when they are finally admitted to a polytechnic college. This requires the supervisors to strengthen their roles as both teachers and intimate tutors and provide students with help and guidance in all aspects.

For students from business–education partnership majors, the management mode of “supervisor + enterprise tutor” can be adopted. According to the investigation, this kind of student generally reports that school training is nowhere near enterprise training, and the knowledge they have learned is not applicable in enterprises, so this mode is more suited to these students.

Finally, students from Sino-foreign partnership majors have a weak learning base and a lack of self-control. Therefore, the management mode of “supervisor + class teacher” should be adopted. Supervisors can start from the ideological and moral cultivation of students and help them cultivate an ideal culture/outlook on life; full-time class teachers can guide students' behaviors and life and create a good learning environment. The two sides contrast and complement each other, so as to promote student growth.

5.2 Improve the “Stratified Service” Based Student Management Working Mechanism in Polytechnic Colleges

For students from Sino-foreign partnership majors, we can implement the strategy of “coupling rigidity with flexibility.” Rigid management means observing principles and disciplines; flexible management refers to humanized management. Nonetheless, flexible management should be based on the premise of rigid management. This is because these students are often recruited by the school with lower scores and higher tuition fees; they have a lower level of enthusiasm for learning than other majors and have higher requirements for the surrounding environment. Therefore, in addition to managing them with rigid discipline, we should also educate these students with love and let them feel the warmth of the school.

Students from regular specialized majors acquired high scores in the college entrance examination, which basically reached the undergraduate level. They are very assertive and tend to argue about little details. Therefore, we should guide them to make an analysis on a case-by-case basis.

For students from business–education partnership majors, we can introduce corporate culture and rules and regulations into student management to expose them to the corporate culture earlier. Such tactics will benefit both enterprises and students.

5.3 Improve the Professional Level of the “Stratified Service” Based Student Management Team in Polytechnic Colleges

We must endeavor to build the management team featured by “severity, meticulousness, and practicality.” Once foul play is disclosed, it should be treated with severity. We should cultivate our team to form the ability of lifelong learning and constantly enhance their self-quality. In addition, we must establish a scientific outlook on life and the working concept of serving the students wholeheartedly and getting things straight in an unnoticed way to win students’ satisfaction. Finally, we should pay attention to the cultivation of student cadres by organizing training, so as to improve their abilities to help teachers manage classes.

6 Conclusions

Under the background of nationwide vocational education, an in-depth study of the stratified student management mode in the Shandong Institute of Commerce and Technology is conducted, and the following conclusions are drawn:

1. With the continuous development of society, there are many types of students in polytechnic colleges, and the quality of students varies to a great extent. Compared with the past, the quality of students shows a declining trend.
2. The implementation of a stratified student management mode should be guided by the outlook of scientific development and based on morality education. We should give full play to the role of the three-wide education theory, teach students in accordance with their aptitude, and manage them in a stratified way.

3. We should establish a four-sphere stratified management system consisting of secondary departments, supervisors and teachers, student cadres, and dormitory heads, and different management modes should be adopted for different types of students.
4. Under the stratified management system, we should adopt student management approaches that really benefit students' development.

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