

## A Study on Influential Factors of College Students' Self-management Based on Grounded Theory

Xiaoyan Zhang

School of Business Administration Xuzhou Vocational College of Industrial  
Technology, Jiangsu, Xuzhou 221140

1595968094@qq.com

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**Abstract.** Based on grounded theory and through group interviews, this paper collected and analyzed specific context elements which play an important role in Self-management of University Students. Exploring the underlying factors which affect College Students' self-management. The result is that training concept, training mode, teachers support, family support, social support, social discipline values, locus of control, self-esteem and achievement, which has significant effects on self-management. But the manner and path which they influence self-management are not consistent. Locus of control, self esteem and achievement are internal context factors, The other 7 factors are external factors. Based on this, this study explores influential factors model through 3 Levels which consist of 10 factors. This study can provide targeted recommendations and countermeasures for Colleges to promote the self-management ability of the students.

### Problems-Posing and Literature Review

**Problems-Posing.** College Students' self-management is the inevitable choice of talent quality in the current and future social. The modern society is the synchronous development of economy and science, in which all kinds of high-tech, high information content of the products are constantly produced, and operation steps of machine, management information, personal autonomy are continuously enhanced, in addition, Fierce competition in the market, technology and education are emphasized. All require people to strengthen self-management. For college students, it is necessary how to overcome the increasing pressure of learning, how to face the increasingly severe employment situation after graduation and the complicated social challenges. It all depends on psychological adjustment and the effective control of emotion, depends on their improving comprehensive quality, depends on the steady improvement of the self-management ability and level, and it depends more on strengthening self- management. The research on influential factors of College Students' self-management mainly focuses on the individual background variables, such as gender, grade, subject, the place of birth, parents' educational level and parenting style. Besides, in the external environment, some factors of the school environment and social environment will also affect the self-management of College students. Some of the deep-seated problems in these environments are worth considering. The answer to these questions is the purpose of this study.

Grounded theory is a qualitative research method, which has been widely used in many fields,

such as education, psychology, sociology and management.[1]Therefore, according to Grounded theory method, data were collected through focus group interviews and data analysis, open registry (First level encoding), correlation login (second two encoding) and core coding (third level encoding). [2] Finally we obtained factors of self-management. In the study we use two order confirmatory factor analysis of the structure equation to verify the influential factors of self-management model.

**Review of Relevant Research Literature.** There are a lot of researches that self-management factors affect employees, including four kinds of factors. ①Individual factors, internal and external control type, self-efficacy, self-esteem and self-monitoring etc. ② Interpersonal factors. the degree of contact with the customers, the relationship between the power and interpersonal trust. ③ Influential factors of position. uncertainty of workflow and task, interdependence and ambiguity of

task. ④ Organizational influential factors. the type of organizational structure, the type of team, the tolerance of the organization to the mediocre employees, the organization level guidance, the organizational communication atmosphere and the organizational socialization strategy.<sup>[3]</sup> These are many empirical studies on the influential factors of College Students' self-management, which are mainly from the individual demographic variables. For instance, Yang Ling, He Peiyu, Zhang Guoli (2008) students' self-management status of the independent colleges and universities, which found that the students' different parenting style and the only child have significant differences on various dimensions of self-management.<sup>[4]</sup> Wu Ling and Wei Hongtao put forward that there are significant differences in the individual dimensions of self-management among gender, grade, the place of birth and one-child.<sup>[5]</sup>

Previous research literature on self-management is concerned with the specific problems of individuals, however, the study of ordinary normal individuals is limited to the specific behavior, so the research on the influential factors of self- management mainly roots the individual background, namely, the characteristics of individual's gender, grade, subject, school, and parental education modes. Based on the previous researches, we will further explore individual psychological characteristics of internal variables, and the external factors, such as schools and social situations in which factors influence self-management of College students. It is expected that this study can provide some suggestions and countermeasures for college students to improve their self-management abilities.

## **Grounded Analysis on College Students' Self- Management**

**Research Design.** (1)The interview object selection. Considering the convenient sample principle, we selected the students of our school, including freshmen sophomores and juniors. According to gender, grade, students (college entrance examination, enrollment and recruiting), students' positions and professional categories, we selected the samples. The total number of interviewees is 216, including 80 boys accounts for 37 and 136 girls 36%. 102 freshmen accounts for 47%, 96 sophomores 44%, 18 juniors 8%.

(2) Interview outline. According to the purpose of this study, we prepared interview outline. First, it briefly introduces the connotation of College students' self- management. The definition of College students' self-management refers to the students fully mobilize their initiative, fruitfully utilize and integrate the resources (body, psychology, time, information, thinking and behavior), and use scientific management methods to carry out the self-cognition, self-planning and organization, self-monitoring, self-development and self- education and a series of activities, in order to achieve the goal of higher education and meet the growing requirements of individual quality. There are three factors in college students' self- management: individual (including family), school and society. Students combine their observation and experience and list the specific situation of "College students' self-management factors" as much as possible in the detail (at least 8 items). Example 1: After I have set my goals and plans, I always believe that I can achieve it. Example 2: The learning atmosphere of the class has a great influence on me. Example 3: The teacher's requirements has a great effect on me.

(3) Interview process implementation. In this study, the focus group interviews were used to select 216 students of different majors, grades and genders. The seven sample groups were divided into 7 interviews, using the class time, with each group interviews 1.5 hours. In the course of the interview, they recorded their own problems.

**Grounded Analysis of Influencing Factors of Self-management.** Interview is to understand the influential factors of College students' self-management. Our analysis of the specific procedures are as follows:

First, gradually land the data, form the concept from information.

Second, continue to compare the data and concepts, and systematically inquire the generative theory about concept.

Third, develop theoretical concepts, establish the relationship between the concepts.

Fourth, theoretically sample, systematically code data.

Fifth, construct theory<sup>[6]</sup>.

(1)First level coding. It is the open coding, which refers to the analysis of all the contents of the material, and discover and define the concept and the attributes of the data in the analysis process.<sup>[7]</sup> In the interview 1242 messages were collected. After careful study, we excluded the content that is unrelated, vague and extreme statements, and refined 1071effective statements. 230 items are related to school; 146 items to teachers, 160 items to classmates, 179 items to society and friends ,180 items to family, 176 items to individual. After the integration, refining keywords, open coding, specific content is shown in Table 1.

Table 1 First level coding and content

No.	Typical statement description	Conceptualization
1	school attaches great importance to the cultivation of students' practical ability, and often organizes various practical activities	importance to the cultivation of students' practical ability
2	school and its colleges have their student unions, students manage their affairs in the dormitory	importance to the management of Student Union
3	on holidays students are organized to participate in social activities to understand the society	participation in social activities
4	school attaches great importance to professional knowledge and organize professional skills competition	emphasis on professional knowledge training
5	school requires freshmen to do morning exercises, evening self-study every day, except sophomores and juniors	management system
6	teachers' teaching attitude affects my study	teachers' attitude
7	teachers are fair to us, we trust them	teachers' personal charm
8	teachers' praise and encouragement make us full of confidence	management model of teachers
9	teachers often communicate with us, we are very encouraged by teachers' support	teachers' encouragement
Table 1. cont.		
10	some teachers have a class dully	teacher teaching method
11	school activities make us get exercise	school activities
12	teaching reform focus on improving the qualities	teaching reform
13	curriculum schedule affects professional skills, for one, in the first semester economics is too difficult	curriculum schedule
14	harmony in dormitory is the premise of our study	dormitory atmosphere
15	class learning atmosphere greatly influences us, which is bad in our class	class atmosphere
16	students are concerned about the recognition of the seniors	learning atmosphere
17	the resources provided by the school are good, I want to make good use of them	resources
18	the environment of school library is very good, I like to go there	library
19	parents support my study and support me to continue to go to university	attention of parents
20	parent education is more democratic / my father is authoritarian	parental education
21	family situation lets me worry	family harmony
22	I have no social relations, I feel very helpless, I do not know how to do after graduation	social relationship
23	employers are very particular about us	social requirements
24	social ideas have changed a lot	social ideas
25	social employment pressure, some units need certificates, some do not need	social employment pressure
26	the negative aspect of the society impacts our behavior, others also affect me	social phenomenon
27	at any time we can't do things that society can't accept	social value orientation
28	the standard of good and bad should be based on the law	legal control
29	I did not study hard so I did not enter the ideal university	internal control personality
30	I think this society depends on the relationship, I think the plan can't keep up with changes	external control personality
31	make a study plan, and follow it, I think I still have the advantage	high self-esteem
32	sometimes I can't accomplish my goals and I feel like a loser	low self-esteem
33	I have my own dream, and I have been striving for this dream	high sense of achievement
34	society is cruel, I am helpless, I feel the future is confused	low sense of achievement

## (2) Second level coding

Second level coding is associative coding, namely spindle coding. the main task is to sort out the concept of open coding and their relationship, including causality, situation, difference, process, strategic relationship, and so on.<sup>[8]</sup> Due to the limitation of time and energy, the hardware facilities of the school factors in the first level coding is not involved. Therefore, though second levels coding we obtained 10 encoding relationship categories. the specific situation is in Table 2:

Table 2 Second level coding and content

No	Relationship category	Concept of relationship
1	training idea	attach importance to practical ability, the management of student union, professional knowledge and management system, participate in social activities
2	teacher support	teacher work attitude, Teacher personal charm, teacher management, teacher support
3	training mode	Class mode, school activities, teaching reform, curriculum
4	campus atmosphere	dormitory atmosphere, class atmosphere, learning atmosphere
5	family support	parental concern、 parental education mode, family harmony
6	social support	social connections, social demands, social employment pressure, social concept
7	self-discipline values	social values, gender discrimination
8	internal and external control personality	the internal control individual thinks that the factors which occur in the body are controlled by internal factors, and the other is the external factors such as luck
9	self-esteem	low self-esteem individual only accepts praise and affirmation, does not want to be criticized
10	achievability	the individual with high achievement motivation values performance and success, and is good at self-management

(3) Third level coding. It is the core coding that is a process to discover the core category, namely the process of systematic analysis of all categories of concepts that have been discovered, and then to summarize and refine categories. The final decisive vocabulary is obtained through two coding analysis. Training idea, teacher support, training method and campus atmosphere are classified as the influence of school. Family support, social support and self-disciplined values are classified as social factors. Locus of control, self-esteem and achievability are classified as individual factors. In addition, the influence of individual background variables on self-management is studied, and the influential factors model of self-management is constructed which is shown in Fig .1.

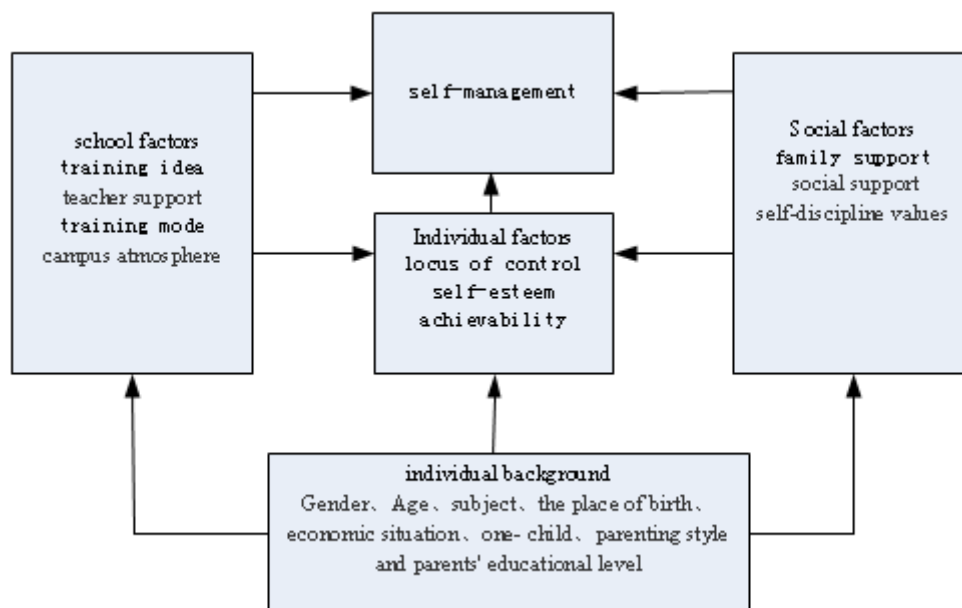


Figure1. Finite Influential factors model of College Students' self-management

### Empirical Study on the Influential Factors of College Students' Self-management

**Sample Profile.** According to the influential factors of self-management based on the grounded theory with literature research questionnaire, we first tested small sample, then after revising and adjusting the questionnaire, we made a formal questionnaire-- *influential factors of self-management*. We made a survey in 4 colleges in the Xuzhou, handed out 1400 questionnaires and 1320 copies were collected in which 1129 is valid. 549 boys accounted for 48.6%, 580 girls 51.4%. 393 freshmen s accounted for 34.8%, 568 sophomores 50.3%, 168 juniors 14.9%. Students of arts accounted for 47.5%, 593 science and engineering students 52.5%.

**Two Order Confirmatory Analysis.** When the conceptual model is validated, there are many indicators to measure the quality of the model.  $X^2/df$  is usually used as an important indicator to measure, the closer value is to 0, the better the observed data and model fit.  $X^2/df < 3$ , indicating that the overall model fit very well;  $X^2/df < 5$ , indicating that the overall model fit better;  $X^2/df > 10$ , it means that the overall model is very poor (BRYNE, 1989). In recent years, many people use comprehensive fitting indexes of RMSEA, RMR to evaluate the support situation on the observational data and the concept of the model. When the changes of both are between 0 and 1, the closer to 0, the better. Below 0.08, the model fit well. Other indicators (GFI, CFI, IFI, NNFI, RFI) change between 0 and 1, the closer to 1, the better.  $> 0.90$  it fits well;  $> 0.80$ , better. <sup>[11]</sup>

Through the AMOS software, the data is transformed into a normal distribution, and then the correlated matrices in the table are input a matrix, and analyze confirmatory factor of each latent variable in the model. The results showed that the fitting degree of the model and the data of the influential factors of the school is higher, and the scores of the subscales of the social influential factors and the individual factors are general. It is shown in table 3

Table 3 Self-management influence factor scale fit index

Verification index	$X^2/df$	GFI	AGFI	RM R	RMSE A	NFI	RFI	IFI	TLI	CFI	PGFI
standard	smaller	>.90	>.90	<.05	<.08	>.90	>.90	>.90	>.90	>.90	>.90
School factors	2.908	.934	.908	.041	.064	.933	.917	.946	.933	.946	.871
social factors	3.718	.927	.894	.047	.151	.815	.682	.826	.698	.876	.819
Individual factors	4.957	.879	.785	.065	.208	.795	.691	.817	.796	.812	.698

It can be seen from Table 3 that the influential factors of school, society and individual are fitted well, that is to say, the influential factors of the school include training ideas, training methods,



teacher support and campus atmosphere. Social factors include family support, social support and self - discipline values. Individual influential factors include locus of control, self-esteem, achievability

**Empirical Results of the Factors Influential Self-management.** SPSS statistical software is used for descriptive statistical analysis. We get 10 dimensions of the impact of the role of the size of the mean from the school factors, social factors, individual factors, which is shown in table 4. Through the comparison of the mean value, it is found that the greater influence of self-management is self - value and family support in the social factors, as well as teacher support and training methods in the school factors.

Table 4 Sort of the current status of the project of self-management influential factors

level	influential factors	minimum	maximum	mean	standard deviation	sort	total sort
school	training ideas	1.00	6.00	3.6643	1.04433	4	7
	training methods	1.00	6.00	3.8202	1.12342	2	4
	teacher support	1.00	6.00	3.8772	1.12632	1	3
	campus atmosphere	1.00	6.00	3.7195	1.13468	3	5
society	family support	1.33	6.00	4.0685	.87183	2	2
	social support	1.00	6.00	3.4928	1.14225	3	8
	self - discipline values	1.00	6.00	4.2664	.92154	1	1
individual	locus of control	1.00	6.00	3.3880	.85272	2	9
	self-esteem	1.50	6.00	3.6811	.79062	1	6
	achievability	1.25	6.00	3.2631	.76832	3	10

The order of the influential factors of the school is teacher support, training methods, campus atmosphere and training ideas. The most important factor of social influential factors is self-discipline values, followed by perceived family support, and finally perceived social support. Self-esteem of individual factors has the greatest impact on the self-management of College students. The conclusions of this study are consistent with previous studies.

## Research Conclusion

The main conclusions are as follows: ① The influential factors of College students' self-management is not limited to individual background factors. School and social (including family factors) and individual psychological factors also affect College students' self-management status. ②The Grounded Theory is used as the method to construct the model of College students' self-management. ③In many factors, self-discipline values, family support, teacher support and training methods have a great influence on the self-management of College students.

This paper discusses the influential factors of College students' self-management, which affects the realization of their own development, the scientific management of colleges and universities, and the social demand for talents. The measures to improve College students' self-management in the school level are ①to establish the concept of College students' self-management. ②to reform training methods, establish the platform of self-management, play the role of their own students, mobilize their enthusiasm and initiative and encourage students to participate in management. ③to increase communication between teachers and students, meet the students' needs of knowledge. ④to create excellent campus culture. As to social level, we should advocate the value orientation of self-discipline, carry forward the socialist core values, correctly handle the non-mainstream culture, and spread positive energy. A self-management and self-control management environment should be created. College students should also be self-esteem, and enhance their achievability, and become college students of their own ideas, independence,

The flaw of the research lies in the geographical limitations of the sample selection. We only selected the college students in Xuzhou. In the future, we will further explore the correlation between different variables in the model, and the influence of each factor on the role of self management.

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