

## **A Study of the Influence of College Students' Participation in School Management on Their Attitudes to Learning**

Henan Li

Guangdong University of Science and Technology, Dongguan 523000, China.

38121300@qq.com

### **Abstract**

**This research is based on pedagogy, management, communication and other multi-disciplinary perspectives. It uses discourse theory to discuss the content of discourse rights of college students' participation in school management. The positive role of self-fulfillment injects new vitality into the development of the education model. According to the literature research, the establishment of a theoretical support and analytical framework based on Foucault, Bourdieu, Bakhtin and other discourse theories. Through literature analysis and induction and NB school empirical research analysis, it expounds the carrier of students' right to participate in school management, and provides a basis for the research dimension; Explain the existing problems and clarify the necessity; theoretically analyze the mechanism of the influence of students' right to speak in school management on their learning attitudes; Taking NB school as the empirical research field, conduct in-depth interviews with the research objects, analyze the cases, follow the research ideas of field research-interview observation-comparative analysis, and under the guidance of discourse theory, understand the students' right to speak in school management. The status quo, comparative analysis of the impact of discourse power on their learning attitude. Finally, suggestions are made to improve the return and strengthening of students' right to speak in school management.**

### **Keywords**

**Students, School management, Voice, Learning attitude.**

### **1. Introduction**

Students are the object of education, and students' right to speak is an important subject of education research in recent years. As an important part of the school, college students have a win-win effect on their own growth and school management. Students participate in school management through student congresses or other forms, and there are still major problems at this stage. Based on Foucault's discourse and power relationship theory, Bakhtin's discourse theory of dual subjectivity and equality, Bourdieu's discourse "field" theory, students' right to participate in school management discourse, that is, students' discourse ability in activities and decision-making, including Planning, implementation, discussion, etc. Universities generally agree on the scientific nature of student participation in management, and student participation in school management also has an impact on their own learning attitudes.

### **2. The status of university students' participation in school management**

#### **2.1 The right of college students to participate in school management**

The right of students to speak in school management refers to the influence of students on school management based on the construction of relationships in the practice of school management through the spread of multiple forms of discourse. Students can participate in democratic management through student congresses or other forms, and have the right to supervise and advise the school. The first level of meaning is that the school is based on students. By providing students with multiple channels to express their needs, it reflects that the school is student-oriented; the second level of meaning is the premise of school scientific decision-making. In the process of formulating rules, democracy must

be strengthened. Ensure the smooth implementation of the right of students to speak in school management, so that the various policies implemented by the school reflect the collective vision of the students; the third meaning is that the student union and student congress established during the school management process are the main ways for students to participate in school management, and at the same time Other ways to participate in management, such as class meetings, principal reception days, etc .; the fourth level means effective supervision of decision-making execution, students at school have a more sense of belonging and responsibility for the school, and students exercise school management power to supervise school decision-making Function, reflecting management effectiveness.

## **2.2 Learning attitude**

Learning attitude is not only a psychological reaction tendency of students to learning, but also a self-position within themselves. It refers to the psychology and behavior that effectively affect and change the learning effect through contact, communication, and contact with the school throughout the learning process tendency. Learning attitudes have strong emotional and emotional characteristics, and are affected by various factors such as school rules and regulations, teachers' teaching behavior habits, teaching environment, campus culture and so on. Learning attitude determines the growth of students and is a measure of the effectiveness of education.

## **3. Theoretical mechanism analysis of the influence of college students' participation in school management on their learning attitude**

### **3.1 Analysis of group characteristics of college students**

College students are young at the age level, have a relatively complete IQ development, have a strong sense of consciousness and democracy, and have their own unique views on the environment. Most of the college students entered colleges and universities in the 21st century after full coverage of the Internet and the blowout of new media. They have a deep understanding and cognition of the right to speak, and have higher requirements for the right to speak. It is precisely because they are a generation that grew up with "Internet +" and "rights awareness". They are both the beneficiaries of consciousness of discourse and the reformers of discourse. College students have problems that are easily affected by the environment.

College students generally have a better understanding of the school management environment, and they are easily affected by the environment for problems encountered in practice. Their learning effectiveness is also directly affected by their learning attitude.

### **3.2 The carrier of discourse rights for college students to participate in school management**

Under the school management field, the carrier of discourse rights for college students to participate in school management is what the students speak during the school management process. According to the literature and school management field, the discourse carrier (discourse content) is divided into three categories: elective discourse, students as the main body of the school, the obligation to make suggestions and suggestions, the school congress is the most concentrated field for students to exercise their rights to participate in school management , The representative of the academic congress will exercise the right of management and supervision; in the proposed discourse, students have the right to put forward opinions and suggestions on school development planning, reform plans, environmental construction, etc., and submit it to the academic congress or the student union for discussion and deliberation in written form . Supervisory discourse, whether the school can implement the party 's education policies, policies and laws and regulations during student participation in the school management process, whether the administrative department can make good decisions, management and coordination, whether the school management is democratic and fair; whether it attaches importance to ideological and political construction It has the right to supervise the construction of spiritual culture, etc. It is mainly realized through the proper way of school management through democratic evaluation, evaluation and complaint.

### **3.3 Analysis of the transmission mechanism of the influence of college students' participation in school management on the attitude to learning**

Students can express their wishes by participating in the academic congress, student union or other channels to realize their right to speak. The power generated by the discourse must be realized through the discourse, the school's feedback on the students' opinions. When students' opinions are valued and satisfactory feedback is received, they are deemed to be the most fully realized in participating in school management; when students are not valued and satisfactory feedback is obtained after hard work, they are considered to be fully involved in school management; Attention, no feedback, this situation is regarded as the right to participate in school management has not been realized.

Discourse power affects learning cognition. The degree of realization of the students' discourse power in the school management field will affect their examination and judgment of their position in the organization. influences.

Discourse power affects learning emotions. When students gain more power by participating in the realization of school management discourse power, their capital in the organization will increase, change their position in the organization, produce more intuitive emotional cognition for learning, and affect the quality of learning.

The right of discourse influences the psychological tendency of learning. The right of students to participate in school management is the interaction between students and the school, which also affects the school. Therefore, the mechanism of the influence of students' right to speak in school management on their learning attitude is mainly to influence the three factors of learning cognition, teaching emotion and teaching intention, so as to promote the change of students' learning attitude.

## **4. An empirical analysis of the influence of college students and school management discourse on their learning attitudes**

In recent years, in the wake of individual ideology, the realization of the right of university students to participate in school management directly affects all aspects of students.

### **4.1 Realistic expression and operation mode of discourse right**

It is not difficult to observe and interview some students at the scene of the school congress, student union activities, principal interview days, class meetings, etc. : in the school management process, students have different "positions" in the school management field. And produce different "power". Students' control of school management can be achieved through the operation of their discourse. One is that students can master the initiative and control of "active" to realize the right to speak; the first is that students do not take the initiative to "silence" the right to speak. "Proactive participation, get a response, and satisfactory results" is the most ideal situation for students to participate in the realization of school management discourse, and it is also a rare occurrence. Students actively participate in the school management process from the beginning to the end, fully exercise their right to speak, and take seriously all aspects and links of school management. "Proactive participation, unsatisfied or unresponsive response, continue to work hard until the result is satisfactory" is also the case where students are more fully involved in the realization of the right to speak in school management. "Active participation, unsatisfied or unresponsive response, silence from now on" is the worst situation for students to participate in the realization of school management discourse. Students have no intention of participating in school management, even if they are arranged to undertake the corresponding school management work, they just take the form, are superficial and deal with the cross. Students choose "silence" in school management to cause "aphasia", which is more common in the status quo of students' participation in school management. This situation is also a "cold field" for students to participate in school management.

### **4.2 Empirical analysis of the influence of discourse power on learning attitude**

The realization of students' speaking right has a direct impact on learning attitude. School management should be implemented by students, and learning should also be realized by students. The mechanism analysis of the influence of discourse power on their learning attitude concludes that

its influence on the operation mechanism is not realized instantaneously, and the influence related to the change of psychological tendency has a certain period of time. Learning attitude is an internal psychological structure, and it is a stable long-term intermediate variable between social stimulation and individual behavior, which prepares for learning behavior. Learning attitudes are influenced by school rules and regulations, students' individual and learning situations, and group norms.

The change in the influence of students' participation in school management on the realization of discourse power has a time law. Students who have mastered the initiative and can fully realize their right to speak have relatively stable learning attitudes and have maintained a relatively positive state; in the process of participating in school management, there have been some repetitions and the final result is satisfactory. The change shows an upward trend; take the initiative to participate in school management, but ultimately fail to realize the right to speak, there is a large fluctuation in a short period of time, there is a strong decline in learning attitude, and will stay in a certain range after a certain time; "Students who are basically reluctant to participate in the exercise of their right to speak have little change in their learning attitude.

**Table 1-1** The realization of the discourse power of college students participating in school management and the change of learning attitude

Realization of Student School Management Discourse Right	Learning attitude change
Fully realized	The change period is short, the change is more dominant(Change from positive to positive, from negative to positive)
Partially realized	The change period is longer, the change is not obvious(More positive attitude)
Not realized	The change period is short, the change is more dramatic(There is a positive change to negative/change from negative to negative)

### 4.3 Realistic analysis of the influence of discourse power on learning attitude

The right of students to participate in school management is mainly achieved through its operation mechanism. The empirical research of the NB schools selected in this study has concluded that its operating mechanisms mainly include: a platform mechanism for students to participate in school management with the main means of the school congress, student union, and principal reception day; and daily methods mainly based on theme class meetings; Organizational mechanism to respond to relevant departments and leaders. Students choose the way to realize the school's right to speak according to their actual situation and needs. After empirical analysis, it is found that the students' right to speak in school management has a significant impact on their learning attitude, mainly on the cognitive, emotional and psychological tendencies of learning, and these three aspects are precisely the attitude of learning Three factors.

#### 4.3.1 Impact on learning cognition

Learning cognition is the composition of students' thoughts, beliefs and knowledge, which is expressed by people's subjective evaluation, such as approval or disapproval, affirmation or denial; evaluation of learning significance, tasks, content, organization, etc .; cognition of themselves. Students who realize the right to speak in school management have a high sense of self-worth and a strong sense of belonging to the school, so they are very serious about completing the learning tasks. For students who do not realize their right to speak, they often express their aversion to school, contempt for learning, and alienation of teachers, and only regard learning as a task, and propagate the content of the study.

#### 4.3.2 The impact on learning emotion

Learning emotions are the influences (emotions or emotions, the most obvious and strongest components of attitudes) on learning emotions, which are expressed as likes and dislikes of learning, teachers and schools, enthusiasm and indifference, sympathy and finickiness, respect and contempt, The most direct indicator of learning attitude. Students who have fully realized the right to speak in school management are emotionally active, love learning, respect teachers, have a great sense of

identification with the school, and overall give people a positive and positive feeling. Students whose school management discourse power does not meet expectations, or who have not achieved at all, have misunderstanding or resistance to learning performance, distrust of teachers, and strong resistance to the school.

#### **4.3.3 Impact on learning intention**

Learning intention is a kind of behavioral tendency, which is the state of psychological preparation when completing certain activities, that is, psychological setting. Students whose speech rights are fully realized believe that they are valued by the school and their psychological preparation is positive. Students who do not realize their right to speak think that they have not been valued and will not necessarily be valued in the future. Their psychological preparation is relatively negative, and long-term accumulation will lead to more and more negative.

The three elements of learning attitude are mutually restricted and coordinated. Cognition determines emotions and behavioral tendencies, and determines individual attitudes towards things. Therefore, it affects students' understanding of the purpose, meaning, and tasks of learning, and affects the enthusiasm of students to select and arrange learning content and methods, thus directly affecting the quality of learning.

### **5. Suggestions for improving the discourse power based on learning attitude**

Protect the right of university students to speak in school management, and help them to realize their own value in the field of school management. The ultimate goal is to give play to their positive effects on learning attitudes.

#### **5.1 Suggestions for the return of the right to speak**

Only when students regain their right to speak and actively participate in school management can the meaning of education be truly realized. It is necessary to break the status quo of school management and student segmentation, pay attention to the internal connection between student participation in school management and student learning, actively play the role of student self-management, attach importance to student participation in school management, and fully realize the right of school management for students.

##### **5.1.1 Awaken the awareness of students' right to participate in school management, and make reasonable use of the discourse channels such as the academic congress and the student union.**

The generation of its personnel, the standardization of conference affairs, the implementation of the implementation mechanism, supervision and supervision, etc., require the school to implement a standardized system of rules and regulations. Give students the opportunity to "speak" and encourage to say "meaningful" words; attach importance to the harmonious atmosphere of the school congress and the student union, let the school and students have questions and answers, enable all staff to participate in management, and awaken students' right to speak in school management; Special lectures, setting up models, talking and talking, increasing the influence of public opinion, etc., gradually raising the sense of ownership of each student, guiding everyone to change from "I want to control" to "I want to control", and inspiring students to participate in school management through the call of the right to speak Passion.

##### **5.1.2 Treat the identity mechanism rationally, get rid of discourse hegemony, and balance the school and student, teacher and student management status.**

Balance the relationship between school and students, teachers and students, rationally recognize and respect each other, establish trust and equal dialogue, give students full respect, ensure that students have the opportunity to exert "positive energy" and form a good school management atmosphere.

## 5.2 Suggestions for strengthening the right to speak

### 5.2.1 Strengthen organizational construction, establish a democratic management environment, and ensure that students participate in school management.

To give full play to the power of discourse, students should learn to "speak" and increase their effectiveness by increasing their "capital". Schools should apply the school congress system rationally and not be formal. Make full use of new media to increase the transparency of students' participation in school management. Use new media channels such as live webcasts to release conference updates in a timely manner. The school should actively explore other effective forms, continue to use the principal's reception day, the principal's question and answer mailbox, school newspapers and school journals, campus radio and other means to build a daily platform for students to reflect problems and participate in management.

### 5.2.2 Establish a "advice-response-supervision" management mechanism to ensure that students receive timely responses and guide their positive influence on learning attitudes.

The school introduces a system for publicizing school affairs, a system for replying to proposals, accepts comments, implements students' right to know and participate, fully solicits opinions from students, guarantees students' autonomy and enthusiasm, strengthens guidance instead of requirements, and allows students time and energy to participate in the school management.

### 5.2.3 Strengthen school management training and learning to improve students' self-management capabilities.

Through understanding the content of administrative management, holding salons, seminars and lectures to learn laws, policies and regulations, through other colorful activities to enhance the comprehensive understanding of the school, so that students familiar with the school's various systems, master the rules and procedures.

## References

- [1] Xie Weihe. Principles of Education-Xie Weihe's Educational Collection (Volume One). Beijing: Education Science Press, 2014 (05).
- [2] Sun Keping. Science Education Outlook. Shanghai: East China Normal University Press, 2002: 21-22.
- [3] Liu Xiaofeng. Fear and love of this generation. Beijing: China Publishing House, 2007: 64-66.
- [4] Liao Xin. A New Perspective of Discourse Analysis-Positive Discourse Analysis. Frontier Economy and Culture, 2009 (09).
- [5] Li Yuxiang. The way to realize the fundamental transformation of pedagogy discourse. Educational Review, 2003 (04).
- [6] Wang Bo. The relationship between teachers and students in colleges and teaching attitudes. Academic research, 2014 (10).
- [7] Lei Yansheng. On teaching attitude affecting teaching quality. Heihe Academic Journal, 2012 (1).
- [8] Bai Mingliang. The Discourse of Theory and Practice—The Original Thinking of the Disconnection between Educational Theory and Practice. Educational Theory and Practice, 2008 (3).
- [9] Feng Zhuo. On the dialogue in the field of education [D]. Shenyang: Northeast Normal University, 2008.08.
- [10] Zhang Xueli. Analysis of the status quo of college students participating in college management [J]. Education Teaching Forum, 2020.01.