

A Study of Class Autonomous Management and Adaptability of First-Year Students at Guangxi Science & Technology Normal University

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Abstract: This study takes Guangxi Science & Technology Normal University as a case to investigate the levels of class autonomous management and adaptability, as well as the effects of gender, school, and holding a class leadership position on the class autonomous management and adaptability of first-year students. A sample of 322 first-year students from the 2024 cohort was selected using simple random sampling, and data was collected through a questionnaire survey. The study conducted a multidimensional analysis based on the theories of subjectivity education and social adaptability. The results indicate that both the class autonomous management and adaptability of first-year students at Guangxi Science & Technology Normal University are at a moderate level, with differences found in class autonomous management and adaptability due to gender, certain schools, and holding a class leadership position.

Keywords: Class Autonomous Management, Adaptability, First-Year Students, Higher Education

1. Introduction

Since the implementation of China's higher education expansion policy in 1999, the scale of universities has experienced rapid growth. According to statistics from the Ministry of Education of the People's Republic of China (2023), the number of undergraduate and junior college students enrolled in regular higher education institutions nationwide surged from 7.1891 million in 1999 to 37.4254 million in 2023[1]. While this extraordinary expansion has promoted the popularization of higher education, it has also posed significant challenges to university management. On the one hand, the sharp increase in student enrollment has led to a growing student-to-teacher ratio, significantly increasing the number of students managed per counselor. On the other hand, the traditional teacher-centered management model, rooted in an elite education framework, can no longer meet the diverse needs of the mass education stage (F. Dai, 2010)[2].

Against this backdrop, the issue of first-year student adaptability has become particularly prominent. As a special group in the transitional stage of education, first-year students face multiple challenges such as academic model shifts, changes in living environments, and the reconstruction of interpersonal relationships (Y. Shenget al., 2010)[3]. Longitudinal studies have shown that the long-standing "exam-oriented" educational approach in basic education has resulted in a dual dilemma: cognitively, standardized test-focused education suppresses the development of students' autonomous learning abilities; psychologically, excessive external control weakens the formation of students' awareness of self-management (M. Li, 2012)[4]. Consequently, many new university students experience adaptability issues, which manifest as: academic difficulties stemming from "high school aftereffects"—a reliance on externally driven passive learning; psychological challenges such as anxiety and depression during the transitional phase; and social difficulties including problems integrating into peer groups.

As a representative local application-oriented undergraduate institution, Guangxi Science & Technology Normal University faces three major contradictions in student management. First is the disconnect between management philosophy and practice—although self-management is advocated, teacher-led models still dominate, limiting students' agency. Second is the gap between management demands and student capability—new students' lack of self-management skills contrasts sharply with the high-level requirements of university management. Third is the imbalance between adaptability needs and support systems—the current administrative framework fails to provide adequate support for student adaptability, resulting in persistent

difficulties in interpersonal communication, emotional adjustment, and academic adaptation. These structural contradictions not only impact the effectiveness of class management but also constrain students' overall development during their university years.

In light of this, the present study focuses on class autonomous management and the adaptability of first-year students at Guangxi Science & Technology Normal University, aiming to explore feasible pathways for optimizing class management models and enhancing students' adaptability.

2. Literature Review

2.1 Class Autonomous Management

Class autonomous management, as a key concept in the field of pedagogy, originates from the idea of student subjectivity. H. Zhou (2017) pointed out that class autonomous management refers to a concrete practice in which students, as the main actors, actively participate in managing class affairs to achieve common goals of the class collective [5].

Z. Hu (2018) stated that class autonomous management can significantly foster students' comprehensive abilities, making it an effective strategy for enhancing their overall qualities. Its external manifestations include students' self-management and teachers' guidance. It is not only a powerful approach to achieving the goals of autonomous education but also a growing trend in the transformation of class management models [6].

S. Wei (2014) proposed that student-led class management should involve multiple dimensions of autonomy, including the autonomy in class leadership development, student role allocation, class rule establishment, class environment construction, and organization of class activities [7].

M. Xu (2011) believed that students' understanding of class autonomous management and their willingness to participate in self-governance influence their behavior. A lack of responsibility and insufficient class cohesion are key issues affecting the effectiveness of class autonomous management [8].

2.2 Adaptability

J. Liu (2005) defined the adaptability of university freshmen as the process through which students, during the period from enrollment to the end of the first semester, transition from a familiar environment into a new university setting. In this process, they adjust their psychology and behavior to meet new environmental demands, successfully shift their roles, and achieve a balance with their new surroundings [9].

S. Tao(2000) proposed a five-factor model of freshmen adaptability, which includes learning adaptability, interpersonal adaptability, self-care in daily life, overall identification with the environment, and physical and psychological symptom expression [10].

Research by Q. Tang et al. (1999) showed that as first-year students move from a state of "confusion after enrollment" to "overcoming difficulties," 46% of students need about three months, 43% require about one year, while the remaining 11% need even longer to adjust. These findings underscore the importance of paying greater attention to the adaptability issues faced by freshmen [11].

2.3 Theory of Subjective Education

M. L. Chen (2003) explored the teacher-student relationship from the perspective of subjective education. He argued that students, as individuals in the process of maturing and developing, need to have their subjectivity cultivated and enhanced through multiple approaches. Education, as a vital component of students' lives, is a purposeful, planned, and organized social practice that fosters both socialization and individualization. In essence, education is a process of cultivating individual subjectivity — it is a form of subjective education [12].

H. M. Wang (2020) emphasized that subjective education mainly consists of three elements: (1) focusing on students' progress and development to ensure the integrity of their personality; (2) stimulating students' intrinsic belief in learning and encouraging their creativity in ideological and political education; (3) enhancing teachers' instructional guidance and enriching the discursive environment to inspire students' self-awareness and active engagement with the world [13].

G. C. He (2002), from the perspective of building university curricula to enhance student subjectivity, believed that higher education should cultivate individuals who embody both scientific and humanistic spirit and whose subjectivity can be fully developed. Both scientific and humanistic education are essential and should not be neglected [14].

2.4 Social Adaptation Theory

R. C. Zheng (1994) defined social adaptation as the interaction between individuals and their environment in the process of communication, with an emphasis on psychological adaptation. Through psychological adjustment, individuals can more proactively respond to their surroundings and regain mental

balance [15].

Y. G. Pan (2016) noted that college students' social adaptation includes both their adaptation within the campus across different academic years and their adjustment to the broader society outside the campus. The content and scope of adaptation differ by academic stage. For example, first-year students mainly face challenges related to living environment, interpersonal relationships, and learning adaptation, while senior students encounter issues such as graduation pressure, employment stress, and future career planning. All of these may lead to maladaptive outcomes [16].

P. Zhang (2007) suggested that solving social adaptation issues among university students requires fundamental reform of China's educational system. Students need to reasonably position themselves and engage in intentional self-cultivation and training [17].

B. Q. Hu(2009), in a study of freshmen, found that when students had a higher level of self-harmony, their level of social adaptation was also better. There was a significant positive correlation between freshmen's self-harmony and various aspects of their social adaptability[18].

3. Research Methods

3.1 Research sample

This study targets first-year students from the 2024 cohort at Guangxi Science & Technology Normal University, specifically from the School of Finance and Economics, School of Marxism, School of Sports and Health Sciences, School of Mathematics and Computer Engineering, and School of Smart Agriculture, with a sample size of 322 students. A simple random sampling method was used to select samples from the five schools. The sample distribution is as follows: 104 students from the School of Finance and Economics, 28 students from the School of Marxism, 71 students from the School of Mathematics and Computer Engineering, 90 students from the School of Sports and Health Sciences, and 29 students from the School of Smart Agriculture.

3.2 Research Instruments

The questionnaire consists of three parts. The beginning contains an introduction, briefly explaining the purpose of this study, the use of the questionnaire, and instructions for completion. The following sections constitute the main body of the questionnaire, which is the core of this thesis.

Part I: General Information. This part adopts a checklist format, including three measurement items: gender, affiliated school, and holds a class leadership position.

Part II: Variable – Class Autonomous Management of First-Year Students. This variable is divided into three dimensions: awareness of autonomous management, degree of autonomous management, and satisfaction with autonomous management, with a total of 24 measurement items. The questionnaire uses a five-point Likert scale, where: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. A lower score indicates more problems in the current state of class autonomous management, while a higher score indicates a better status. Among them, Item 6 is reverse-scored, that is: 1=5, 2=4, 3=3, 4=2, 5=1. The data interpretation for average value is based on Rensis Likert (1932). The data interpretation is as follows: 4.50–5.00 express highest level, 3.50–4.49 express high level, 2.50–3.49 express medium level, 1.50–2.49 express low level, 1.00–1.49 express lowest level.

Part III: Variable – Adaptability of First-Year Students. This variable is divided into five dimensions: overall evaluation, interpersonal adaptability, emotional adaptability, learning adaptability, and recognition of the university, with a total of 36 measurement items. The questionnaire uses a five-point Likert scale, where: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree. A lower score indicates poorer student adaptability, while a higher score indicates better adaptability. Among these items, 18 items (Items 6, 36, 37, 38, 42, 43, 44, 45, 46, 47, 48, 49, 50, 53, 56, 57, 58, 61, 63) are reverse-scored, that is: 1=5, 2=4, 3=3, 4=2, 5=1. The data interpretation for average value is based on Rensis Likert (1932). The data interpretation is as follows: 4.50–5.00 express highest level, 3.50–4.49 express high level, 2.50–3.49 express medium level, 1.50–2.49 express low level, 1.00–1.49 express lowest level.

3.3 Data Analysis

The data were organized and analyzed using SPSS 26.0 software, and the analytical procedures included the following:

(a) **Reliability Analysis:** To assess the internal consistency of the questionnaire scales.

(b) **Descriptive Statistics:** Frequencies and distributions of demographic variables such as gender, school, and

whether the student holds a class leadership position were calculated. In addition, the means (M) and standard deviations (SD) of each dimension of class autonomous management (awareness of autonomous management, degree of autonomous management, and satisfaction with autonomous management) and adaptability of first-year students (overall evaluation, interpersonal adaptability, emotional adaptability, learning adaptability, and recognition of the university) were computed to assess the overall levels.

(c) **Difference Analysis:** Independent samples t-tests were conducted to examine differences across gender (male/female) and class leadership status (yes/no) in each dimension. ANOVA was used to compare differences among students from different schools in each dimension.

3.4 Data Collection

The sample size of this study was 322 participants. Questionnaires were distributed via the Wenjuanxing app to first-year students from the School of Finance and Economics, School of Marxism, School of Sports and Health Sciences, School of Mathematics and Computer Engineering, and School of Smart Agriculture at Guangxi Science & Technology Normal University. A total of 318 valid responses were received, resulting in a response rate of 98.75%.

3.5 Reliability Analysis

The questionnaire consisted of eight dimensions with a total of 60 items. The Cronbach's alpha coefficients for each dimension were 0.797, 0.860, 0.823, 0.826, 0.791, 0.804, 0.861, and 0.794, all of which are above 0.7. The overall scale, comprising all 60 items, had a Cronbach's alpha value of 0.889, indicating that the questionnaire demonstrates high overall reliability, as shown in Table 1.

Table 1: Reliability analysis

Variable	Dimension	Cronbach's Alpha	N of Items
Class autonomous management of first-year students	Awareness of Autonomous Management	0.797	6
	Degree of Autonomous Management	0.860	13
	Satisfaction with Autonomous Management	0.823	5
Adaptation of first-year students	Overall Evaluation	0.826	8
	Interpersonal Adaptability	0.791	7
	Emotional Adaptability	0.804	8
	Learning Adaptability	0.861	5
	Recognition of the University	0.794	8
Overall Scale		0.889	60

4. Results of Analysis

4.1 Frequency Analysis of Gender, School, and Holds a Class Leadership Position

According to Table 2, in terms of gender, females account for 63.2%, while males account for 36.8%, showing a significant gender distribution difference, with a higher proportion of females. The largest subgroup is from the School of Finance and Economics (32.7%), followed by the School of Physical Education and Health Science (28.3%) and the School of Mathematics and Computer Engineering (21.1%). The School of Marxism (8.8%) and the School of Smart Agriculture (9.1%) have smaller proportions. Among the surveyed students, 24.5% have held a class leadership position, while more than 75.5% have not. This indicates that class leaders are usually a minority in the class, suggesting that power and responsibility in class management are mainly concentrated in the hands of a few students.

Table 2: Frequency Analysis of Gender, School, and Holds a Class Leadership Position

Items	Option	Frequency	Percentage (%)	Cumulative Percentage (%)
Gender	Male	117	36.8	36.8
	Female	201	63.2	100.0
	Total	318	100.0	100.0

	School of Finance and Economics	104	32.7	32.7
	School of Marxism	28	8.8	41.5
School	School of Mathematics and Computer Engineering	67	21.1	62.6
	School of Sports and Health Sciences	90	28.3	90.9
	School of Smart Agriculture	29	9.1	100.0
	Total	318	100.0	100.0
Holds a class leadership position	Yes	78	24.5	24.5
	No	240	75.5	100.0
	Total	318	100.0	100.0

4.2 Research Objective 1: Study the level of class autonomous management among first-year students at Guangxi Science & Technology Normal University.

According to Table 3, the overall mean score for class autonomous management of first-year students at Guangxi Science & Technology Normal University is 2.78, with the mean scores for the three dimensions ranging from 2.76 to 2.80, indicating that the class autonomous management level of first-year students is at a medium level (2.50–3.49 represents medium level). The levels of each dimension, from highest to lowest, are as follows: Awareness of Autonomous Management ($M = 2.80$, $S.D. = 0.48$), Degree of Autonomous Management ($M=2.77$, $S.D. =0.43$), Satisfaction with Autonomous Management ($M = 2.76$, $S.D. = 0.56$).

Table 3: Statistical table for class autonomous management of first-year students variable

No.	Dimension	M	S.D.	Level	Rank
1	Awareness of Autonomous Management	2.80	0.48	medium	1
2	Level of Autonomous Management	2.77	0.43	medium	2
3	Satisfaction with Autonomous Management	2.76	0.56	medium	3
	Total	2.78	0.33	medium	

4.3 Research Objective 2: To examine the degree of class autonomous management among first-year students at Guangxi Science & Technology Normal University, by comparing differences across gender, school, and whether the student holds a class leadership position.

4.3.1 Comparison of Gender Differences in Class Autonomous Management

According to Table 4, significant gender differences exist in all three dimensions of class autonomous management. Specifically:

- (a) Awareness of Autonomous Management: Female students ($M=2.93$, $SD=0.44$) scored significantly higher than male students ($M=2.76$, $S.D.=0.50$), $t=-3.21$, $p=0.001$.
- (b) Degree of Autonomous Management: Female students ($M=2.85$, $S.D.=0.45$) had a significantly higher level of participation in autonomous management compared to male students ($M=2.70$, $S.D. =0.45$), $t=-2.90$, $p=0.004$.
- (c) Satisfaction with Autonomous Management: Female students ($M=2.86$, $S.D.=0.53$) had significantly higher satisfaction with class autonomous management compared to male students ($M=2.66$, $S.D.=0.57$), $t =-3.17$, $p=0.002$.

Table 4: Independent sample t-test for gender and class autonomous management of first-year students

Dimension	Male $M \pm S.D.$ (n=117)	Female $M \pm S.D.$ (n=201)	t	p
Awareness of Autonomous Management	2.76 \pm 0.50	2.93 \pm 0.44	-3.21	0.001
Degree of Autonomous Management	2.70 \pm 0.45	2.85 \pm 0.45	-2.90	0.004

Satisfaction with Autonomous Management	2.66±0.57	2.86±0.53	-3.17	0.002
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4.3.2 Comparison of Class Autonomous Management Among Different Schools and First-Year Students

Based on the descriptive statistics from Table 5, the following observations can be made regarding the class autonomous management of first-year students across different schools:

- (a) Marxism School (M=2.91, S.D.=0.36) and School of Finance (M=2.85, S.D.=0.28) have the highest scores, indicating that these two schools show better overall class autonomous management compared to the other three schools.
- (b) Mathematics and Computer Engineering School (M=2.72, S.D.=0.28), Sports and Health Science School (M=2.75, S.D.=0.33), and Smart Agriculture School (M=2.71, S.D.=0.40) have relatively lower scores with smaller standard deviations, suggesting less variation among students and more similar levels across these schools.
- (c) **Awareness of Autonomous Management Dimension:** The mean scores of each school range from 2.72 to 2.83, showing no significant differences. The Marxism School has a slightly higher mean, but the variance is large (S.D.=0.58).
- (d) **Degree of Autonomous Management Dimension:** The Marxism School (M=2.97, S.D.=0.39) has a significantly higher score compared to the other schools (mean scores ranging from 2.71 to 2.85), likely due to its educational focus on collective cooperation.
- (e) **Satisfaction with Autonomous Management Dimension:** The School of Finance (M=2.86, S.D.=0.55) and the Marxism School (M=2.94, S.D.=0.52) score higher, while the other schools have mean scores lower than 2.80.

Table 5: Descriptive Statistics for Class Autonomous Management Among Different Schools and First-Year Students

Dimension	(n=318)				
	School of Finance and Economics (n=104)	School of Marxism (n=28)	School of Mathematics and Computer Engineering (n=67)	School of Sports and Health Sciences (n=90)	School of Smart Agriculture (n=29)
Awareness of Autonomous Management	2.80 ± 0.42	2.83 ± 0.58	2.75 ± 0.41	2.75 ± 0.53	2.72 ± 0.50
Degree of Autonomous Management	2.85 ± 0.44	2.97 ± 0.39	2.71 ± 0.42	2.71 ± 0.46	2.71 ± 0.48
Satisfaction with Autonomous Management	2.86 ± 0.55	2.94 ± 0.52	2.70 ± 0.52	2.79 ± 0.56	2.70 ± 0.58
Total	2.85 ± 0.28	2.91 ± 0.36	2.72 ± 0.28	2.75 ± 0.33	2.71 ± 0.40

According to Table 6, the total difference shows a statistically significant difference between schools (F=3.703, p=0.006*), requiring further post hoc comparisons. For dimension-specific differences: the degree of autonomous management shows a significant difference (F=3.320, p=0.011); however, the awareness of autonomous management and satisfaction with autonomous management do not reach significant levels (p>0.05), indicating that the schools are similar in these two dimensions.

Table 6: ANOVA of Class Autonomous Management and First-Year Students in the School

Dimension	Source	SS	MS	F	(n=318)
					p
Awareness of Autonomous Management	Between Groups	0.616	0.154	0.683	0.604
	Within Groups	70.621	0.226		
Degree of Autonomous Management	Between Groups	2.564	0.641	3.320	0.011*
	Within Groups	60.438	0.193		
Satisfaction with Autonomous Management	Between Groups	1.846	0.462	1.525	0.195
	Within Groups	94.709	0.303		
Total	Between Groups	1.441	0.360	3.703	0.006*

	Within Groups	30.459	0.097
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(Note: $P > 0.05$ indicates no significant difference)

According to Table 7:

- (a) **School of Economics and Finance vs. Low-Score Group:** There are significant differences compared to the School of Mathematics and Computer Engineering ($p=0.010^*$), School of Physical Education and Health Sciences ($p=0.015^*$), and School of Smart Agriculture ($p=0.045^*$), confirming that the School of Economics and Finance has higher management effectiveness.
- (b) **School of Marxism vs. Low-Score Group:** There are significant differences compared to the School of Mathematics and Computer Engineering ($p=0.011^*$), School of Physical Education and Health Sciences ($p=0.019^*$), and School of Smart Agriculture ($p=0.022^*$), further highlighting its management advantage.
- (c) **Between Low-Score Group Schools (School of Mathematics and Computer Engineering / School of Physical Education and Health Sciences / School of Smart Agriculture):** No significant differences ($p > 0.05$).

Table 7: Post Hoc Multiple Comparison Significance Matrix of Total Class Autonomous Management Scores among Schools for First-Year Students

School	School of Finance and Economics (n=104)	School of Marxism (n=28)	School of Mathematics and Computer Engineering (n=67)	School of Sports and Health Sciences (n=90)	School of Smart Agriculture (n=29)
School of Finance and Economics	-				
School of Marxism	0.313	-			
School of Mathematics and Computer Engineering	0.010*	0.011*	-		
School of Sports and Health Sciences	0.015*	0.019*	0.589	-	
School of Smart Agriculture	0.045*	0.022*	0.882	0.573	-

(Note: $P > 0.05$ indicates no significant difference)

4.3.3 Comparison of Holds a Class Leadership Position and Class Autonomous Management of First-Year Students

According to the results of the independent samples t-test in Table 4.8, there is a significant difference in the adaptability of first-year students based on gender. A detailed analysis is as follows:

- (a) **Awareness of autonomous management:** Students who hold a class leadership position scored significantly higher ($M=3.02$ vs. $M=2.72$), with the largest difference observed in this dimension.
- (b) **Degree of autonomous management:** The leadership group performed slightly better ($M=2.87$ vs. $M=2.74$), although the difference was relatively small.
- (c) **Satisfaction with autonomous management:** Students with leadership positions reported higher satisfaction ($M=2.93$ vs. $M=2.71$), with a larger standard deviation, indicating greater variability within the group.

These results suggest that students who hold a class leadership position show significantly higher awareness of autonomous management ($t=4.897$, $p < 0.001$) compared to non-leaders. In the dimension of degree of autonomous management, the leadership group also scored significantly higher ($t=2.277$, $p=0.023$), though the effect size was small (mean difference=0.126). In terms of satisfaction with autonomous management, the leadership group again reported significantly higher scores ($t=3.115$, $p=0.002$), and the difference is of practical significance (mean difference=0.225).

Table 8: Independent Samples t-test of Holds a Class Leadership Position and Class Autonomous Management of First-Year Students

Dimension	Class Leaders	Non-Leaders	t	p
	M±S.D. (n=78)	M±S.D. (n=240)		
Awareness of Autonomous Management	3.02 ± 0.46	2.72 ± 0.46	4.897	<0.001
Degree of Autonomous Management	2.87 ± 0.46	2.74 ± 0.42	2.277	0.023
Satisfaction with Autonomous Management	2.93 ± 0.60	2.71 ± 0.54	3.115	0.002
Total	2.94 ± 0.33	2.72 ± 0.32	5.128	<0.001

(Note: P>0.05 indicates no significant difference)

4.4 Research Objective 3: To explore the level of adaptability of first-year students at Guangxi Science & Technology Normal University.

According to Table 9, the total mean of the adaptability of first-year students at Guangxi Science & Technology Normal University is 2.79, with the means of the three dimensions ranging from 2.76 to 3.13. This indicates that the adaptability of first-year students is at a medium level (2.50–3.49 represents a medium level). The levels of the dimensions, ranked from high to low, are as follows: Emotional Adaptability Dimension (M=3.13, S.D.= 0.54), Recognition of the University Dimension (M=3.03, S.D.=0.34), Interpersonal Adaptability Dimension (M=3.01, S.D.=0.36), Learning Adaptability Dimension (M=2.82, S.D.=0.41), Overall Evaluation Dimension (M=2.76, S.D.=0.47).

Table 9: Statistical Table for Class Autonomous Management Variable of First-Year Students

No.	Dimension	M	S.D.	Level	Rank
1	Overall Evaluation	2.76	0.47	medium	5
2	Interpersonal Adaptability	3.01	0.36	medium	3
3	Emotional Adaptability	3.13	0.54	medium	1
4	Learning adaptability	2.82	0.41	medium	4
5	Recognition of the University	3.03	0.34	medium	2
	Total	2.79	0.24	medium	

4.5 Research Objective 4: To analyze the adaptability of first-year students at Guangxi Science & Technology Normal University, based on gender, school, and whether the student holds a class leadership position.

4.5.1 Comparison of Gender and Adaptability of First-Year Students

According to Table 10, there are significant differences in the adaptability of first-year students across five dimensions based on gender. Male students perform better in overall evaluation, emotional adaptability, and learning adaptability, while female students perform better in interpersonal interaction and recognition of the university. The specific analysis is as follows:

- (a) **Overall Evaluation:** Male students (M=2.88, SD=0.49) have significantly higher overall evaluation scores than female students (M=2.69, SD=0.45), $t=3.44$, $p=0.001$.
- (b) **Interpersonal Adaptability:** Female students (M=3.07, SD=0.35) show significantly higher interpersonal adaptability than male students (M=2.92, SD=0.36), $t=-3.72$, $p<0.001$.
- (c) **Emotional Adaptability:** Male students (M=2.98, SD=0.52) have significantly better emotional adaptability than female students (M=2.80, SD=0.54), $t=2.89$, $p=0.004$.
- (d) **Learning Adaptability:** Male students (M=2.92, SD=0.43) show significantly higher learning adaptability than female students (M=2.78, SD=0.39), $t=3.01$, $p=0.003$.
- (e) **Recognition of the University:** Female students (M=3.08, SD=0.32) have significantly higher recognition of the university than male students (M=2.97, SD=0.36), $t=-2.97$, $p=0.003$.

Table 10: Independent Samples t-Test for Gender and Adaptability of First-Year Students

(n=318)				
Dimension	Male M±S.D. (n=117)	Female M±S.D. (n=201)	t	p
Overall Evaluation	2.88±0.49	2.69±0.45	3.44	0.001
Interpersonal Adaptability	2.92±0.36	3.07±0.35	-3.72	0.001
Emotional Adaptability	2.98±0.52	2.80±0.54	2.89	0.004
Learning Adaptability	2.92±0.43	2.78±0.39	3.01	0.003
Recognition of the University	2.97±0.36	3.08±0.32	-2.97	0.003
Total	2.94±0.17	2.96±0.18	-1.15	0.251

(Note: P>0.05 indicates no significant difference)

4.5.2 Comparison of Differences in Adaptability of First-Year Students Across Schools

According to Table 11, in the total adaptability of first-year students across schools, the mean values for each school range from 2.93 to 2.98, indicating that the adaptability levels of first-year students across the five schools are relatively consistent in the five dimensions: Overall Evaluation, Interpersonal Adaptability, Emotional Adaptability, Learning Adaptability, and Recognition of the University.

Table 11: Descriptive Statistics for Schools and Adaptability of First-Year Students (M ± S.D.)

(n=318)					
Dimension	School of Finance and Economics (n=104)	School of Marxism (n=28)	School of Mathematics and Computer Engineering (n=67)	School of Sports and Health Sciences (n=90)	School of Smart Agriculture (n=29)
Overall Evaluation	2.66 ±0.45	2.78 ±0.46	2.77 ±0.48	2.86 ±0.55	2.71 ±0.39
Interpersonal Adaptability	3.05 ±0.34	3.01 ± 0.36	3.02±0.34	2.97±0.35	3.12 ±0.27
Emotional Adaptability	3.15 ±0.55	3.22 ±0.56	3.06 ±0.57	3.06±0.55	3.09 ± 0.58
Learning Adaptability	2.80 ±0.39	2.67 ± 0.42	2.87 ±0.34	2.86±0.46	2.87 ±0.44
Recognition of the University	3.09±0.31	3.00 ±0.39	2.90 ±0.39	3.14±0.36	3.04 ±0.35
Total	2.95 ±0.17	2.93 ±0.17	2.94 ±0.18	2.98 ±0.18	2.97 ±0.18

According to Table 12, there are no significant differences between schools in the total adaptability of first-year students (F=2.162, p=0.073) and in the dimensions of interpersonal adaptability (F=1.334, p=0.257), emotional adaptability (F=0.684, p=0.603), learning adaptability (F=1.602, p=0.174), and recognition of the university (F=2.335, p=0.056). Overall, the adaptability levels of first-year students are relatively balanced across different schools.

Table 12: ANOVA of Schools and Adaptability of First-Year Students

(n=318)					
Dimension	Source	SS	MS	F	p
Overall Evaluation	Between Groups	2.025	0.506	2.162	0.073
	Within Groups	73.286	0.234		
Interpersonal Adaptability	Between Groups	0.607	0.152	1.334	0.257
	Within Groups	35.601	0.114		
Emotional Adaptability	Between Groups	0.854	0.213	0.684	0.603
	Within Groups	97.634	0.312		
Learning Adaptability	Between Groups	1.068	0.267	1.602	0.174
	Within Groups	52.158	0.167		
Recognition of the University	Between Groups	1.170	0.292	2.335	0.056
	Within Groups	39.209	0.125		
Total	Between Groups	0.081	0.020	0.654	0.625
	Within Groups	9.686	0.031		

(Note: P>0.05 indicates no significant difference)

4.5.3 Comparison of Holds a Class Leadership Position and Adaptability of First-Year Students

According to Table 13, there is a significant difference in the adaptability of first-year students based on gender ($p < 0.001$). A detailed analysis is as follows:

- (a) **Overall Evaluation:** The group of students who hold a class leadership position reported a significantly higher overall evaluation of their adaptability of first-year students compared to their non-leadership peers ($M=2.83$ vs. $M=2.61$).
- (b) **Interpersonal Adaptability:** Class leaders also scored significantly higher in interpersonal adaptability ($M=3.15$ vs. $M=2.95$).
- (c) **Emotional Adaptability:** The emotional adaptability of class leaders was significantly stronger than that of non-leaders ($M=3.30$ vs. $M=3.08$).
- (d) **Learning Adaptability:** Similarly, learning adaptability was significantly higher among students who hold class leadership positions ($M=3.01$ vs. $M=2.80$).
- (e) **Recognition of the University:** Class leaders also reported significantly higher levels of recognition of the university ($M=3.14$ vs. $M=2.95$).

These findings indicate that students who hold a class leadership position outperformed their non-leadership peers across all dimensions of adaptability of first-year students. The largest effect size was observed in emotional adaptability (mean difference=0.220), while the smallest difference occurred in recognition of the university (mean difference=0.189), though this difference was still statistically significant ($p < 0.001$).

Table 13:Independent Samples t-test for Holds a Class Leadership Position and Adaptability of First-Year Students

Dimension	Class Leaders $M \pm S.D.$ (n=78)	Non-Leaders $M \pm S.D.$ (n=240)	t	p
Overall Evaluation	2.83 ± 0.42	2.61 ± 0.46	3.723	< 0.001
Interpersonal Adaptability	3.15 ± 0.38	2.95 ± 0.38	4.148	< 0.001
Emotional Adaptability	3.30 ± 0.49	3.08 ± 0.53	3.238	0.001
Learning Adaptability	3.01 ± 0.42	2.80 ± 0.43	3.914	< 0.001
Recognition of the University	3.14 ± 0.29	2.95 ± 0.35	4.762	< 0.001
Total	3.09 ± 0.18	2.88 ± 0.17	9.213	< 0.001

(Note: $P > 0.05$ indicates no significant difference)

5. Conclusion Discussion and Recommendations

5.1 Conclusion

The researchers have summarized the conclusions based on the research objectives into four parts, as detailed below:

5.1.1 Research Objective 1: To investigate the level of class autonomous management among first-year students at Guangxi Science & Technology Normal University.

The class autonomous management of first-year students at Guangxi Science & Technology Normal University is at a medium level ($M=2.78$). According to the research results, the levels of the dimensions, ranked from high to low, are as follows: Awareness of Autonomous Management ($M=2.80$, $S.D.=0.48$), Degree of Autonomous Management ($M=2.77$, $S.D.=0.43$), Satisfaction with Autonomous Management ($M=2.76$, $S.D.=0.56$).

5.1.2 Research Objective 2: To examine the degree of class autonomous management among first-year students at Guangxi Science & Technology Normal University, by comparing differences across gender, school, and whether the student holds a class leadership position.

(a) Gender Differences in Class Autonomous Management of First-Year Students at Guangxi Science & Technology Normal University

There are significant gender differences in the class autonomous management of first-year students at Guangxi Science & Technology Normal University across three dimensions. Awareness of Autonomous Management: Female students ($M=2.93$, $SD=0.44$) scored significantly higher than male students ($M=2.76$, $SD=0.50$), $t=-3.21$, $p=0.001$. Degree of Autonomous Management: Female students ($M=2.85$, $SD=0.45$)

showed significantly higher levels of participation in autonomous management than male students ($M=2.70$, $SD=0.45$), $t=-2.90$, $p=0.004$. Satisfaction with Autonomous Management: Female students ($M=2.86$, $SD=0.53$) reported significantly higher satisfaction with class autonomous management than male students ($M=2.66$, $SD=0.57$), $t=-3.17$, $p=0.002$.

(b) Differences in Class Autonomous Management of First-Year Students at Guangxi Science & Technology Normal University Across Certain Schools

At the school level, the Marxism School ($M=2.91$, $S.D.=0.36$) and the School of Finance ($M=2.85$, $S.D.=0.28$) scored higher in class autonomous management compared to the School of Mathematics and Computer Engineering ($M=2.72$, $S.D.=0.28$), the School of Physical Education and Health Sciences ($M=2.75$, $S.D.=0.33$), and the School of Intelligent Agriculture ($M=2.71$, $S.D.=0.40$).

(c) Significant Differences in Class Autonomous Management of First-Year Students at Guangxi Science & Technology Normal University Based on Holds a Class Leadership Position

There are significant differences in class autonomous management across the dimensions of awareness of autonomous management ($t=4.897$, $p<0.001$), degree of autonomous management ($t=2.277$, $p=0.023$), and satisfaction with autonomous management ($t=3.115$, $p=0.002$), with the group holding class leadership positions scoring significantly higher than the non-leadership group.

5.1.3 Research Objective 3: To explore the level of adaptability of first-year students at Guangxi Science & Technology Normal University.

The adaptability of first-year students at Guangxi Science & Technology Normal University is at a moderate level ($M=2.79$). According to the study results, the levels of the various dimensions range from high to low as follows: Emotional Adaptability ($M=3.13$, $S.D.=0.54$), Recognition of the University ($M=3.03$, $S.D.=0.34$), Interpersonal Adaptability ($M=3.01$, $S.D.=0.36$), Learning Adaptability ($M=2.82$, $S.D.=0.41$), and Overall Evaluation ($M=2.76$, $S.D.=0.47$).

5.1.4 Research Objective 4: To analyze the adaptability of first-year students at Guangxi Science & Technology Normal University, based on gender, school, and whether the student holds a class leadership position.

(a) Gender Differences in Adaptability of First-Year Students at Guangxi Science & Technology Normal University.

Gender shows significant differences in the five dimensions of first-year students' adaptability at Guangxi Science & Technology Normal University. Male students outperform female students in the Overall Evaluation, Emotional Adaptability, and Learning Adaptability, while female students perform better in Interpersonal Adaptability and Recognition of the University. Overall Evaluation Dimension: Male students ($M=2.88$, $SD=0.49$) score significantly higher than female students ($M=2.69$, $SD=0.45$), $t=3.44$, $p=0.001$. Interpersonal Adaptability Dimension: Female students ($M=3.07$, $SD=0.35$) show significantly better interpersonal adaptability than male students ($M=2.92$, $SD=0.36$), $t=-3.72$, $p<0.001$. Emotional Adaptability Dimension: Male students ($M=2.98$, $SD=0.52$) exhibit significantly better emotional adaptability than female students ($M=2.80$, $SD=0.54$), $t=2.89$, $p=0.004$. Learning Adaptability Dimension: Male students ($M=2.92$, $SD=0.43$) demonstrate significantly better learning adaptability than female students ($M=2.78$, $SD=0.39$), $t=3.01$, $p=0.003$. Recognition of the University Dimension: Female students ($M=3.08$, $SD=0.32$) show significantly better recognition of the university than male students ($M=2.97$, $SD=0.36$), $t=-2.97$, $p=0.003$.

(b) No Significant Differences in Adaptability of First-Year Students at Guangxi Science & Technology Normal University across Different Schools.

The adaptability levels of first-year students at Guangxi Science & Technology Normal University are relatively balanced across different schools. The differences in first-year students' total adaptability ($F=2.162$, $p=0.073$) and the various dimensions—Interpersonal Adaptability ($F=1.334$, $p=0.257$), Emotional Adaptability ($F=0.684$, $p=0.603$), Learning Adaptability ($F=1.602$, $p=0.174$), and Recognition of the University ($F=2.335$, $p=0.056$)—are not statistically significant.

(c) Holds a Class Leadership Position Shows Significant Differences in Adaptability of First-Year Students.

There are significant differences in the adaptability of first-year students at Guangxi Science & Technology Normal University based on whether they hold a class leadership position ($p < 0.001$). The class leadership group outperforms the non-leadership group in all adaptability dimensions: Overall Evaluation:

Students holding leadership positions have significantly higher scores ($M=2.83$ vs $M=2.61$). Interpersonal Adaptability: The leadership group has a higher mean ($M=3.15$ vs $M=2.95$). Emotional Adaptability: The leadership group shows better emotional management abilities ($M=3.30$ vs $M=3.08$). Learning Adaptability: The leadership group has superior learning adaptability ($M=3.01$ vs $M=2.80$). Recognition of the University: The leadership group has significantly higher self-recognition ($M=3.14$ vs $M=2.95$).

5.2 Discussion

The results of this study reveal the levels of class autonomous management and adaptability of first-year students at Guangxi Science & Technology Normal University, and also highlight the effects of gender, school, and holds a class leadership position on these levels. The following is a further discussion of the findings:

5.2.1 Research Objective 1: To investigate the level of class autonomous management among first-year students at Guangxi Science & Technology Normal University.

The class autonomous management of first-year students is at a medium level. This result is related to the study by M. Li (2012), who pointed out the current situation and causes of college students' autonomous management abilities[19]. She found that most Chinese college students can effectively solve problems in their daily life and studies, but some students still lack initiative in various aspects of university life, participate insufficiently in class activities, and rely on parents and teachers to solve problems. From a macro perspective, college students' autonomous management abilities are in a state of deficiency and need improvement. Furthermore, in terms of college students' participation in school management, their rights to participate and voice are still limited due to the constraints of traditional systems. Therefore, this study found that the class autonomous management of first-year students at Guangxi Science & Technology Normal University is at a medium level, indicating that these students have some degree of autonomy, but their subjectivity has not been fully realized. The university management model is still mainly teacher-driven, with limited opportunities for students to participate in decision-making. For instance, class affairs might be decided unilaterally by class leaders or teachers, and ordinary students lack channels to voice their opinions, resulting in their subjectivity remaining at the cognitive level rather than at the action level.

In light of Student Agency Theory, this result indicates that students' agency remains limited. Although students possess a certain level of autonomous awareness, their actual opportunities to participate in class decision-making are relatively scarce. This suggests that university management remains teacher-centered, and student agency has not been fully translated into action—for example, decision-making power regarding class affairs tends to be concentrated in those who hold a class leadership position or among faculty members. Institutional constraints hinder the development of autonomy: the traditional hierarchical management system in universities may suppress students' proactive involvement, resulting in autonomy that is limited to the cognitive level (such as recognizing the importance of autonomous management) without sufficient opportunities for practice.

From the perspective of Social Adaptation Theory, this moderate level of autonomous management may also reflect the fact that first-year students have not yet fully adapted to the university environment. Their management behavior is still influenced by the teacher-dependent model from high school. Therefore, it is necessary to promote adaptive transformation through institutional reforms—such as establishing democratic deliberation mechanisms within the class.

5.2.2 Research Objective 2: Research Objective 2: To examine the degree of class autonomous management among first-year students at Guangxi Science & Technology Normal University, by comparing differences across gender, school, and whether the student holds a class leadership position.

(a) Gender Differences

Female students demonstrate a more positive attitude towards awareness, participation, and satisfaction in class autonomous management. These findings are consistent with the research by A. H. Xu and X. F. Du (2012), who pointed out significant differences in autonomous learning abilities between male and female students, with female students exhibiting higher levels of autonomous learning ability [20]. This indicates a positive correlation between self-discipline and participation in management. Therefore, this study found that gender has a significant impact on the class autonomous management of first-year students at Guangxi Science & Technology Normal University, suggesting that enhancing class autonomous management participation and capability requires attention to the development of students' autonomous learning abilities and self-discipline. Additionally, emphasis should be placed on cultivating collaborative autonomy in male students to further increase their participation in management.

Female students significantly outperformed male students across all three dimensions of class autonomous management, reflecting the influence of gender socialization. Females are typically expected to

exhibit higher levels of self-discipline and cooperation, which motivates them to take a more active role in class affairs. In contrast, the relatively lower performance of male students may be related to stereotypical societal expectations of “independence,” leading their autonomy to manifest more on an individual level rather than through collective collaboration.

(b) School Differences

There are differences in class autonomous management among some schools. This result is consistent with the study by Y. H. Lu (2005), who argued that the level of teaching management and democratic governance differs across schools, directly influencing the development of students’ autonomy [21]. Therefore, this study found that students from the Marxism School and the School of Finance scored higher in class autonomous management than students from the applied science schools (such as the School of Mathematics and Computer Engineering, the School of Physical Education and Health Sciences, and the School of Intelligent Agriculture). This reflects the influence of different academic cultures on students’ autonomous management abilities. Specifically, the study found that the humanities schools (Marxism School and School of Finance) are more aligned with democratic management models, leading to higher scores in class autonomous management, while the science and engineering schools (such as the School of Mathematics and Computer Engineering, the School of Physical Education and Health Sciences) are closer to authoritative management models, thus limiting students’ autonomy.

Students from liberal arts schools (e.g., the School of Marxism and the School of Finance and Economics) showed significantly higher levels of class autonomous management than those from science and engineering schools. Possible reasons include: Disciplinary cultural differences: Liberal arts education emphasizes critical thinking and democratic discussion, whereas science and engineering fields focus more on structured knowledge transmission, potentially resulting in a more authoritative management style. Differences in cultivating student agency: Liberal arts courses often include more group cooperation, debates, and other interactive activities, offering students more opportunities to practice autonomous management.

(c) Differences Based on Holding a Class Leadership Position

The findings of this study are consistent with the research by B. Liuet al. (2012), who noted that the responsibilities of class leaders are focused on providing timely and accurate information about class situations to the teacher, conveying and implementing the teacher’s work arrangements, enforcing class rules, advocating positive organizational behavior, and motivating peers toward self-management and overall improvement [22]. Class leaders take the initiative to perform actions that go beyond the required rules, benefiting the class, which are examples of organizational citizenship behavior. They also use their influence to encourage other students. Therefore, this study found that students in class leadership positions bear greater responsibilities and must act as role models, thereby holding themselves to higher standards in class autonomous management. Furthermore, their leadership roles grant them more power in management, which leads to more active participation in class management. This explains why the class autonomous management level of the leadership group is significantly higher than that of the non-leadership group, and it also indicates that the differences in management abilities between the two groups are fundamentally the result of unequal institutional practice opportunities.

Students who hold a class leadership position displayed significantly higher levels of class autonomous management compared to their peers. Class leaders are institutionally encouraged to take initiative in coordinating class affairs, and their management behavior is driven by role-based responsibilities. On the other hand, students who do not hold leadership positions lack structured channels for participation, which weakens their agency. This highlights the need for universities to build a more inclusive class governance system that broadens student engagement.

5.2.3 Research Objective 3: To explore the level of adaptability of first-year students at Guangxi Science & Technology Normal University.

The adaptability of first-year students is at a medium level. This finding is consistent with the study by H. Wang (2010), who pointed out that the adaptability of college freshmen tends to remain at a moderate level [23]. Newly enrolled students face not only changes in their academic environment but also shifts in lifestyle and learning models. Failure to adapt quickly to the new environment may negatively affect freshmen’s interpersonal relationships and academic performance, and more importantly, it could have significant adverse effects on their physical and mental health.

Therefore, this study finds that the class autonomous management of first-year students at Guangxi Science & Technology Normal University is also at a medium level, indicating that their psychological adaptability remains limited. Most freshmen still retain the passive learning habits from high school and have not yet established effective self-planning abilities. Meanwhile, they face significant challenges in the transition

to autonomous learning—shifting from a “teacher-led” model to one of “autonomous management.” Moreover, there are signs of maladaptation across multiple dimensions, including academic management, interpersonal relationships, and daily self-care. As the main agents of adaptability, how first-year students regulate their mental state and maintain optimal psychological and physical wellbeing should be a primary concern.

The overall level of adaptability of first-year students was moderate ($M=2.79$), with emotional adaptability being the strongest and learning adaptability the weakest. This suggests that the primary challenge in the transition from high school to university lies in the shift from a teacher-led learning model to one that requires self-management, with some students still relying heavily on external supervision.

From the perspective of Social Adaptation Theory, the relatively higher emotional and interpersonal adaptability may be attributed to first-year students placing greater emphasis on social integration. However, the lag in academic adaptability reflects a mismatch between the demands of the new environment and students’ internal self-regulation capabilities.

Under Student Agency Theory, this moderate level of adaptability further indicates that students have not yet fully mastered the agency transformation required in university—moving from passive recipients to active planners of their academic and personal development. Therefore, enhancing students’ self-efficacy through academic guidance and psychological support is essential for fostering better adaptation.

5.2.4 Research Objective 4: To analyze the adaptability of first-year students at Guangxi Science & Technology Normal University, based on gender, school, and whether the student holds a class leadership position.

(a) Gender Differences

These results indicate that gender significantly impacts first-year students’ adaptability. This finding is highly consistent with H. Wang(2010) research, which pointed out that gender is a significant factor affecting the adaptability levels of university freshmen [24]. Specifically, male students score higher in adaptability overall, including recognition of the university, overall evaluation, emotional adaptability, and learning adaptability compared to female students.

The study suggests that males, who are often raised with the expectation of being “independent” and “strong,” tend to resolve problems on their own, thereby enhancing their independence and ability to adapt to new environments. As a result, they more easily adjust to university life and collective living. On the other hand, females may rely more on family support, and when they are suddenly away from familiar environments, their adaptation period is longer. When facing difficulties, they are more likely to fall into self-doubt and may express their anxiety. However, if these concerns are not addressed with effective solutions, they may intensify negative feelings. Therefore, this study highlights the importance of considering gender differences in education and balancing the different needs of male and female students.

Male students demonstrated stronger emotional and learning adaptability, while female students showed greater strength in interpersonal adaptability and recognition of the university. This divergence may stem from gender role socialization: males are typically encouraged to solve problems independently, whereas females are often guided toward relationship maintenance, leading to differentiated patterns in adaptability performance across dimensions.

(b) No Significant Differences Among Schools

This result indicates that there are no significant differences in the adaptability of first-year students across different schools at the university. This finding is consistent with the research by X. H. Zhou (2019), who suggested that the primary factors affecting students’ adaptability include self-cognitive abilities, self-concept, personality traits, and the social environment [25]. Zhou emphasized that students’ adaptability is more about the interaction process between the individual and the social environment, which leads to psychological and behavioral changes as they form harmonious relationships with their surroundings.

Therefore, this study concludes that although there are some differences in adaptability among first-year students from different schools, these differences are not statistically significant. This suggests that adaptability is a highly universal trait among university freshmen, and it is the result of dynamic interactions between individuals and their environment. While the background of the school may contribute to some variations, the adaptability challenges faced during the university entry phase are primarily focused on individual and environmental factors, and efforts should be made to strengthen students’ adaptability skills.

Adaptability showed no significant differences across different schools, supporting the core tenet of Social Adaptation Theory—that adaptability results from the interaction between individuals and their environment. The common challenges faced by first-year students (e.g., independent living, academic stress) transcend disciplinary backgrounds, contributing to a shared adaptive experience.

(c) Differences Based on Holding a Class Leadership Position

Significant differences were observed in the adaptability of first-year students between those who hold a class leadership position and those who do not. This result aligns with the research by Y. Xu(2014), who found that student leaders serve as role models for other students in areas such as study, life, and social activities, and generally have a higher overall quality [26]. Additionally, student leaders tend to have higher self-efficacy, which is positively correlated with higher levels of learning adaptability, leading to better overall adaptability.

Therefore, this study concludes that first-year students who hold class leadership positions tend to have more balanced development, stronger abilities, and closer connections with peers, teachers, and advisors. They also have a deeper understanding and recognition of university life. On the other hand, non-leadership students often have fewer available resources, and when facing interpersonal challenges and increased academic pressure, they have less support and help to rely on. This can lead to associating negative emotions with environmental changes, resulting in poorer adaptability among non-leadership students. The findings suggest that universities should pay more attention to the adaptation of non-leadership freshmen, helping them adjust to the new environment more effectively.

Students who hold a class leadership position exhibited significantly higher adaptability across all dimensions. Their engagement in class management activities allowed them to accumulate more successful experiences, enhancing their self-efficacy and, in turn, improving adaptability. It is therefore crucial for universities to provide adaptability support to non-leadership students—such as peer mentoring or open participation mechanisms—to narrow the gap and promote inclusive student development.

5.3 Recommendations

Based on the research findings, this study proposes the following practical recommendations to help students, educational administrators, and relevant institutions better implement class autonomous management and enhance students' adaptability.

5.3.1 The Role of Educational Administrators: Constructing a Class Autonomous Management System Based on Subjectivity Education to Promote Students' Social Adaptability and Enhance Their Comprehensive Abilities.

- (a) Establishing a class self-governance model:** A "Student Autonomous Management Committee" should be established, where students independently formulate class management regulations and activity plans to strengthen their subjectivity awareness. A democratic decision-making mechanism should be adopted to encourage students to engage in discussions and decision-making regarding class affairs, fostering their sense of responsibility and initiative.
- (b) Enhancing training for class autonomous management:** Clear management skills training should be provided to class leaders to help them better organize and guide class activities.
- (c) Setting up self-motivation mechanisms:** Students should be guided to set both short-term and long-term management goals, with regular evaluations and feedback provided to stimulate their intrinsic motivation. A "Class Management Log" should be established to document students' performance and growth in class management, reinforcing their sense of achievement and belonging.
- (d) Implementing a task-based responsibility system:** A rotational management system should be adopted, allowing different students to take turns managing class affairs (such as event planning, attendance tracking, and study supervision), thereby enhancing their organizational skills and sense of responsibility. A "Project-Based Management Group" should also be established, where temporary teams are formed for specific tasks (such as orientation events and class culture development) to enhance students' collaboration and innovation skills.
- (e) Considering gender differences:** When designing class management activities, gender differences should be taken into account, encouraging both male and female students to participate together and leverage their respective strengths.
- (f) Emotional management training:** Students should receive training in emotional regulation and psychological resilience. Organizing "Emotional Management Workshops" that incorporate scenario simulations and case analyses can teach students techniques for coping with stress and conflicts.
- (g) Interpersonal communication training:** The "role-playing method" should be used to help students practice effective communication skills in simulated scenarios, enhancing their interpersonal adaptability. "Team-building activities" should also be conducted through collaborative games and task challenges to strengthen students' teamwork skills and sense of trust.
- (h) Learning Adaptability Improvement Plan:** Establish a "peer tutoring system," where upperclassmen or high-achieving students provide academic guidance and support to first-year students, helping them adapt quickly to the university learning model. Encourage students to engage in collaborative learning through

group discussions and project-based cooperation, enhancing their teamwork skills and learning efficiency.

5.3.2 School-Level Measures

- (a) **Optimizing curriculum design:** For schools where class autonomous management is relatively weak (such as the School of Mathematics and Computer Engineering), relevant courses or activities should be introduced to improve students' management awareness and capabilities.
- (b) **Establishing a teacher-student communication mechanism:** Interaction between teachers and students should be encouraged to ensure that educators are aware of students' needs and can adjust management strategies accordingly.
- (c) **Implementing diverse incentive mechanisms to enhance students' management enthusiasm:**
 - (a) **Honor-based incentives:** An "Annual Best Class Autonomous Management Award" should be established to recognize outstanding classes and individuals, motivating students to actively participate in class management. Certificates such as "Class Management Star" should be issued to encourage creativity in class administration.
 - (b) **Credit-based incentives:** Class management experience should be incorporated into students' comprehensive quality assessment to establish a long-term incentive system, increasing students' willingness to participate. An elective course on "Class Management Practice" should be introduced, offering academic credit and systematic training for students engaged in class management.
 - (c) **Practical incentives:** Collaborations with external enterprises should be established to provide management-related internship opportunities, making class management experience an advantage in students' future career development. A "Class Management Forum" should be organized, where outstanding class leaders and external experts share their management experiences, broadening students' perspectives.
 - (d) **Strengthening school-level support and optimizing management models:**
 - (e) **Mentor guidance system:** A "Class Management Mentor Program" should be introduced, where faculty members or senior students provide management guidance, helping students solve real-world management challenges and improve the professionalization of class management. Regular "Mentor Lectures" should be held to create a platform for learning and experience-sharing among mentors.

Class feedback mechanisms: Student feedback on class management should be collected through surveys and regular meetings, ensuring timely adjustments to management models. A "Class Management Suggestion Box" should be established to provide an anonymous feedback channel, enhancing communication transparency.

University-wide resource sharing: A cross-school management experience exchange platform should be established to promote inter-school learning through events such as "Class Management Experience Sharing Sessions." University resources should also be consolidated to provide funding, venues, and materials to support class management activities, ensuring their feasibility and effectiveness.

5.3.3 Student Participation and Actions

- (a) **Actively taking on class leadership roles:** Students should be encouraged to run for class leadership positions, allowing them to develop their management skills and adaptability through practical experience.
- (b) **Proactively engaging in class activities:** Students should take the initiative to participate in various class autonomous management activities, strengthening their sense of community and responsibility.
- (c) **Enhancing interpersonal skills through extracurricular participation:** Engaging in student organizations, volunteer activities, and other social interactions can help students develop their interpersonal skills.

5.3.4 Parental and Societal Support

- (a) **Strengthening parent-school cooperation:** Parents should support students' involvement in class autonomous management, helping them better adapt to university life.
- (b) **Integrating social resources:** Universities should collaborate with community organizations and enterprises to provide students with more practical learning opportunities, enhancing their social adaptability.

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