

Research on paramilitary management of students' daily behavior in secondary vocational schools-taking X military academy as a case

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Abstract: In recent years, secondary vocational education has played a fundamental role in the construction of a modern vocational education system and the cultivation of technical and skilled personnel. The quality of today's secondary vocational education is still unable to fully meet the needs of economic and social development. This paper takes the research on the problems and countermeasures of paramilitary management of students' daily behavior in X secondary vocational school as the theme. Selection 122 students and 5 school staff as the research objects investigates the current situation of paramilitary management of students' daily behavior in X secondary vocational school on the basis of camp order management, daily life management, classroom discipline management, attendance management, assessment reward and punishment management six dimensions. The study found that there are many problems in the process of paramilitary management of students. Dealing with the problem of paramilitary management of students' daily behavior in X secondary vocational schools, how to innovate the talent training model of secondary vocational schools, speed up the reform of the school-running system of secondary vocational schools, and enhance students' learning ability. Comprehensive literacy is a key point that needs to be addressed urgently in the development of secondary vocational education.

Keywords: paramilitary management; secondary vocational school; daily behavior management

1. Introduction

Vocational education is education for the whole society. In line with the purpose of realizing the all-round growth of vocational school education, the state and the party have paid great attention to vocational education. According to the latest display on the website of the Ministry of Education of the People's Republic of China, the average size of secondary vocational schools nationwide, the construction area of school buildings per student, the value of the device per student, and the number of educational computers per hundred students have been increased substantially in the year of 2019. Various changes show the bright prospects of the previous development of vocational school education.

Foreign countries have also carried out research on vocational education very early. However, to realize the comprehensive improvement of the ability of middle and high-end technical personnel is closely related to the daily behavior management of vocational education. There are still many problems in the management of students' daily behavior in the cultivation of vocational schools. The realistic requirements for progress are still far behind. There is a lot of resistance to improving the overall quality of students. The system is not scientific enough, the conditions for running schools are insufficient, and the quality of students needs to be improved urgently. The daily behavior management of students in vocational education directly affects the comprehensive quality of students and the skill level of social workers. To achieve the practical requirements of social and economic progress, and greatly improve the daily behavior management level of vocational school students, the quality of school students' cultivation plays a decisive role. And it is of great significance to promote the long-term progress and sustainable development of vocational schools, and to promote the overall development of society. It is even closely related to the overall quality of our people.

The Ministry of Education proposes to reform the talent training model of secondary vocational schools. Take moral education as the core, implement comprehensive quality education with paramilitary management as the carrier, and pay attention to the cultivation of students' practical

operation and innovation ability.^{[1][2][3]}

2. Status quo of paramilitary management of students' daily behavior in secondary vocational schools

The survey object selected for this study is X Secondary Vocational School, which is a comprehensive military vocational technical school. As the first batch of secondary vocational reform pilot units, it will implement a one-year paramilitary management from the beginning of enrollment. The school hopes it will have the changes in a state of strict discipline, orderly life, regular attendance, standardized order, transparent assessment, and strict military appearance. However, there are still phenomena such as early self-study and gossip, irregular housekeeping, and unreasonable hairstyles. This paper adopts the method of questionnaire survey and interview to investigate and research 122 students, 4 teachers of different majors, and a director of the student division. Summarize experience and find problems in six dimensions: management, attendance management, and assessment, reward and punishment management.

2.1 Military discipline management effectively restrains students' bad behavior

Military appearance and discipline is a general term for the appearance and style of the army and soldiers. It is an important standard for reflecting the combat effectiveness of the army. In secondary vocational schools, the management of military appearance and discipline is implemented, and behaviors such as misbehavior, strange clothes, mustaches, and immorality are rectified as shown in the Table 1.

Table 1: Student military discipline statistics table

Behavior	Frequency	People Counting	Percentage (%)
Dress uniform neatly	Always	111	91%
	Often	7	6%
	Sometimes	1	1%
	Seldom	3	2%
	Never	0	0%
Hairstyle specification	Always	112	92%
	Often	3	2%
	Sometimes	1	1%
	Seldom	4	3%
	Never	2	2%
Behave with decorum	Always	110	90%
	Often	8	6%
	Sometimes	2	2%
	Seldom	2	2%
	Never	0	0%

2.2 The order management of the camp has achieved remarkable results

Camp area refers to the place where the army camps. It refers to the school district this article. Camp order refers to the work order on campus in this article. Students walk in the camp in strict accordance with the military regulations and standards, two in a row and three in a row. Students are encouraged to take care of public property and keep the playground clean and hygienic. Through the forms of criticism, education, and notification by name, the order of the camp has been significantly improved, and the unhealthy behavior has been corrected. (Figure 1)

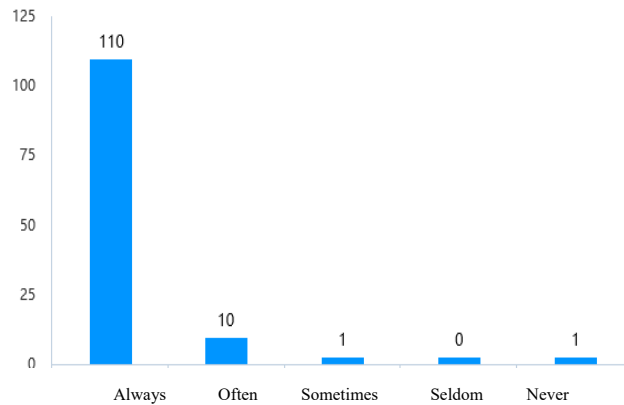


Figure 1: Students walking on campus, two in a line, three in a rank (unit: person)

2.3 Negative antagonism and irritability exists in daily life management

For secondary vocational schools, vocational schools generally use quasi-military management regulations to manage students. Students should live their daily lives in an orderly manner according to the regulations that have been formulated, and the formulate daily schedules according to students' learning conditions. Every student has to get up at the same time, washing, going to class, dressing up, etc., especially the daily life is institutionalized. The time period of each day has been clearly set the task schedule, students do not have much free time, and the student union Let instructors supervise the completion of many activities. Some students think that the school's management of students is too strict and restrictive. They live a repetitive study life every day. Every activity is supervised by someone. The communication of students is restricted, which is not conducive to the development of students' personality. Students' interest in militarized management gradually weakens just for obedience to school arrangements. (Figure 2)

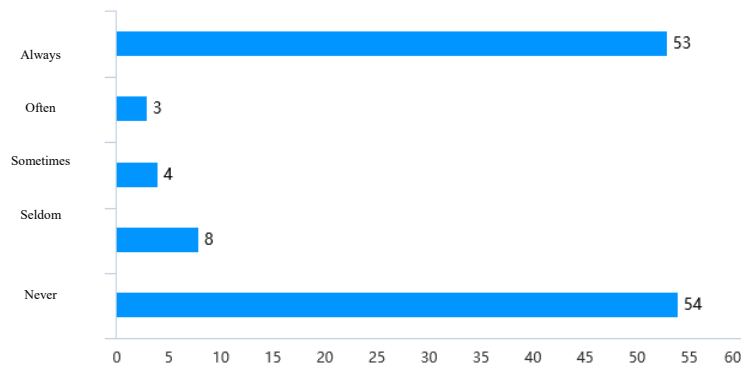


Figure 2: The standard placement of students' articles(unit: person)

2.4 Underachieving students do not perform well in class

It is not difficult to find from the chart that in terms of discipline concept that most students with excellent grades have higher discipline concept and self-discipline, have the ability to self-cognition, and have a relatively low probability of being late among these students but the poor students are less able to manage themselves as shown in the Table 2.

Table 2: Student class performance statistics table

Behavior	Score Ranking	People Counting	Percentage (%)
Snacking in Class	The top 10%	0	0%
	Top11%-25%	9	7%
	26%-50%	13	10%
	51%-75%	15	12%
	The end 25%	21	17%
Sleeping in class	The top 10%	1	1%
	Top11%-25%	8	6%
	26%-50%	8	6%
	51%-75%	20	16%
Wearing slippers in class	The end 25%	25	20%
	The top 10%	0	0%
	Top11%-25%	0	0%
	26%-50%	0	0%
	51%-75%	1	1%
	The end 25%	2	1%

2.5 Students' attendance at the end of the semester is poor

Table 3: Student attendance statistics table

Behavior	Time	People Counting	Percentage (%)
Drill	Last month of term	82	67%
Attend Class	Last month of term	110	90%
Call the roll	Last month of term	90	73%
Go to bed	Last month of term	88	72%

In terms of attendance discipline, most of the students can guarantee the attendance rate at the beginning of the semester, go to exercise, class, call late, and go to bed on time. After the investigation, it is not difficult to find that in the middle of the semester, students have a slack mentality, and some students avoid going out for exercises and take self-study at night. At the end of the semester, many students use the "pretence" of reviewing, not to go to class, go to exercise, or go to bed on time, but in fact they are escaping psychology as shown in the Table 3 .

2.6 Evaluation are sometimes a mere formality

The performance of daily behavior in paramilitary management is not an important basis for the evaluation of excellence, and the evaluation is in the form of a system. This system has not played a certain incentive role, which will inevitably lead to students' rebellious psychology. (Figure 3)

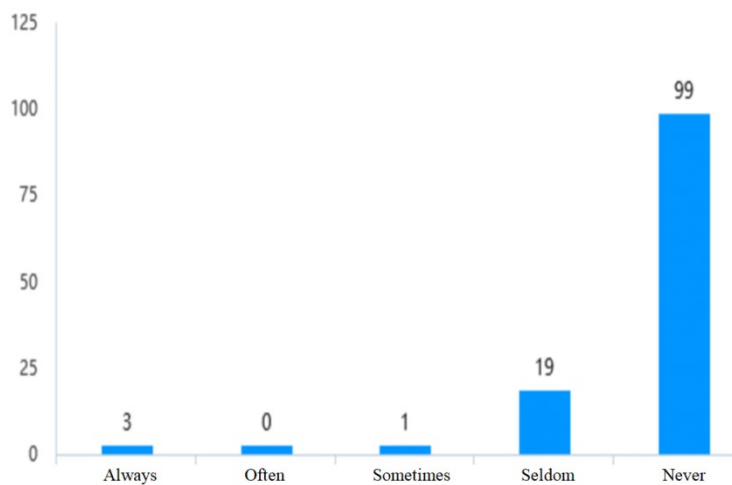


Figure 3: Take students' daily behavior as the basic situation of evaluation (unit: person)

3. Conclusion

There are obvious differences in the paramilitary daily behavior of our military students and negative confrontational emotions in daily management. Some students with poor grades do not perform well in class, some students have poor attendance at the end of the semester. The managers treat students differently. The reasons are that the level of secondary vocational students is uneven and their ideology is differentiated, paramilitary management methods are single, ignoring the subjectivity of students. The quality of managers and the concept of the daily behavior management system of secondary vocational schools need to be improved. There is still a bottleneck in the improvement of management quality.^{[4][5]}

The core way West Point enhances students' leadership skills is to develop a sense of responsibility. "Honor", "Country" and "Responsibility" are the three main contents of West Point's school motto. Scholars such as Castaneda M (2011) pointed out that militarized management is to cultivate students' high sense of responsibility and sense of responsibility. At present, China has introduced many inspirational readings about West Point Military Academy, revealing the sense of responsibility of West Point students everywhere. In order to stand out from the siege, our military school must have its own unique school-running characteristics, and whether the school administrators can adopt advanced concepts to carry out management work will have a greater impact on the school's development.^{[6][7][8]}

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