

Research on the Value Demands and Response Strategies of Delayed Graduates in Higher Education Institutions

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Abstract: With the deepening development of higher education teaching, the phenomenon of delayed graduation for undergraduate students has long existed and is becoming increasingly severe. There are deep-seated reasons behind the phenomenon of delayed graduation, which can have an impact on individual self-worth, harmonious family relationships, and university education management. Due to the lack of organizational adaptation of "entry progress exit", relationship networks of "social support", and psychological demands for internalizing rule awareness, undergraduate students' self-awareness has deviated, leading to delayed graduation. Based on this, the study aims to address the phenomenon of delayed graduates from three aspects: understanding the real situation through "three in three talks", conducting group counseling through group work, and building a collaborative education community, in order to continuously enhance students' sense of achievement and development.

Keywords: Delayed Graduates; Internal Appeal; Online Appeals; Psychological Appeal; Group Effect; Response Strategy

1. Introduction

With the deepening reform of higher education, the requirements for teaching and educating students in universities have gradually increased. In addition, the changing employment situation in China has led to the long-term existence and increasing trend of delayed graduates in universities. Delayed graduates are a group of individuals who voluntarily apply for extensions or are passively delayed due to incomplete planned courses within the academic system. Delaying student management is an important part of

school education management services, which inevitably leads to individual value negation, family conflicts, and impacts on daily management in universities. In the face of the dilemma of education and management for the group of delayed graduates in universities, educators are required to "be good at using all occasions, all carriers, and all methods to do education work", and to "do Educators in daily life and on an individual basis". We should treat every student in an integrated, embedded, and penetrating way, respect their personality, understand their emotions, tolerate their shortcomings and deficiencies, deeply understand the value demands of the delayed graduate group, analyze group cognition, and explore practical approaches. This is an inevitable way to implement the fundamental requirements of moral education and talent cultivation.

Universities are important places for students to socialize. Socialization "refers to the process in which individuals gradually develop unique personalities and personalities through interaction with society, transforming from biological beings to social beings, and gradually adapting to social life through the internalization of social culture and the learning of role knowledge [1]. This is the process in which individuals form self-awareness, recognize their own social roles, and internalize unique values, attitudes, knowledge, and skills. The process of individual socialization is not a linear and smooth ascent, but a spiral ascent of "entry progress exit". In this process, it is necessary to deal with the relationships between individuals and organizations, individuals and others, and individuals and themselves, including organizational environment, relationship networks, and individual characteristics. The important reason why undergraduate students delay graduation is that their value demands

have not been properly expressed, which requires the correct handling of external environmental factors such as "organizational adaptation" and "relationship network", while constantly adapting to the awareness of university rules in the process of socialization.

2. The Intrinsic Demand for Organizational Adaptation of "Entry Progress Exit"

Socialization is a process of learning and playing social roles. Individuals gradually understand their position in the group or social structure, comprehend and comply with the expectations of the group and society, and learn how to smoothly fulfill their role obligations [2]. The university environment provides growth space for college students' learning and life on campus, and the network of relationships within universities is the social support system for their growth and development, including teacher-student relationships and peer relationships. Individual characteristics, especially learning attitudes, time planning, and psychological traits, are the internal elements for students to adapt to external environments and make action adjustments. It is crucial for students to acquire social roles and comply with social norms in universities. In the upward social process of "going to college", students first clarify three questions: [3] "What is the purpose of taking the college entrance exam", "What does going to college mean", and "What does going to college bring to me". This is the process of "entry progress exit" organizational adaptation. The educational and social significance of this process is mainly reflected in the transformation of lifestyle, values, and social perspectives. For individual students, it is an environmental shock and cultural baptism, and even a painful experience, which is a kind of adversity. When some students suffer from suboptimal physical and mental health or abnormal behavior due to various factors, they are unable to adapt to the environmental changes of "entering progress exiting" organizations. In addition, in the process of daily values education guidance, educator in universities pay more attention to collective education at the group level rather than individual face-to-face listening. Undergraduate students may experience differentiation in their learning concepts and attitudes, gradually evolving into delayed

graduates

3. The Demand for the "Social Support" Relationship Network

The process of socializing is the process of dealing with "ordinary others" and "important others". Through socializing, one can see oneself clearly and learn and simulate social roles. Vincent Tito divided the school system into social system and academic system. The social system is a concentrated reflection of students' relationships with classmates, teachers and students, and social activities in school; the academic system includes students' academic performance, academic performance, intellectual development, etc [4]. The social system is a key factor for students to integrate into the university environment and influence their learning behavior. In the construction of social systems by students in universities, due to individual differences in information selection and processing, different individuals have significant differences in defining their real, ideal, and possible selves, resulting in vastly different behavioral patterns [5]. After entering university, the influence of the "family system" on students has decreased, with more emphasis on the social support systems of teacher-student relationships and peer relationships. Every collective memory requires group support with certain spatiotemporal boundaries. "[6] Due to the scattered distribution of delayed graduates from different majors and grades, it is difficult for them to intersect with other underperforming students in natural classes in terms of time and space. Peer relationships involve more information exchange, interaction, and emotional support. Good peer relationships can reduce feelings of unfamiliarity, loneliness, and frustration, which in turn can affect students' learning efficiency. On the contrary, peer relationships can create a negative environment for growth. In addition, due to psychological or learning attitude issues leading to delayed completion, they are unwilling to communicate with other normal grade students from the bottom of their hearts, and lack a sense of identification psychologically and emotionally. The difficulty in forming collective memory and the lack of demand for "social support" relationship networks are important factors that affect undergraduate students' graduation.

4. Psychological Changes and Demands for Internalization of Rule Consciousness

Fei Xiaotong pointed out that in the process of socialization, individuals need to strengthen their sociality through learning knowledge, skills, and norms [7]. The Code of Conduct for College Students specifies what students should and should not do during their university years, and is a formal norm that students should abide by. The shaping of individuals should be controlled and implemented through external monitoring, standardized decision-making, and other means. During the process of studying in universities, students are accompanied by a herd mentality and a desire for personalization. When classmates, counselors, and homeroom teachers unanimously promote the construction of a cohesive and strong class collective, individuals face an invisible and powerful conformity pressure when faced with group rules, and have to accept the established rules, develop a submissive mentality, and internalize it as their own behavior. When the collective cohesion of the class is weak, individuals' sense of group identity and rule awareness will decrease, while the pursuit of personalization will gradually increase. At the same time, students' ability to learn rules and willingness to abide by them constrains the transformation of their individual social roles and affects their entire college life. The reasons behind some students' delayed graduation are poor self-discipline and weak awareness of group rules, especially classroom discipline and adherence to traditional role rules in teacher-student interaction. When classroom courses are difficult, progress is fast, and teacher-student interaction is poor, students who delay completion will exhibit behavior demonstrations, making it difficult to correct their learning attitudes. The "broken window theory" effect has a significant negative impact on students' rule awareness.

5. Strategies for Dealing with the Issue of Delayed Graduates in Higher Education Institutions

5.1 The 'Three Entries and Three Talks' Campaign Aims to Address the Issue of Delayed College Graduates and Gain A Comprehensive Understanding of the

Situation

Fundamentally, education work is the work of being a good person. The "Three Entries and Three Talks" is an important means for educators to conduct investigations and research. Entering the classroom (laboratory), dormitory, and internet ", " talking about inner thoughts, concerns, and wishes ", also known as " three in three talks ", is the essential requirement for implementing moral education, focusing on students, caring for students, and serving students to improve the quality of work and services. This is an inevitable requirement for carrying out values education work at the grassroots, frontline, and student levels. It is also an internal requirement for dissecting sparrows, understanding the actual situation of difficult students, solving the actual difficulties of delayed graduates, enhancing their sense of achievement, and promoting their healthy growth and development.

Providing precise assistance to the group of delayed graduates is an exploration of the values and concepts of values educationwork. It is a practical exploration of how educators can practice the core values. It is a process of nurturing students' hearts and transforming them into their daily actions, enhancing their ability to judge, choose, and shape values, and leading them to healthy growth.[8]To carry out the "Three Entries and Three Talks" for educators, the first step is to understand the situation. Going deep into the front line of students, focusing on "where the students are", focusing on "learning situation, academic performance, and learning difficulties", investigating the difficulties identified by delayed students, constructing academic analysis warnings, and establishing a "learning situation" database. Secondly, it is important to have clear objectives. We must adhere to a problem oriented approach and adopt the method of "universal discussion, focused discussion, and precise discussion" to clarify the underlying causes of the delay, whether it is psychological or educational issues, weak discipline and rule awareness, improper learning attitude, and lack of career development planning. Again, effective measures must be taken. Any policy is based on the analysis and grasp of the differences in things. Without differences, there can be no policy. Based on the "portraits" of students who have completed their studies, categorize

them and adopt practical, effective, and actionable "remedies" for each individual to solve their growth doubts and practical difficulties. Finally, it is important to emphasize that education ultimately becomes a part of daily life. Education should be close to life and reality. Ultimately, education enables students to actively respond to and solve various problems they face in their personal lives based on mastering theoretical knowledge, and ultimately achieve the ultimate goal of education that "people always grow up in a community and absorb the value of their community [9]".

5.2 Group Work Provides New Ideas for Solving the Problem of Delayed Graduates in Universities

The work of learning and assistance needs to address the practical problems of students who have delayed their graduation, and more importantly, solve the problem of the "master switch". The implementers should not only point out the mistakes of the group of delayed graduates, correct their pain points and difficulties, but also take effective measures to "grasp favorable temporal and spatial conditions, eliminate unfavorable temporal and spatial conditions, or create better temporal and spatial conditions" [10]. As one of the methods of social work, group work provides new ideas for solving the problem of delayed graduates in universities.

Group work refers to the process in which members, under the leadership of group workers, engage in communication, interaction, mutual support, and resource sharing to stimulate their intrinsic potential and abilities, improve their attitudes and actions, enhance their social functioning, and solve individual, group, community, and social problems. Mutual aid group work refers to group workers serving individuals with similar problems and needs, organizing them through group work to build a platform for mutual assistance and mutual benefit, gradually enhancing the service recipients' self-identity and self-affirmation, improving their practical ability to analyze and solve problems, and realizing their own value. In a group, members can communicate and share information with each other, gain emotional support and recognition, help each other, and solve common problems. Based on the investigation and research of

"Three Entries and Three Talks", according to the reasons behind the delayed graduates, they are classified into different groups and solved their practical problems through group work methods. Based on case interviews and analysis of their cognitive profiles of delayed graduation, the following groups can be established: Career Planning Mutual Aid Group provides career planning training, excellent peer interaction and communication, etc. to enhance the self-management and self-planning abilities of delayed graduates; The rule awareness mutual aid group improves their compliance with rules through learning the rules of college students and training in teacher-student etiquette; The learning attitude transformation mutual aid group improves self-learning ability and effectiveness through academic solutions, teacher-student interaction, and other methods; The social support and mutual assistance group enhances the ability of delayed graduate students to obtain and apply social support systems through the reconstruction of parent-child relationships and the re-acquisition of peer relationships; The resilience mutual aid group cultivates resilience through campus cultural participation, providing humanistic care, improving expression skills, and practical exercises. Through the above mutual aid groups, we can promote emotional resonance, psychological communication, and memory sharing among students who have completed their studies, effectively improve their ability to identify and analyze problems, and continuously solve problems and solve their own difficulties.

5.3 Building a Collaborative Education Community Is the Key to Solving the Problem of Delayed Graduates in Universities

"Insight or insight into the thorny problems hidden deep within is difficult, because if we only grasp the surface of this thorny problem, it will remain unchanged and still not be solved. Therefore, it must be uprooted and thoroughly exposed; it requires us to start thinking in a new way... It is precisely this new way of thinking that is difficult to establish [10]." "We must implement educational and political work throughout the entire process of education and teaching, and achieve comprehensive and all-round education."

Building a collaborative education community can better address the issue of delayed values education for graduates.

The collaborative education community refers to "all forces of universities, including various institutions, teams, and personnel, regardless of differences in job characteristics, job division, and specific responsibilities, can establish the concept of 'three in one education', closely combine their own characteristics, fully play the role of education, collaborate to carry out education work, and thus form an education community [11]. Firstly, building a community of education requires the establishment of a systematic concept, realizing the interconnection of multiple forces in schools, and breaking the problem of disharmony and imbalance between subsystems. Efforts should be made to improve the work style of the group, go deep into the grassroots and reach out to the youth, think what the youth think, be urgent about their needs, represent and safeguard the common interests and demands of young people, and strive to create a good environment for the growth and development of the vast number of young people. The academic affairs department and college teachers should pay attention to the academic progress and assessment of delayed students, and take effective assistance measures for them; The academic department should provide psychological care, employment assistance, and daily management, while the logistics department should provide necessary convenience for students' accommodation and living. Secondly, it is necessary to handle the family environment of the collaborative education community and fully leverage the educational role of families. Family is the first school for students. Parents should teach the "first lesson of life" well, help fasten the first "button" of life, and pass on the awareness of rules, self-discipline, and spirit of struggle to their children, enhancing their ability to deal with complex problems. To do a good job in home school collaboration, calmly consider the reasons for children's delayed graduation, strengthen emotional communication, and provide timely educational guidance based on the dynamic thoughts and behavioral changes of delayed graduation, reshape learning confidence, and maintain an optimistic attitude to complete their studies. Finally, it is

necessary to consolidate various educational elements in society and fully tap into the educational value of society. The more people understand their motivations, needs, desires, and psychological barriers, the better they are able to solve problems in their lives [12]. To enable students to "embed" into various educational venues and places in society, immersive experiences such as internships, social practices, and volunteer services, etc., so that students who have completed their studies can deeply understand the relationship between academic and career development, personal roles, and social expectations, and thus change bad habits, clarify what they "lack" and need to "supplement", and complete the transformation of their social roles.

6. Summary

The internal demands of "entry progress exit" organizational adaptation, the demands of "social support" relationship network, and the psychological changes of rule awareness internalization are the main demands that affect the learning and life of delayed graduates. This article deeply analyzes the value of these three demands.

Research has shown that students who have completed their studies have characteristics such as individual "Buddhist style" mentality, deviation from the support system, and significant peer group effects. Based on this, the study aims to address the phenomenon of delayed graduates from three aspects: understanding the real situation through "three in three talks", conducting group counseling through group work, and building a collaborative education community, in order to continuously enhance students' sense of achievement and development.

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