

# Application of Positive Psychology in Student Management in Grass-roots Open Universities

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**Abstract:** *The grass-roots open university was formerly known as a radio and television university and evening school. In recent years, with the development of technology, the teaching quality and benefit of the open university have been continuously improved and deeply recognized by the society. However, there are obvious differences between the Open University and traditional full-time universities in teaching and management. It has become an important task to further improve the student management level of the Open University. Based on this, this paper analyzes the characteristics of students in grass-roots open universities and investigates the main problems existing in student management in grass-roots open universities, and discusses the connotation elements of positive psychology, hoping to provide new ideas and tools for student management in grass-roots open universities. Based on this, this paper studies the application strategy of student management in grass-roots open universities from the perspective of positive psychology, hoping to stimulate students' endogenous motivation, cultivate students' positive personality and improve students' management efficiency by constructing students' positive psychology.*

**Keywords:** *Student Management; Grass-Roots Open University; Positive Psychology; Applied Strategy*

## 1. Introduction

As a new type of higher education institution, grass-roots open university provides learning opportunities for many people eager for further education with its openness and flexibility. With the development of society and the progress of information technology, especially the recognition of the academic qualifications of grass-roots open universities by the state, grass-roots open universities are increasingly recognized by all walks of life, the scale of student groups is growing day by day, and students' occupations, backgrounds and needs are also showing a more diversified trend. How to further meet the diversified educational needs of students, improve the effectiveness of education and teaching, and promote the all-round development of students all put forward new and higher requirements for student management. The student management of traditional grass-roots open universities pays more attention to discipline, attendance, platform service guidance, etc., focusing on "wide entry" for admission, not on "exit" for graduation, on students' graduation certificate, not on teaching process supervision, and on examination scores, not on the improvement of students' quality. In addition, due to the particularity of student management in grass-roots open universities, it is impossible to centralize and unify management like traditional universities, and the channels of supervision and management are limited. Therefore, it is more necessary to stimulate students' endogenous motivation and promote students' self-motivation and self-growth. Positive psychology is a psychological discipline that studies positive psychological qualities of human beings. It emphasizes paying attention to students' characteristics and potentials, cultivating students' positive psychological qualities, stimulating students' endogenous motivation and improving students' self-management level. Therefore, from the perspective of positive psychology, empowering the student management of grass-roots open universities can play a multiplier role, and studying this has special significance for promoting the student management of grass-roots open universities.

## 2. An Analysis of the Characteristics of Students in Grass-roots Open Universities

### 2.1 There are great differences in students' age, region and professional background

Because grass-roots open universities adopt registration admission system instead of examination admission system, students have a large age range, including students who have just graduated from high

school, many adults who have already entered the post, and even some retired old comrades. However, in general, the age group between 20 and 35 years old is the main body. In terms of gender, there are more males than females, but there has been an upward trend in females in recent years. Geographically, in recent years, grass-roots open universities have been established in various places, and students tend to be localized, mainly students from the province, but also some students from other provinces. From the perspective of professional background, students' occupations are also varied, but more concentrated in the secondary and tertiary industries (industry, service industry). Under this background, students' learning goals, learning motivation, learning needs, learning abilities and learning methods are different, which also causes certain difficulties for student management, so it is necessary to do a good job of overall consideration. [1]

## ***2.2 The contradiction between daily work and study is prominent, and it is difficult to guarantee the study time***

Most of the students in grass-roots open universities are on-the-job personnel and spend most of their daily time on work. It is difficult to balance work and study. Most students also have to give consideration to family, children or parents while working. Generally, only at night or on weekends and holidays can they study online or offline according to the school arrangement. The study time is fragmented and not systematic. It is difficult to effectively guarantee the total study time, and the contradiction between work and study is prominent. If there are sick old people or children in the family who need to be taken care of, or temporary overtime work, business trips, etc., students may not be able to guarantee normal attendance, and their study time will be more stretched, thus affecting the overall learning progress. The above situation is still common among students in grass-roots open universities, which not only affects students' learning progress and learning effect, but also causes certain difficulties for student management.

## ***2.3 Students have different starting points and diversified needs***

Because of their different identities and backgrounds, the students of grass-roots open universities also have different starting points and needs for learning. Some of them are in order to obtain academic qualifications for promotion in the workplace or to obtain higher-level salaries; Some are to meet the social demand for academic qualifications, such as public examination, to reach the threshold of entering a certain unit; Some are to improve professional skills, for the next step of employment or career change preparation and preparation; Others are to obtain more knowledge reserves, to achieve personal quality and ability improvement. Generally speaking, students' demand for professional knowledge is higher than that for basic knowledge, and their application ability is higher than academic knowledge accumulation, especially students in the secondary and tertiary industries, who have the strongest demand for professional knowledge and application ability. In the way of learning, many students because of inconvenient transportation, more hope online way, but also some students hope to use the weekend offline concentrated study. Due to different needs, the management methods for students are also different, increasing the difficulty of management. [2]

## ***2.4 Autonomous learning ability is uneven and needs teacher guidance***

Students in grass-roots open universities are not as strong as full-time college students in learning ability and enthusiasm due to their low entry threshold, and their self-management, self-restraint and self-discipline are also weak. Therefore, in daily learning, there are some problems such as weak adaptability to the decentralized teaching mode of Open University, lack of effective learning methods, and unscientific time arrangement. These problems are not obvious among full-time university students, but they are common among students in open universities. Teachers or counselors are often needed to actively participate in helping students formulate learning plans, supervise learning progress, especially supervise student attendance and class attendance, so as to better ensure students' learning effect.

# **3. Problems in Student Management in Grass-roots Open Universities**

## ***3.1 Traditional management mode, insufficient reform and innovation***

At present, in the aspect of student management, grass-roots open universities in various places still follow the traditional offline management mode to a certain extent, pay attention to the implementation of rules and regulations, emphasize the implementation and restriction of discipline, and fail to carry out

effective reform and renewal according to online teaching and online teaching activities. As for the problem of students' class attendance rate and examination passing rate, it is mainly carried out by urging daily attendance and handing in homework on time. The compulsory and passive management mode is more applied, the student-centered education management concept is not fully implemented, the service consciousness, service ability and service level need to be improved, the endogenous motivation of students is insufficient, the positive psychology of students cannot be effectively stimulated, the reform and innovation are not enough, and it is not enough to keep pace with the times. [3]

### ***3.2 Limited communication channels and low frequency of interaction***

Due to the network teaching mode of grass-roots open universities, as well as the background and distribution characteristics of students, the communication between counselors or teachers and students mainly depends on online methods, such as online platform of Guokai, Tencent Meeting, WeChat, QQ, etc. There are few offline face-to-face courses, lack of face-to-face communication opportunities, and few online communication times in some schools. Due to the limitation of channels and methods, the relationship between teachers and students is relatively alienated. Teachers do not know the students' real needs and psychological state except for their learning conditions, and they cannot adjust the teaching methods and teaching priorities in time according to the students' conditions. The teaching effect is not good.

### ***3.3 Insufficient psychological attention and limited interventions***

Because of its own characteristics, grass-roots open universities cannot carry out totally closed management for student management like full-time colleges and universities, and there are few daily exchanges and communication between teachers or counselors and students. For students' learning difficulties or psychological problems, they may not be able to find out and take effective measures to intervene in time. At the same time, in terms of intervention measures, due to the inability of both parties to communicate face-to-face, they can only communicate by telephone or online, and the channels and effects are limited, so they cannot provide more help and support. [4]

### ***3.4 Lack of ambience, lack of identity***

Grass-roots open universities are different from ordinary colleges and universities. They adopt more decentralized teaching methods combining learning and guidance. Most students are usually distributed in various places. They gather less and leave more. At ordinary times, they communicate more through the line above. The communication between teachers and students is also limited. They lack campus culture and collective learning atmosphere, which is not conducive to the cultivation of students' emotional belonging and team cooperation spirit. In addition, due to the short time students spend in school, it is difficult to organize more campus cultural activities. Students lack a deep understanding and understanding of the school. Students may feel that they are not closely connected with the school and are difficult to integrate into the school's study and life circle. Students' sense of honor and identity to the school is not high.

## **4. The Influence of Connotation Elements of Positive Psychology on the Growth of Students in Open Education**

Positive psychology is a branch of psychology that studies positive psychological qualities of human beings and pays attention to human happiness and development. It emphasizes the importance of individual self-growth and self-realization, encourages individuals to give full play to their own advantages, cultivate positive emotions, find meaning and goals in life, and establish positive relationships with others. Positive psychology mainly includes four aspects: positive subjective experience, positive self-cognition, positive personal quality and positive social relations. These four aspects are closely related to the development of students in the Open University and play an important role in the subtle way. Grass-roots open universities should strive to create and create positive psychological experience for students, guide students to strengthen positive psychology, construct positive social relations, promote students to better self-management, stimulate endogenous learning motivation, and assist the high-quality development of school student management work.

## **5. Application Strategy of Positive Psychology in Students Management of Grass-roots Open Universities**

### ***5.1 Innovating management mode to stimulate students 'positive emotions***

The Open University should further perfect the student management regulations, moderately strengthen the humanized management clauses, highlight the characteristic service contents, and fully practice the student-centered development idea. We should give full play to the role of class teacher (counselor), combine the characteristics of online teaching, innovate management mode, pay attention to stimulating students 'positive emotion and enhance students' endogenous motivation for learning. We should pay close attention to the link of course registration and admission education, give high quality to the first class of admission, explain the learning characteristics of open education in detail through collective propaganda, class guidance and other forms, help students familiarize themselves with learning mode, master learning methods and enhance students 'psychological sense of belonging. We should actively practice example encouragement, invite outstanding graduates of schools to show their learning achievements and career achievements through online statements, guide students to establish awareness of continuing learning and lifelong learning through deeds, and enhance students 'endogenous motivation. We should establish a system for selecting outstanding graduates and "pacesetters in study". Every year, we should select a number of outstanding school-level graduates and study pacesetters, and reward them to create a good atmosphere for catching up with each other. In addition, it is also necessary to regularly organize online sharing meetings for excellent students to exchange learning methods, learning bottlenecks, examination mentality, how to improve weak items and other contents. This helps promote communication and mutual assistance among students, learning and growth.

### ***5.2 Focusing on healthy growth, cultivate positive personal qualities and self-awareness***

Positive self-cognition is an effective measure to ensure students 'good learning state and enhance their enthusiasm and initiative in learning. Counselors should further strengthen students 'mental health education, pay attention to students' learning status in various ways, care for students with problems, especially young students, timely care, solve problems, guide them to establish correct values, especially correctly treat the teaching mode of grass-roots open universities, and establish the belief that grass-roots open universities can grow into talents. We should further strengthen ideological and political education, enrich educational forms and contents, expand educational carriers and channels, strengthen ideological and political courses and courses, deepen students 'outlook on life, values and world outlook, and complete the fundamental task of establishing morality and building people. Mental health education lectures should be actively organized around improving self-cognition ability, releasing pressure and identifying potential mental health problems, so as to guide students to improve self-cognition ability and identify potential mental health problems. This helps guide students to improve their self-awareness and identify potential mental health problems. It is necessary to actively build a platform for student growth, and organize students to actively participate in online and offline interviews and interactions of class students in each semester, as well as various activities of local and higher grass-roots open universities, such as the "Earth Walking Reading" activity organized by the National Grass-roots Open University. Students should actively participate in the recording of Short Video. It is necessary to organize preschool students to actively participate in kindergarten game activity design activities, etc., and provide them with more training resources and ways to continuously improve the effect of education and teaching.

### ***5.3 Strengthening schoolwork guidance and improve the pertinence and effectiveness of educational management***

The Open University should always regard improving teaching quality as the primary task. For students 'teaching work, it should not only complete the education and cultivation of knowledge and ability, but also pay attention to the guidance of learning habits and learning methods. It should pay attention to teaching ideas and methods, attach importance to cultivating students' self-study ability, and enhance students 'understanding and recognition of open education. We should strictly implement the duties of course counselors, standardize and improve online teaching, homework evaluation, formative assessment scoring and other work links, and improve teaching quality. Through the cooperation among course counselors, class teachers (counselors) and school teaching staff, it is necessary to innovate characteristic management mode, carefully make semester schedule, focus on presenting semester learning courses, learning time, learning ways, teachers and assessment requirements, display basic

information of students, facilitate students to get familiar with each other and communicate with each other, help adult students overcome learning loneliness and enhance mutual understanding and interactive friendship. Teachers with high evaluation of students should be invited to join the class group, and questions answering activities should be organized regularly in the evening and weekend to meet the students' fragmented learning needs and improve the pertinence and effectiveness of guidance work. According to the specific situation of students, corresponding study guidance and suggestions should be provided. It is also necessary to focus on the examinations that students care about, strengthen pre-examination arrangement, adhere to the combination of network random and manual regulation, optimize the arrangement of machine examination times, fully meet the personalized needs of students in examinations, and carry out special tutoring before examinations, help students find materials, strengthen review, and do a good job of academic warning and reminder, so as to ensure that every student can graduate smoothly and avoid delay.

#### **5.4 Strengthening communication between teachers and students and establish positive social relations**

Grass-roots open universities should further innovate their working modes, adopt online and offline combination methods, provide more platforms and channels for teachers and students to communicate, and guide students to establish positive social relations. We should listen to students' opinions, suggestions and appeals on the spot by setting up "student reception day" and organizing teacher-student exchange symposiums, smooth the channels for students to feed back problems, and strive to do practical things and solve problems for students. It is necessary to create offline student exchange meetings, organize exchange discussions for students of similar occupations and jobs, share learning and work experience, learn from each other's strengths, and continuously improve themselves. It is also necessary to optimize the online learning interaction mechanism, regularly carry out online group discussions, organize online question answering in fixed time periods, and establish a dynamic learning feedback mechanism. Students can evaluate teachers' teaching in real time through the platform, forming two-way interaction. It is necessary to organize online theme class activities regularly around the school-running concept, teaching mode, characteristic advantages, teaching according to aptitude, career development and other aspects of open education, so as to guide students to learn to better adjust the double pressure of work and study, and better plan the direction of study and future career development.

## **6. Conclusion**

With the expanding of student groups and the increasing influence of the Open University, it is imperative to further strengthen the student management of the Open University. Positive psychology provides a brand-new way of thinking and method for the management of students in grass-roots open universities, which has broad prospects for development and practical value. Based on their own reality, grass-roots open universities should integrate positive psychology into the concrete practice of students' daily management, organize and carry out various campus cultural activities through online and offline combination, guide students to establish positive subjective experience, shape positive self-cognition, form positive personal quality, establish positive social relations, fully mobilize students' enthusiasm and initiative in learning, and stimulate the endogenous kinetic energy of growth and progress so as to realize the overall development of individuals.

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