

Analysis of the motivation of college students' participation in governance: endogenous demands and exogenous promotions.

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Abstract. The participation of university students in school governance is an inevitable requirement for building a modern higher education community. As participants in this community, students undoubtedly play an important role in governance, whether they are "producers and consumers" in the economic sense, "rights holders and obligation implementers" in the legal sense, or "responsible persons" in organizational behavior. To study the mechanism of student participation in university governance, it is necessary to first explore the motives behind student participation in university governance, delve into its logical starting point, and thus construct a mechanism system. The participation of college students in university governance has both internal and external driving factors. Constructing a motivation mechanism for student participation in university governance, consisting of subjective attitude, participation needs, self-efficacy, participation system, democratic communication, and information feedback, helps to comprehensively understand the internal correlation of the motivation factors for student participation in university governance, and provides useful theoretical support or reference basis for strengthening university governance.

The motivation of students' participation in university governance should be explored from the endogenous demands of students and the exogenous driving force of whole external environment.

1 Introduction

1.1 Human Subjective Motivation and Its Characteristics

The main driving force of a person is a collective force, which is a combination of subsystems that interact and influence each other within the body. From a psychological perspective, human subjectivity can be distinguished from aspects such as cognition, emotions, will, and ideas. Marxist humanistic thought points out that human subjectivity usually refers to the basic attributes that a subject should possess as a subject, which is the qualitative regulation of why a subject becomes a subject, and the agency, autonomy, and autonomy that the subject

exhibits as a person in thought and action[1][2]. Consciousness is a process in which subjects continuously improve their cognition in situations. Firstly, self-awareness is manifested as the subject's self-perception and awareness, and on this basis, forms identification and grasp of self-stability; Secondly, consciousness is manifested as the subject's cognitive consciousness of the world and other things; Selectivity is the subject's response to 'what to do', 'how to do' How to do it Choice. In practice, the selectivity of the subject depends on a comprehensive judgment that may work together with human goals and tendencies in reality. For students, selectivity is reflected in the various functions that universities possess, and students make value judgments and choices based on their own needs among multiple options. Students' selectivity not only has directional significance for higher education reform, but also reflects their understanding of university governance Participation in decision-making on major university affairs. Creativity has a higher level of transcendence than self-awareness and selectivity, and is also the highest manifestation

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of subjective initiative. Creativity is a conscious correction of reality and a modification of conventional choices.

The psychological process of students in university governance can be roughly divided into four stages: first, the cognitive stage. Students have a fundamental understanding of the correlation between the governance process of universities and their own needs, and believe that they have the willingness, ability, and necessity to participate in their cognitive state. Secondly, the stage of psychological consciousness. Students should establish a sense of "ownership" based on their cognition, combine the development of the school with their own, and realize their own and others' judgments. Once again, the goal selection stage. Students' psychology has an overall goal orientation and selective grasp of participating in university governance, such as the purpose, channels, and expectations of participation. Students' choices generally follow the "economic" principle of seeking advantages and avoiding disadvantages, maximizing the benefits, and minimizing the disadvantages. Finally, the stage of subject creation. Another undeniable reason for students' participation in university governance is their enthusiasm (including irrational factors such as interests and hobbies), which spontaneously generates continuous improvement and motivation for the content, methods, and effectiveness of participation.

1.2 Internal Motivation Factors of Student Subjects

Taking the characteristics of human subjectivity as the logical starting point, combined with consciousness, selectivity, and creativity, and the individual subjectivity in the field dynamics theory, the corresponding development forms three generative elements of students' intrinsic motivation: subjective attitude, participation needs, and self-efficacy. The generative mechanism of the motivation is shown in the figure.

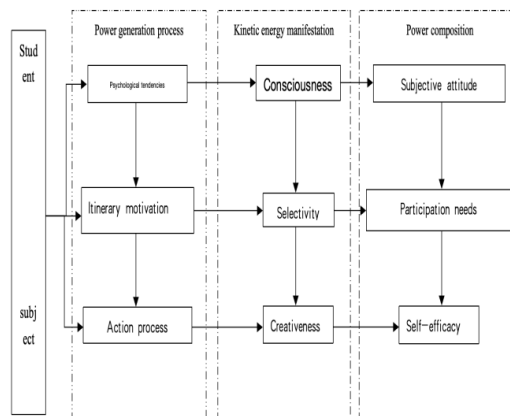


Fig.1. The formation mechanism of students' internal motivation in university governance

1.2.1 Subjective attitude

Attitude, in the final analysis, is a motivational mechanism that refers to the psychological tendency formed by the subject's cognition, evaluation, and value judgment of the object. It is also a potential behavioral tendency, manifested as a state of readiness and continuity of behavior. The attitude of students towards participating in university governance refers to their understanding and evaluation of university governance, as well as their attitude choices based on value judgments. From the perspective of educational organizational behavior, attitude is composed of cognitive component, affective component, and behavioral component. The cognitive component is a narrative description of a certain belief, serving as the basis for the emotional component. Emotional components are a combination of stable emotions and persistent feelings in attitudes, and emotions can affect behavioral outcomes. The behavioral tendency component is the individual's intention to take action towards people, things, and things. Among the student body, the degree of recognition, acceptance, and recognition of university governance by students determines their participation in university governance.

1.2.2 Participation needs

The theory of field dynamics holds that an individual's needs are the driving force for stimulating behavior, and through action, the needs are met. Sun Zhenxiang, Zhang Danqing. Research on the Generative Motivation of Teacher Informatization Leadership - Analysis Using Field Dynamics Theory[3]. From the perspective of educational organizational behavior, the occurrence of motivation is based on needs, which is a supportive relationship between the object and the subject, and a state of

psychological will or demand satisfaction. Need reflects the dependence of individual survival and development on external conditions[4]. The need for student participation in university governance refers to the motivation for students to make decisions related to their expectations and willingness towards the university, and is the degree of their expected participation in university governance. The driving factors for participation are based on the Achievement Motivation Theory. This theory was proposed by American scholar David McClelland in the 1950s, CDavid C. McClelland, and focuses on the needs of achievement, power, and affiliation of group members. The need for achievement refers to a person's pursuit of outstanding standards in their career or the internal drive to achieve success. Achievement requires a strong sense of motivation, manifested in the pursuit of success, perfection, and excellence towards specific goals. McClellan found that those in need of achievement may have a strong interest in their job performance. Power refers to the ability to control others' behavior in one way rather than another, and power needs to be divided into personal power and social power. Personal power and social power have different fields of action, with the former only applied to personal life and the latter applied to public life. Due to the social nature of universities, the power of students to participate in university governance can be seen as a form of social power. People who have a strong need for power tend to focus more on prestige and its impact on other stakeholders. The need for belonging lies in the recognition of a community, emotional dependence, and the need to establish good and harmonious interpersonal relationships with others. This is an important condition for maintaining social interaction and interpersonal harmony. People who need belonging tend to pursue the construction of a community, a harmonious environment, and an atmosphere.

1.2.3 Self efficacy

The 'identity' of students in university governance is an important factor in promoting their participation. Bert Bandura stated in his book "Self efficacy: Training in Control" that "in the operational mechanisms of organizations, the belief in individual efficacy is the most important and universal. People's expectation of the effectiveness of their actions is the prerequisite for generating motivation." The driving factors of students' participation ability are constructed through self-efficacy, also known as Social Cognitive Theory Based on it, it refers to an individual's belief in their ability to complete tasks. Self efficacy is limited to

specific fields and is an expectation of successfully completing a task and behavior, which affects our motivation to complete tasks or participate in activities. Self efficacy focuses on perceived competence, which can be divided into outcome expectations and efficacy expectations. Outcome expectation refers to a belief that a specific behavior leads to a specific outcome, that is, the expectation of success. Efficiency expectation refers to the belief that we possess the knowledge and skills necessary to complete a task. Students with high expectations for efficiency and process are more confident in completing learning tasks, persevering in facing difficulties, and fully motivated to learn; Students with low expectations for efficiency and low expectations for process are more likely to be discouraged when faced with failure, leading to a lack of motivation and unwillingness to learn. Starting from the Marxist theory of human subjectivity and Lewin's theory of field dynamics, an endogenous driving force mechanism for students' participation in university governance is formed. The "subjective attitude", "participation needs", and "self-efficacy" of students are the endogenous driving factors for students' participation in university governance, and the driving force system formed is shown in the figure.

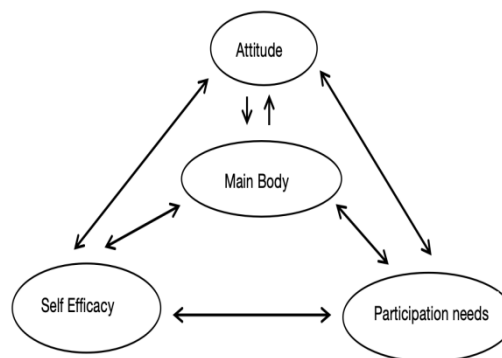


Fig.2. Students' dynamic system in University Governance

2 Analysis of External Motivation Factors for Student Participation in University Governance

2.1 External motivation and its characteristics

Abraham H. Maslow pointed out that human motivation must be achieved under the conditions of having relationships with the environment and others. Any theory of motivation should not only include the body itself, but also the decisive role of environment

and culture[5]. School is the main field for students' learning and life, and the school field dynamics in university governance refer to the sum of forces that can provide students with the ability to participate in university governance through the interaction of various components in the governance process. The motivation for students' participation in university governance must rely on the "field" of the school. Understanding and grasping the "dynamic field" in which it is located, that is, the "living space" in the field dynamics theory, is the key to analyzing the factors that generate students' external motivation to participate in universities.

Lewin believes that a person's actions in a certain time and space are in a certain external environment. The psychological life space formed around self-awareness (LSP). It is determined by the psychological dynamic field, which integrates the behavioral subject with the environmental object to form a dynamic field, which has a practical impact on human behavior and jointly affects it. The living space mode is shown in the figure. In the school field where students participate in university governance, the intrinsic motivation of the student subject constitutes the goal (E) of their participation in university governance. Through the influence and interaction of the environment, the psychological field and movement path between the student subject and the school environment can be constructed, as shown in the figure.

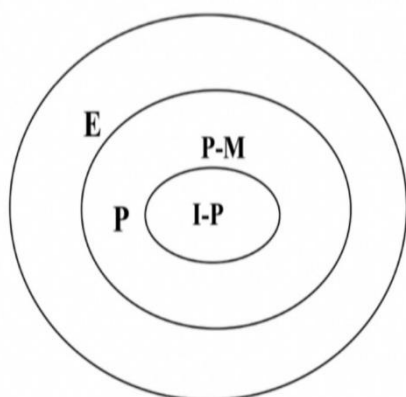


Fig. 3. Psychological life space psychological pattern diagram

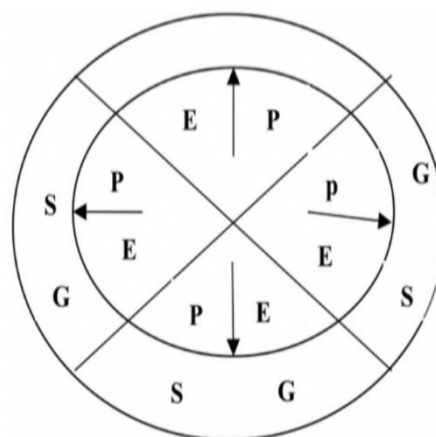


Fig. 4. The movement about goals and life space

In Figure 4, the living space pattern is composed of individuals (P) and environment (CE), and the environment is a psychological environment composed of quasi physical, quasi social, and quasi conceptual facts; 1-P represents the personal domain of a person composed of needs, desires, and consciousness; P-M represents the perceptual motor area; P represents an individual composed of 1-P and P-M. In Figure 4, individuals (P) and environmental CE interact and interact with each other, forming a collective force that drives the subject to take action, thereby breaking through boundaries and entering the action behavior or spatial field (S) to achieve established goals (CG). From this, it can be concluded that the participation of students in university governance requires the interaction between the internal motivation of the student subject and the external motivation of the school field. The combined force of internal and external motivation is the key factor determining whether the student subject can participate in university governance actions.

2.2 The Dynamic Generative Factors of School Field

Extracting relevant variable indicators from the C.L.E.A.R model of citizen participation in Stoke, this study divides the exogenous driving factors of student participation in university governance in the school field into three aspects: participation system, democratic communication, and information feedback. The driving system is shown in the figure, and each driving subsystem is closely related, interdependent, and collaborative. Based on the previous definition of the concept of student participation in university governance, this study limits the governance of universities within the school field to the strategic level, management affairs level, personnel level, curriculum teaching level, and student affairs level.

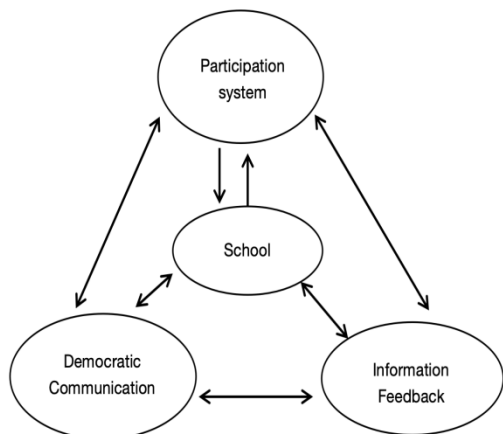


Fig. 5. The university dynamic system in university governance

2.2.1 Participation system

(1) Democratic system

As a criterion for designing the relationships between various subjects within an organization and a constraint for regulating their relationships, institutions can be seen as the inherent essence of modern university governance[6]. A sound democratic system is an important external factor in ensuring the realization of students' right to participate in universities. Anna Planas found in her survey of obstacles to student participation in university governance that 48% of students believe that the main reason for the lack of motivation to participate in governance is the lack of systems and mechanisms. The institutional regulations of university governance can be formulated from two aspects: relevant national laws and regulations and internal rules and regulations of universities. In the real governance of universities, students' right to participate is not guaranteed as it should be in the internal and external systems. On the one hand, there is a lack of student rights in laws and regulations. On the other hand, there is a lack of expression of students' participation rights, operational rules, and procedural provisions in the university charter, which is guaranteed by the internal system of the university. Therefore, a sound democratic system is an important factor in promoting students' participation in university governance. Whether students are given governance power and the intensity of power will have a significant impact on the effectiveness of university governance.

(2) Incentive policies

The most crucial factor in the motivation mechanism is motivation, which reflects the interaction between the incentive subject and the incentive object through a rational system, creates various conditions that meet the needs of

the incentive object, stimulates their work motivation, and generates a specific behavioral process to achieve goals. Motivation needs to run through the entire process of the subject's motivation generation, behavioral process, and the achievement of behavioral goals. Motivation includes three aspects: firstly, the system of initiating behavior. Behavioral initiation refers to setting inducing factors based on the needs of the motivating object - reward resources that mobilize the object's enthusiasm. Based on the investigation, analysis, and prediction of the object, a series of reward forms owned by organizations such as spiritual rewards and material rewards are established. Secondly, a behavior oriented system. It is the direction of effort, behavior, and values that an organization expects from its members. The purpose is to enable individual behavior to achieve both personal and organizational goals. Thirdly, the system of behavioral constraints. A restrictive system is a system design that restricts the behavior norms, work effort level, and time and space scope of incentive objects. This includes educating members on values, work attitudes, and behavioral styles to match their actions with organizational style.

2.2.2 Democratic communication

Communication is expression, and the establishment of communication mechanisms among diverse subjects is an important guarantee for achieving university governance. Gong Yizu. University Governance Structure: The Cornerstone of Modern University Systems[7]. Good democratic communication can ensure the smooth expression of students' interests, and effective expression of students' rights and interests will increase their motivation to participate in university governance.

Therefore, establishing a smooth communication mechanism in universities is a necessary means to promote students' participation in university governance. Students express their interests and demands with other organizational departments through multiple channels and methods, which requires them to participate in the entire process of communication before, during, and after relevant decisions. Therefore, smooth democratic communication includes two aspects: first, effective and smooth participation channels.

At the operational level of university governance mechanisms and participation channels, the absence of democratic forms of communication will inevitably restrict students' normal voice. Secondly, there are diverse ways to participate. Exploring multiple forms of democratic communication channels is an

important part of promoting students' participation in university governance. The carrier of student participation must optimize its own functions, create a dynamic mode of student participation, build an information based participation channel, and provide an organizational platform with clear goals and sound mechanisms for student interest expression and power exercise.

Thirdly, the organizational atmosphere is harmonious and the environment is equal. Campus organizational atmosphere refers to the relatively stable and sustained environmental characteristics in a school, which are based on student experience and collective behavior perception[8]. At present, some universities select students as principals and student contacts, reflecting students' opinions and demands through their contacts. However, in practical operation, student assistants believe that they cannot escape the dilemma of hierarchical authority and always lack confidence in the communication process. Therefore, democratic communication is a key link for students to truly "open their hearts". In the democratic negotiation process of university governance, the student body and other school authorities should pay attention to the equality of negotiation status, adopt a frank communication attitude, and ensure the transparency and openness of negotiation information and results.

2.2.3 Information feedback

Human interaction requires interactivity, which means that one's voice needs to be valued. This emphasis is reflected in listening and giving back, which provides motivation for participation. Looking at the current situation, the feedback from universities on student information presents a state of "silent" or "low voice", which affects students' enthusiasm for participating in university governance. For example, in the daily management of universities where students participate, democratic symposiums, president reception days, president mailboxes, and other methods are important ways for students to participate in university governance, aiming to widely solicit students' opinions and suggestions.

However, many management practices result in students' participation and non-participation being the same, as well as their participation and lack being the same. Students' consultation and suggestions on plans, as well as the planning of school development goals After participation in reform and development, there was no information response or result feedback. The theory of citizen participation in public policy holds that if managers ignore the need for

public influence and only value the process of citizen participation, while neglecting the sharing of citizen participation influence, they will face the risk of participation failure.

At this time, the public will feel a lack of motivation and unwilling to participate, and find that their own influence is limited, so they will no longer have fantasies about participation. Researchers believe that the impact of information feedback on participation in university governance can take two forms: firstly, opinion adoption. The proposals and opinions of stakeholders are adopted by managers, bringing change to the school and contributing their own value to the school. Secondly, timely information feedback. Although the opinions of stakeholders may not have been adopted, managers provide feedback and explanations. In the process of student participation in university governance, information exchange should also form a closed loop of "return and return", and the construction and improvement of information feedback mechanisms are important support.

Combining Stoke's citizen participation C.L.E.A.R model, starting from the blue dimensions of the school field: participation system, democratic communication, and information feedback, this paper analyzes the external driving factors of student participation in university governance, and explores the external driving mechanism of student participation in university governance, as shown in Figure 6. The democratic system in the participation system grants students the right to participate in university governance through the formulation of relevant policies, defining the scope and boundaries of participation; The incentive system is specifically divided into "behavior initiation system", "behavior guidance system", and "behavior restriction system", which runs through the entire process of student subjects from generating participation motivation, participating in behavior, to completing participation results; Democratic communication and information feedback serve as guarantees for students' participation in university governance, forming an external driving mechanism for students' participation in university governance in the school field.

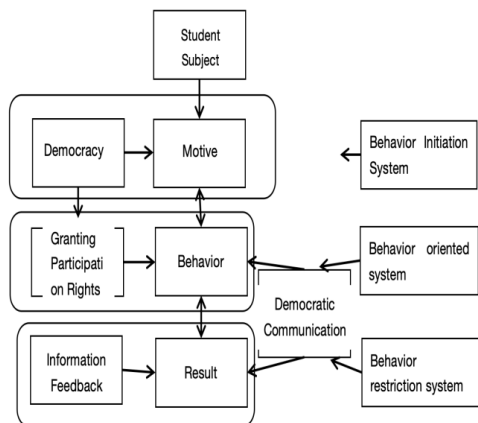


Fig. 6. The formation mechanism of students' external motivation in university governance

3 Conclusion

This article analyzes the internal and external driving factors of students' participation in university governance, and attempts to construct a formation diagram of the driving mechanism of students' participation in university governance, which is composed of subjective attitude, participation needs, self-efficacy, participation system, democratic communication, and information feedback. It helps to comprehensively understand the inherent correlation between the driving factors of students' participation in university governance, and provides useful theoretical support or reference basis for subsequent research.

After analyzing the driving factors and mechanisms of student participation in university governance, a theoretical model of driving factors for student participation in university governance is constructed based on Lewin's field dynamics theory, as shown in the figure. According to the fundamental formula of the field theory function: $B=f(P, E)=f(LS)$, under the interactive influence of the intrinsic driving factors of the student subject (P) (subject attitude, participation needs, self-efficacy) and the external driving factors of the school field (E) (participation system, democratic communication, information feedback), a participation motivation (B) is formed to promote the realization of student participation in university governance actions. Among them,

the six driving factors of subject attitude, participation needs, self-efficacy, participation system, democratic communication, and information feedback are both independent and interdependent, influencing and collaborating with each other.

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