

An Empirical Studies of College students' "Self Reflection" Status and Characteristics

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Abstract: College students "self reflection" refers to students' Reflection on individual self thought and behavior. This article has carried on the questionnaire survey through more than 600 college students from 13 universities in the country, to carry on the statistical analysis of the results of the investigation, grasp the contemporary university students "introspection" and the characteristics of the status quo, proposed a "introspection" into the quality education in higher school teaching material, in the professional education teaching, make students thinking and questioning, cultivating the correct attribution college students, organizing students to learn, live, work and summarized, the strict requirements of student cadres and Party members, strengthen the school family interaction such suggestions, improve students "introspection" effect, in order to improve the university students' own quality, improve the self - control and self - ability to grasp the basis of providing education and training.

Keywords: College students; Self reflection; Characteristics of self control

1. Introduction

Chongqing Normal University has implemented "five selves" education activities mainly including "self reflection, self discipline, self help, self improvement and self reliance" when putting strengthening of "combination of education and self education" [1]and basic principle of improving college students' ideological and political education proposed in Opinions of the CPC Central Committee and State Council on further Strengthening and Improving College Students' Ideological and Political Education into practice, and has obtained good education results. Thereinto, "self reflection" is the guidance of "five selves" education, and comprehensive qualities of college students who are with "self reflection" capability are much more easily improved and perfected. However, in order to utilize and generalize "five selves" education to a larger range, empirical study on current situation and characteristics of "self reflection" must be conducted on college students, and "self reflection" capability and "self reflection" effect of college student as well as characteristics of college students' "self reflection" shall be learnt, in the meantime, factors that may prompt or influence "self reflection" of college students shall be analyzed to further verify education results of "self reflection".

In Modern Chinese Dictionary, the interpretation of self reflection refers to reflection and introspection. [2]Thereinto, "reflection refers to that the heart may be self-viewed taking its activity as the object, and it is thinking activity and mental activity of human." [3] "In-

trospection refers to that people think back their own thought activities to check mistakes among them." [4] It can be known according to the aforementioned definitions that object on which self reflection is made is thought and behavior of oneself, and it is a kind of thinking activity and mental activity. Currently, scholars in China have carried on researches on self reflection of college students, but there are more qualitative researches, while less quantitative researches, as the research on thinking and mental activities, it is slightly insufficient with only qualitative researches. [5-8] Therefore, in the study, approach of empirical study is adopted on the basis of previous researches to analyze current situation and characteristics of self reflection of college students in many domestic colleges and universities, and it is taken as entry point to make discussion on promotion of college students' "self reflection" capability and guiding college students to enrich contents of "self reflection", expecting to improve college students' comprehensive qualities, improve college students' self control capability, and guide college students to develop good psychological quality and form excellent qualities such as self esteem, self love, self discipline and self strongness.

2. Research Approach

2.1. Examinee

For the research, college students from Chongqing University, Nanjing Normal University and Chongqing Normal University etc. 13 colleges and universities all

over the country are selected as examinees, and totally 650 questionnaires are issued, and 640 questionnaires are taken back, including 628 effective questionnaires. Rate

of return is 98.46%, while effective rate of return is 96.61%. Sample frame is as shown in the following Table 1:

Table 1. Sample Structure

Variable	Level	Frequency (person)	Percentage (%)
Gender	Male	313	49.8
	Female	315	50.2
Age	Under 20 years old	225	35.8
	21-25 years old	379	60.4
	26-30 years old	22	3.5
	31-35 years old	2	0.3
	Over 36 years old	0	0
Nature of school	Non-military colleges and universities	494	78.7
	Military school	134	21.3
Specialty category	Liberal arts	344	54.8
	Science and engineering	284	45.2
Source of students	City (county-level city and above)	144	22.9
	County town	121	19.3
	Township	111	17.7
	Countryside	245	39.0

Table 2. Constituent parts of questionnaire and corresponding questions

Primary dimensionality	Secondary dimensionality	Corresponding questions
Reason of self reflection	Subjective faults	9、10、11、15、18
	Emotional power	8、16、17、20、22
	Self improvement	2、3、6、7
	Achievement motivation	1、12、13、14
	Will and courage	4、5
	Negligent faults	19、21
Efficacy of self reflection	Objective effect	23、26、33、34、36
	Self improvement	24、28、29、35
	Mature influence	25、27
	Frustration resistance	31、38、39
	Faith consolidation	30、32、37

2.2. Tool Development

The form of self-developed questionnaires is adopted to develop questionnaire concerning the reason and efficacy of self-reflection in undergraduate scale, and the questionnaire includes two sub-questionnaires referring to reason and efficacy of self-reflection in undergraduate scale.

In order to learn the truth of self reflection of college students, we have conducted open-ended questionnaire, and the questionnaire includes five questions: (1) What do you think is “self reflection”? (2) During your daily study or life, under which circumstances or after what happens you will introspect for it? (3) What kinds of contents do you specifically make self reflection or introspection? (4) What actual influence or effect is produced on you after above introspection? (5) Could you describe

one or two impressed examples concerning “self reflection” in details? After return of questionnaires, through collection of survey results and combination of expert opinions, reasons of self reflection are reduced to subjective faults, emotional power, self-improvement, achievement motivation, will and courage as well as negligent faults etc., while efficacies of self reflection are reduced to objective effect, self improvement, mature influence, frustration resistance and faith consolidation etc.

Prepare questions under each factor, thereinto reason of self reflection consists of 24 items, while efficacy of self reflection consists of 21 items, totally amounting to 45 items, and they are collected to the questionnaire concerning reason and efficacy of self reflection in Undergraduate scale. 113 students from Chongqing University and Chongqing Normal University etc. are questioned

with such questionnaire, and returned data are entered to SPSS17.0 for analysis of main component factors. Through factor analysis screening items, the overall questionnaire is finally confirmed to consist of 22 items in reason of self reflection and 17 items in efficacy of self reflection, and specific contents are shown in Table 2. The questionnaire adopts Likert scale to score, and it is found through testing and analysis of validity and reliability that the reliability of the questionnaire is high and $\text{Alpha} = 0.9265$; in addition, after verification of factor analysis and reliability analysis, it is found that structure validity of the questionnaire is good, and the overall structure is stable, and the questionnaire can be used to survey reason and efficacy of self reflection in Undergraduate scale.

2.3. Research Approach

All tests have been conducted under procedure norms, and SPSS 17.0 for windows has been adopted for data processing. Main statistical analysis approaches adopted mainly include descriptive statistics, independent-samples T test, single-factor analysis of variance, multi-factor analysis of variance, Pearson's correlation analysis and stepwise regression analysis etc.

3. Result Analysis

3.1. Descriptive Analysis of Reason and Efficacy of Self Reflection in Undergraduate Scale

On the whole, among six dimensionalities of reason of self reflection of college students, scores of negligent faults and subjective faults are greater than general level (3.5 scores), scores of other four dimensionalities are all over 3 scores, specifically referring to Table 3. That is to say, college students regard negligent faults as the leading cause for their “self reflection”, and they are most likely to make “self reflection” when making others suffer from losses or hurts due to negligence, and secondly, it is subjective faults which they clearly know are wrong or they know they should not make self-indulgence, but they don't subjectively restrain themselves, leading to fault or bad consequence, and they may make self reflection. Additionally, pursuit of self improvement, emotional impact, strong achievement motivation and volitional quality may also lead to self reflection of college students.

Table 4. Descriptive Statistical Result of Reasons of College Students' Self Reflection

Reasons of self reflection	
Factor	M±SD
Subjective faults	3.59±0.86
Emotional power	3.42±0.74
Self improvement	3.46±0.69
Achievement motivation	3.39±0.72
Will and courage	3.42±0.86

Negligent faults	3.85±0.86
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Overall effect of self reflection is not so good, and score of only one dimensionality referring to “mature influence” among five dimensionalities reaches 3.5, specifically referring to Table 4. That is to say, through self reflection, the effect is more abundant and profound on depth and content of self reflection, while in terms of improvement of self-competence and quality, optimization of problem solving way and consolidation of confidence and faith etc., the effects are not so perfect. It could be found through combination of interview and data analysis that effect of self reflection has a continuous time period, and after the best period of self reflection, its effect may be greatly reduced; in addition, “self reflection” is always internal communication of oneself, and the effect may not be so better than that under guidance and of solving problems together with others.

Table 4. Descriptive Statistical Results of Effect of Self-reflection

Effect of self reflection	
Factor	M±SD
Objective effect	3.27±0.65
Self improvement	3.44±0.66
Mature influence	3.49±0.99
Frustration resistance	3.22±0.86
Faith consolidation	3.20±0.75

In periodical survey on effect of self reflection, junior college students think that effect of self reflection is the best when just entering in the college, and undergraduates think that effect of self reflection is best when approaching graduation, while postgraduates think that effect of self reflection is better in their whole university period and senior high school period, specifically referring to Table 5. Something that is worthy of investigation is selection of postgraduates, they don't think that the effect of self reflection is better in their post-graduate study period, on the contrary, they may recall the state of self reflection during previous two periods. To some extent it indicates that requirements of postgraduates on themselves are more increasingly strict, and they are not satisfied with self reflection during current study period, and in the meantime it shows that with development of study stage, college students extend introspection on study and life from simple study, and range of self reflection is wider, and effect of self reflection involves more broader aspects, so degree of satisfaction drops.

Table 5. Descriptive Statistical Results of Effects of Self Reflection

	Junior college students (%)	Undergraduates (%)	Postgraduates (%)
Whole postgraduate	—	—	16

period			
Early postgraduate period	—	—	16
Late postgraduate period	—	—	4
Whole university period	25.9	23.6	22
Early university period	30.2	23.9	4
Late university period	15.0	26.5	16
Senior high school period	28.8	23.4	22
Total	100	100	100

3.2. Comparative Analysis of Differences between Reasons and Effects of College Students’ Self Reflection

Comparative analysis of differences refers to difference test of mean number conducted on sample clusters under different genders, ages, education background and other independent variable level through independent-samples T test or single-factor variance analysis, and characteristics of each sample cluster can be observed through it. Through analysis and comparison, different age levels, different education backgrounds, different majors, different politics statuses and whether acting as student cadre etc. reasons of college students’ self reflection have significant differences. It is specifically reflected as follows: on age level, college students under 20 years old may more easily make self reflection due to negligent faults and subjective faults; compared with undergraduates and postgraduates, junior college students may more easily make self reflection due to negligent faults; non-party students may more easily make self reflection due to subjective faults and negligent faults; student cadre may more easily make self reflection due to emotional power, self improvement, achievement motivation and will and

courage. Moreover, educational levels and parenting pattern of college students’ parents may play a role in reason and objective of college students’ self reflection.

In the meantime, as to college students under different age levels, with different majors, whether acting as student cadre and in different-nature schools, significant differences exist on effects of self reflection. It is specifically reflected as follows: better effect on self improvement and frustration resistance may be reached by college students under 20 through self reflection; more obvious effect on mature influence may be reached by college students between 21~25 through self reflection; more obvious effect on objective effect, self improvement and frustration resistance may be reached by students of science and engineering through self reflection; more obvious effect on objective effect and self improvement may be reached by student cadres through self reflection; and more obvious effects on objective effect, self improvement and frustration resistance may be reached by students from military schools through self reflection.

3.3. Correlation Analysis of Reasons and Effects of Self Reflection

Through the above difference comparison, we find that effect of college students’ self reflection is mainly resulting from differences between reasons of self reflection and pursuit of goals, and it is hard to say it is resulting from individual difference, so correlation analysis shall be conducted on reasons and effects of self reflection in students to further explore the interrelation between reasons and effects of self reflection in students.

It could be found through Pearson correlation analysis that correlation coefficients of reasons and effects of self reflection in college students between each dimensionality and total score are over 0.29, and there is obvious correlation ($p < 0.01$), especially correlation coefficient between reason and effect of self reflection reaches 0.70 (refer to Table 6), verifying our previous deduction.

Table 6. Correlation between Reasons and Effects of Self Reflection

	Objective effect	Self-improvement	Mature influence	Frustration resistance	Faith consolidation	Total score of effect of self reflection
Subjective faults	.383(**)	.431(**)	.293(**)	.325(**)	.375(**)	.468(**)
Emotional power	.516(**)	.538(**)	.406(**)	.391(**)	.486(**)	.605(**)
Self improvement	.515(**)	.543(**)	.418(**)	.349(**)	.385(**)	.575(**)
Achievement motivation	.566(**)	.486(**)	.396(**)	.449(**)	.452(**)	.614(**)
Will and courage	.468(**)	.398(**)	.468(**)	.398(**)	.468(**)	.398(**)
Negligent faults	.466(**)	.377(**)	.466(**)	.377(**)	.466(**)	.377(**)
Total score of reason of self reflection	.600(**)	.631(**)	.471(**)	.466(**)	.512(**)	.696(**)

** Correlation is significant at the 0.01 level (2-tailed).

3.4. Characteristics of “Self Reflection” of College Students

Through previous literature research and data analysis, we think that college students have the following characteristics on self reflection:

- ① College students may make self reflection due to pursuing self improvement, repeating success experience and sense of achievement, making up for negligent faults and subjective faults, strengthening their emotional power and exercising their own will and courage.
- ② Half of surveyed students usually make self reflection, but there are also about 1/5 of college students occasionally or never making self reflection.
- ③ Effects of self reflection being realized by college students through self reflection include: objective effect of enriching ways of response to events, self improvement effect of self-quality and ability enhancement, strengthening of self-confidence bearing blow and setback, consolidation of new faith formed through self reflection etc.
- ④ As to college students under different variable levels, obvious differences exist on object and objective of self-reflection and reasons of self reflection.
- ⑤ Object and objective of self reflection have strong predictive power and great influence on effect of self-reflection. Contents that self reflection of individual points to influence introspection effect of individual on different dimensionalities.

4. Thinking and Suggestion

Through study, we specify difference and particularity of self reflection of college students. In the meantime we realize that “self reflection” can help students form correct self-recognition and strengthen self-efficacy; individual may become more confident and heart may be more open through self reflection; through self reflection, limit of self-emotion may be gotten rid of through self reflection;

Therefore, how to cultivate and promote college students to make effective self reflection is an issue of great importance. In accordance with conclusion of the study, the following thinking and suggestion are proposed:

- (1) Bring self reflection in quality-oriented education materials of universities and colleges, and strengthen students’ self reflection consciousness through learning of theoretical knowledge.
- (2) In professional education teaching in universities and colleges, bring students’ subjective initiative role into

play, enlighten students to make introspection and ask for an explanation, form good thinking habit, and transfer to the life and interpersonal communication.

(3) Cultivate college students’ correct attribute, guide college students to objectively and comprehensively look at and analyze problems, and strengthen self-confidence for solving problems.

(4) Periodically organize students to conduct study, life and work induction and summary, and make students subtly make self reflection on their study and life.

(5) Student cadre and party member shall have more strict requirements on themselves in study and life, and their role model and leading role may inspire more students to make effective “self reflection”.

(6) Enhance interaction between school and family, encourage students’ parents to utilize rational home education pattern to create an atmosphere for active “self reflection” of students, and encourage and guide students to make “self reflection” with correct objective and attitude.

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