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**| RESEARCH ARTICLE**

**Research on the Path and Mechanism of Enhancing Student Subjectivity in the Process of University Textbook Selection: A Case Study of S College**

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**| ABSTRACT**

This paper discusses how to promote students' subjectivity in the process of selecting teaching materials in colleges and universities and constructs an effective teaching material selection mechanism. By analyzing the actual situation of S College, this paper reveals the marginalization of students in the decision-making of textbook selection and probes into the significance of enhancing students' subjectivity from both theoretical and practical dimensions. A number of strategies are put forward, including establishing a textbook selection committee, developing an online textbook evaluation system, encouraging individualized textbook selection, and implementing a textbook recycling strategy in order to build an open, active, and student-centered textbook selection mechanism. These strategies not only help to improve teaching quality and students' learning experience but also promote students' all-round development. The purpose of this study is to provide a reference for the reform of higher education and promote the promotion of students' subjectivity and the continuous improvement of education quality.

**| KEYWORDS**

Students' subjectivity, Textbook Selection, Higher Education, Teaching Management.

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**1. Introduction**

With the advent of the information age and the rise of the digital economy, higher education plays an increasingly important role in cultivating high-quality talents. Under this grand historical background, as an important medium of knowledge transmission and skill training in higher education, the scientific and reasonable selection mechanism of college textbooks is directly related to the teaching effect and the quality of talent training (Xu Ye, 2023). Textbooks are not only a tool for knowledge dissemination but also a platform for academic dialogue, which plays a vital role in students' professional development and knowledge system construction (Wang Bo, 2023).

However, at present, there is a significant problem in the management of textbook selection in domestic universities: students, as the direct participants and the most stakeholders in teaching activities, often fail to fully reflect and respect their subjectivity (Wang Bo, 2023). This situation not only affects students' learning experience but also restricts the improvement of the teaching effect, thus affecting the quality of talent training in higher education. In the process of textbook selection, students' participation is relatively low, and their opinions and needs are often difficult to be fully considered, resulting in a disconnect between the content of textbooks and students' needs (Binenlin, 2021).

Taking S College as an example, this study aims to deeply analyze the marginalization of students in the selection of teaching materials and explore effective ways to enhance students' subjectivity. As an applied undergraduate college with the characteristics of Chinese medicine, S College bears the important mission of cultivating innovative medical talents and promoting the progress

of medical science. The college is faced with the problem of students' lack of subjectivity in the selection of teaching materials. Students' participation and influence in the selection of teaching materials are limited, and their opinions and needs are often difficult to be fully considered (Chen Huiling, 2021).

The purpose of this study is to achieve the following goals by optimizing the selection mechanism of teaching materials: improving teaching quality and ensuring the cutting-edge and adaptability of teaching content; Cultivate students' comprehensive quality and innovative ability; Meeting the needs of society and industry for high-quality professionals. Therefore, this study will explore a number of strategies, including establishing a textbook selection committee, developing an online textbook evaluation system, encouraging personalized textbook selection, and implementing the textbook recycling strategy in order to build an open, active, and student-centered textbook selection mechanism.

## **2. Literature Review**

This part aims to provide a comprehensive literature background for studying the role of students' subjectivity in the selection of teaching materials in colleges and universities through theoretical discussion and practical analysis.

### **2.1 The theoretical basis of student subjectivity**

Student subjectivity is a key concept in educational philosophy and psychology, which emphasizes students' active participation and self-directed ability in educational activities. In the development of educational theory, many theoretical schools have explained the formation and importance of students' subjectivity.

Cognitive development theory: Piaget's theory points out that students constantly construct and adjust their cognitive structure through interaction with the environment and the process of assimilation and adaptation (Zhao Liang, 2022).

Socio-cultural theory: Vygotsky emphasizes the core role of social interaction in cognitive development, especially the concept of the "zone of proximal development," which shows the potential space for students' subjective development in the education process (He Fei, Listening and others, 2024).

Humanistic education theory: Carl Rogers and other humanistic psychologists believe that education should support students' self-realization and emphasize student-centered teaching methods to promote students' self-expression and personality development (He Ching Tien et al., 2023).

Self-determination theory (SDT): Deci and Ryan put forward that satisfying students' needs for autonomy, ability, and relevance is the key to stimulating intrinsic motivation and improving learning participation (Cheng Chunhua & Liu Mingfei, 2023).

These theories together constitute the theoretical basis of students' subjectivity and provide a rich concept and framework for this study.

### **2.2 The theoretical and practical significance of student subjectivity**

Promoting students' subjectivity has a far-reaching impact on the quality of education and students' development, which has become a key indicator of educational success in theory and is closely related to students' intrinsic motivation, learning input, and academic achievement (Wang Yuhan & Zhao Wuming, 2022). When students' subjectivity is improved, they will experience more comprehensive development opportunities, including not only cognitive progress but also the improvement of emotional and social skills, thus cultivating critical thinking and problem-solving skills (Chen Jie, 2019). In addition, when students feel that their voices are valued in the learning process, their intrinsic motivation is further stimulated, thus increasing their learning input and improving their learning satisfaction (Song Xiaoli et al., 2022). The process of participating in educational decision-making also provides a platform for students to develop critical thinking and social responsibility, which is very important for them to become active participants in the future society and help them form the values and behavior patterns necessary for individuals who contribute to society (Lin Daoqian, 2024).

The promotion of students' subjectivity is of far-reaching significance in educational practice. It can not only open up personalized learning paths and make learning more in line with students' personal interests and abilities but also be crucial for cultivating critical thinking and innovative ability (Jin Yi, 2024). When students have the right to choose and control the learning process, their learning motivation and participation will be significantly improved so as to understand knowledge more deeply and improve learning efficiency (Zheng Wenquan, 2006). In addition, enhancing students' subjectivity helps to promote educational equity, ensure that students from different backgrounds can get the necessary support and resources in their studies, and realize an inclusive teaching environment. At the same time, by participating in the educational decision-making process, such as textbook selection, students can cultivate social responsibility and moral awareness, learn how to evaluate information and choose resources,

and lay a solid foundation for lifelong learning. The enhancement of students' subjectivity also means that students can plan their learning goals and progress independently, which is an important symbol of their transformation from passive acceptance of knowledge to active exploration of knowledge and has a decisive impact on students' future academic research and careers.

### **3. Methodology**

This study adopts mixed research methods, including qualitative research and quantitative research. The mixed research method combines the extensiveness of quantitative research and the depth of qualitative research and can provide a more comprehensive perspective to deeply explore the performance of students' subjectivity and its influencing factors in the process of textbook selection in S College.

#### **3.1 Research object**

S College, as an application-oriented undergraduate college with "distinctive characteristics of traditional Chinese medicine and coordinated development of medical science, culture, and education," bears the important mission of cultivating innovative medical talents and promoting the progress of medical science. According to the "Measures for the Management of Textbooks in Colleges and Universities," the college has formulated the corresponding teaching material management measures. The teaching material selection process is led by the Academic Affairs Office and led by various teaching and research sections, and the participation and influence of students in the teaching material selection process are obviously insufficient. This problem is embodied in the marginalization of students in the selection of teaching materials, the failure of timely and effective feedback on students' opinions, and the serious lack of students' right to speak in the selection of teaching materials. Even the content of teaching materials is out of touch with the actual needs of students. In addition, students have little influence on the updating of teaching materials, and it is difficult to promote the timely updating of teaching materials. Choosing S College as the research object aims to explore effective ways to improve students' subjectivity through concrete practice.

#### **3.2 Data collection strategy**

(1) Interview: Through semi-structured interviews with college management, teachers, and student representatives, the purpose is to collect their views, experiences, and suggestions on the process of textbook selection. The interview outline is designed to guide the dialogue while leaving flexibility to explore unexpected topics.

(2) Questionnaire survey: Design a questionnaire to collect students' satisfaction, expectations, and suggestions on the process of textbook selection. The questionnaire includes quantitative questions and qualitative questions to get comprehensive feedback. Use the template provided by the online questionnaire survey platform "Questionnaire Star" (<https://www.wjx.cn/>) to generate an electronic questionnaire and invite students to directly scan the QR code to participate in the survey. In this study, 165 students were invited to investigate, and 141 questionnaires were collected, with an effective recovery rate of 85.45%.

(3) Observation: As the researcher himself is the administrator of the academic affairs office of the school, he has the opportunity to directly participate in the meetings and activities of the college textbook selection committee, conduct on-the-spot observation, and record the students' participation and interaction mode in the actual textbook selection process.

(4) Document analysis: Analyze the textbook selection policies, meeting minutes, textbook evaluation reports, and other documents of the college to understand the standards, processes, and decision-making mechanisms of textbook selection.

#### **3.3 Data analysis methods**

In data analysis, quantitative data analysis is carried out by using the Chinese version of SPSS software. In this study, descriptive statistical analysis and inferential statistical analysis are carried out on the survey data. Descriptive statistics are used to summarize the basic situation of participants and the participation in the process of textbook selection, while inferential statistics include correlation analysis and regression analysis to explore the performance and influence of students' subjectivity in the process of textbook selection in S College.

#### **3.4 Research limitations and ethical considerations**

The sample of this study is limited to the students of S College, the questionnaire design may be limited by the researcher's ability, and there may be some defects, and the data reported by students may be biased. Based on the above factors, this study has some limitations. This study strictly abides by ethical standards to ensure the scientificity and legitimacy of the study. All the participating students voluntarily participated in this study on the basis of understanding this study. During the research, the privacy and personal information of participants are strictly protected to ensure the ethics of the research.

**4. Results and Discussion**

**4.1 Reliability and validity test results of the questionnaire**

**4.1.1 Reliability test results**

**Table 1: Sub-item Cronbach's Alpha Coefficient**

Problem group	Cronbach's Alpha
degree of participation	0.82
Content and update of teaching materials	0.88
Diversity and Individualization of Teaching Materials	0.73
Teaching materials and auxiliary materials	0.77

Table 1 shows Cronbach's Alpha coefficients of different problem groups, and the reliability analysis results of several dimensions are also satisfactory. Cronbach's alpha coefficients of participation ( $\alpha=0.82$ ), textbook content updating ( $\alpha=0.88$ ), textbook diversity and personalization ( $\alpha=0.73$ ), and textbook auxiliary materials (0.77) all exceed 0.7. For this study, such coefficient values show that the reliability of these dimensions is acceptable and the questionnaire has good internal consistency.

**4.1.2 Validity test results**

**Table 2: Summary of Exploratory Factor Analysis (EFA) Results**

factor	factor loading
degree of participation	0.72
Content satisfaction	0.66
Diversity recognition	0.74
Auxiliary material evaluation	0.63

Table 2 shows the results of the exploratory factor analysis. The load of all questions on the corresponding factors is within the acceptable range, which shows that the questionnaire has satisfactory construct validity.

**4.2 Investigation and analysis of statistical results**

**Table 3. Percent of students' participation in the textbook selection and cognitive distribution of feedback channels**

Participation\ Feedback Channel	very low	low	medium	high	very high
Participate in textbook selection	31%	22%	20%	17%	10%
Understand the feedback channels	27%	19%	25%	16%	13%

**Table 4. Distribution of students' satisfaction with the frequency of updating textbooks**

Frequency of textbook updating	Very dissatisfied	Dissatisfied	common	be satisfied	Very satisfied
Student evaluation	9%	36%	42%	9%	4%

Table 3 shows the marginalization of students in the process of textbook selection, including participation and availability of feedback channels. Table 4 further reveals students' views on the lag of textbook updating.

**Table 5. Distribution of students' opinions and suggestions on the characteristics of textbook selection**

Textbook characteristics	Strongly disagree	Not agree	be neutral	identify	Strong identity
Relevance of content	11%	20%	38%	25%	6%
Diversity of teaching materials	20%	31%	24%	14%	11%
Personalized selection support	0%	4%	37%	43%	16%

**Table 6. Distribution of students' evaluation of the richness of teaching materials**

Abundance of teaching materials and auxiliary materials	No auxiliary materials	Insufficient auxiliary materials	Auxiliary materials generally	Abundant auxiliary materials	Auxiliary materials are very rich
Student evaluation	6%	17%	39%	31%	7%

Table 5 reflects students' views on the content, diversity, and personalized choice of teaching materials. Table 6 shows students' views on the richness of teaching materials.

**Table 7. Distribution of the influence of textbook selection on students' learning experience and teaching quality**

Learning experience/teaching quality index	Low fraction segment	Middle fraction segment	High fraction segment
Learning satisfaction	26%	40%	34%
Teaching interaction	32%	41%	27%

**Table 8. Correlation between the satisfaction of textbook selection and the distribution of students' academic achievements**

Satisfaction degree of textbook selection	Low fraction segment	Middle fraction segment	High fraction segment
Number of students	22%	47%	31%

Based on the above data analysis, it is clear that students are marginalized in the process of textbook selection, and it is revealed that students have clear opinions and suggestions on textbook selection. These data point out that the selection of teaching materials has a significant impact on students' learning experience and teaching quality and emphasize the importance of promoting students' subjectivity in the selection of teaching materials.

**4.3 Strategies and mechanisms to enhance students' subjectivity**

The lack of students' subjectivity in the selection of teaching materials not only affects students' learning experience and teaching quality but also limits the development of students' critical thinking and independent decision-making ability. By fully respecting and exerting students' subjectivity, we can not only improve the applicability and teaching quality of teaching materials, but also promote the development of students' lifelong learning and innovation ability and lay a solid foundation for the continuous progress of higher education. Combined with the actual situation of Shizhen College, in order to effectively meet this challenge, we can start by renewing the educational concept, constantly improving the system design, strengthening cultural construction, and gradually building an open, inclusive, and interactive textbook selection system.

**4.3.1 Set up a textbook selection committee.**

Giving full play to students' subjectivity is decisive in the process of textbook selection [5]. In order to ensure that students can substantially participate in the process of textbook selection, the college can set up a diversified textbook selection committee. The Committee consists of teachers and teaching administrators, as well as students' representatives, library staff, and representatives of teaching materials suppliers. Select student representatives through democratic procedures to ensure their representativeness and universality. The Committee needs to collect and consider students' opinions and suggestions on textbooks, organize regular meetings on textbook selection, and discuss and revise the standards, processes, and specific implementation details of textbook selection to ensure fairness and transparency in textbook selection. The Committee has the right to supervise the whole process of textbook selection, regularly evaluate the effect of textbook selection, and make timely adjustments to textbook selection according to the evaluation results.

#### **4.3.2 Development of an online textbook evaluation system**

The college can develop an online textbook evaluation system in the original student management system or educational administration system and build an effective feedback mechanism for textbook selection based on this system. The system allows students to make multi-dimensional evaluation of the teaching materials used, including but not limited to the applicability of the teaching materials, the degree of content update, the richness of teaching AIDS, and the correlation with curriculum objectives. Through the collection and analysis of these data, the decision-making department of the college can know the use of teaching materials in time and provide a scientific basis for the update and improvement of teaching materials.

#### **4.3.3 Allow personalized selection of teaching materials.**

Colleges can encourage teachers to fully consider students' needs and preferences in curriculum design and allow students to make personalized choices of teaching materials within a certain range. For example, cancel the unified subscription link of elective textbooks, and students choose corresponding paper textbooks or electronic textbooks according to their own interests and learning goals. This personalized selection mechanism can not only improve students' learning enthusiasm but also promote the development of the diversity of teaching materials and enhance the personalization and flexibility of teaching.

#### **4.3.4 Advocate the recycling of teaching materials.**

To realize the recycling of teaching materials, the college can set up a teaching material area in the library to display the old teaching materials of various majors in a classified way and encourage students to donate the used teaching materials to the library. The library will lend old textbooks to students who are willing to use them by borrowing. The college can also guide students to trade old textbooks on campus, second-hand websites, and other platforms. Students can freely publish the information of textbooks to be sold, and can also search and buy the required textbooks, thus reducing the waste of textbooks. The college can also negotiate with textbook suppliers to explore a suitable textbook rental service model, allowing students to choose between renting textbooks and buying textbooks. Through this series of operations, not only the students' subjectivity is improved, but also the recycling of teaching materials is promoted, and at the same time, the students' awareness of resource conservation and social responsibility are cultivated.

### **5. Conclusion**

This study reveals the problem of students' lack of subjectivity in the process of selecting teaching materials in S College and discusses effective strategies to enhance students' subjectivity. The following are the main conclusions and contributions of this study:

#### **5.1 Main findings of the study**

It is found that students are generally marginalized in the process of textbook selection, which is manifested in low participation, lack of effective feedback channels, and dissatisfaction with the lag and diversity of textbook updating. The data collected through questionnaires and interviews show that students have clear expectations and suggestions on the relevance, diversity, and personalized choice of teaching materials. In addition, the quality of textbook selection directly affects students' learning experience and teaching interaction and then affects academic performance and teaching quality.

#### **5.2 Contribution to the practice of higher education**

The reform strategies put forward in this study, including establishing a textbook selection committee, developing an online textbook evaluation system, encouraging personalized textbook selection, and implementing textbook recycling, provide a new perspective and concrete and feasible path for higher education practice. These strategies are helpful to improve the scientificity, rationality, and transparency of textbook selection and ensure the close connection between textbook content and teaching objectives and students' needs.

#### **5.3 Contribution to educational theory**

Through empirical analysis, this study discusses the mechanism of students' subjectivity in textbook selection, which provides a new perspective for pedagogy theory. The research results support the importance of students' subjectivity in promoting students' all-round development, stimulating learning motivation, and cultivating critical thinking and social responsibility.

#### **5.4 Future research direction**

Although this study provides effective strategies to enhance students' subjectivity, there are still limitations, such as the specificity of cases and the limitations of data collection. Future research can apply and test these strategies in a wider educational environment and explore the applicability and effect of different educational cultures and systems. In addition, future research can further explore the innovative ways of technology application in the process of textbook selection and how these ways can promote students' subjectivity.

### 5.5 Emphasize the importance of reform

This study emphasizes that it is of great significance to improve teaching quality and cultivate high-quality professionals by reforming the teaching material selection mechanism and enhancing students' subjectivity. This is not only a challenge to educational practice but also a call for educational system innovation. Through continuous reform and innovation, higher education can better adapt to rapidly changing social needs and cultivate professionals who can actively cope with future challenges.

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