

化对博士生动机、期望、自我效能感、意志和毅力等心理特征的考察,另一方面适度控制博士生招生规模,确保师生比保持在合理范围之内。第三,应进一步优化课程设置,严格审核博士生课程内容,强化师生互动、导师指导责任和师德师风建设,改善博士生的科研条件,科学制定毕业要求,提高资助力度和博士生科研经历满意度。第四,应通过建立同伴辅导计划、学习小组或焦点小组,开展社交活动等多种方式,帮助博士生建立并保持良好同伴关系,强化同伴之间的支持。第五,应通过各种方式帮助博士生学会自我调适心理压力。第六,健全博士生投诉、申诉、转学机制,最大限度地保障学生的权益。

从学生角度看,首先,应确定学习、家庭、工作的优先顺序,学会平衡不同角色。其次,应培养、激励和维持较高的学术内在动机,增强学习主动性,增加学习时间投入,并与同伴、家庭保持良好关系,更好地适应博士阶段的学习和研究生活。最后,应制定切合实际的目标并制定时间表,增强时间管理和自我管理能力,并通过坚持不懈的努力,完成学业。

从同伴、家庭和劳动力市场看,应鼓励同伴之间建立并保持合作关系,以正式或非正式互助小组等形式分享经验、相互支持;家庭成员应尽可能为博士生提供充足的情感和实际支持,确保其全身心投入科研工作;劳动力市场应给予博士毕业生公平的就业机会和合理的回报。

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