

การบริหารกิจการนักศึกษาของวิทยาลัยอาชีวศึกษาศิลปะซานซี มณฑลซานซี
STUDENT AFFAIRS ADMINISTRATION OF SHANXI ART VOCATIONAL COLLEGE
IN SHANXI PROVINCE

Wang Jiajia

Leadership Educational Administration Faculty of Education,
Bangkokthonburi University
email: 359224191@qq.com

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาสภาพปัจจุบันของการบริหารกิจการนักศึกษาของวิทยาลัยอาชีวศึกษาศิลปะซานซี มณฑลซานซี และ (2) เปรียบเทียบการบริหารกิจการนักเรียนของผู้บริหารวิทยาลัยอาชีวศึกษาศิลปะซานซี มณฑลซานซี จำแนกตามระดับการศึกษา ประสบการณ์ทำงานของอาจารย์

การวิจัยเป็นการวิจัยเชิงสำรวจ ประชากร ได้แก่อาจารย์มหาวิทยาลัย จำนวน 218 คน ขนาดกลุ่มตัวอย่าง กำหนดโดยตารางเครชชีและมอร์แกน โดยใช้วิธีสุ่มตัวอย่างอย่างง่าย จำนวน 140 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ แบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน และการทดสอบที

ผลการวิจัยพบว่า 1) สภาพปัจจุบันของการบริหารกิจการนักศึกษาของวิทยาลัยอาชีวศึกษาศิลปะซานซี มณฑลซานซี ซึ่งปัจจัยของการบริหารกิจการนักศึกษาประกอบด้วย 4 ด้าน คือ การให้คำปรึกษาด้านวิชาการ การรับสมัครนักศึกษา บริการด้านอาชีพและการให้คำปรึกษา โดยรวมและในแต่ละด้านอยู่ในระดับมาก 2) เปรียบเทียบการบริหารกิจการนักเรียนของผู้บริหารวิทยาลัยอาชีวศึกษาศิลปะซานซี มณฑลซานซี จำแนกตามระดับการศึกษา ประสบการณ์ทำงานของอาจารย์ไม่แตกต่างกัน

คำสำคัญ: การบริหารกิจการนักศึกษา, วิทยาลัยอาชีวศึกษาศิลปะซานซี, มณฑลซานซี

ABSTRACT

The objectives of this research were: (1) to study the current situation of students' affairs administration of Shanxi art vocational college in Shanxi Province., and (2) to compare the students' affairs administration of administrators at Shanxi art vocational college in Shanxi Province, according to the teachers assessed, classified by educational level, and work experience.

The research was a survey research. Population was faculty member, totalling 218 people, the sample size was determined by the Krejcie and Morgan's table, obtained by simple random sampling method, totalling 140 people. The instruments used for data collection were questionnaire with a five-point rating scale and validation checklist, the statistics used for data analysis were frequency percentage, mean, Standard Deviation and t-test

The research results show that; 1) to study the current situation of students' affairs administration of Shanxi art vocational college in Shanxi Province included four aspects: academic

advising, admissions, career services, and counselling., overall and in each aspect was at a high level, 2) Comparing the students' affairs administration of administrators at Shanxi art vocational college in Shanxi Province, according to the teachers assessed, classified by educational level, and work experience, classified by educational level and work experience were not different.

Keywords: Students' Affairs Administration, Shanxi Art Vocational College, Shanxi Province

INTRODUCTION

Student affairs and services professionals are key players in turning the 'brain drain' into a 'brain gain' for all nations. This requires partnerships at the national and international levels. Higher education must address the personal and developmental needs of the student as a human being. Student affairs and services should take the lead in this regard, as well as appropriate advocacy of students in general. The mission for student affairs and services must complement the institutional mission, its educational purposes, the locale in which it is operating, and its student characteristics. Programmes must be established and resources allocated for the purposes of meeting student affairs/services primary goals: enhancement of student learning/development. (UNESCO, 2005)

The turbulent wave of change on the forefront of socioeconomic fabric of society and nations demands a vital contribution from academia and especially from the centers of higher education and learning. Academia is facing the impending challenges like lifelong learning, equal opportunity and access to education and technology, financial support, counseling and career guidance, the improvement of support and developmental services, enhancing the soft skills of graduates and widening the job opportunity prospects along with alumni interaction, providing society with skilled human capital and potential that can contribute in the formation of true global knowledge-based economy.

The current situation of students' affairs administration of Shanxi art vocational college in Shanxi Province, in the policy to focus on students' affairs, students support, or students' services is the department or division of services and support for student's success at institution of higher education to enhance student's growth and development. Administrators who work in this field are known as students' affairs practitioners or students' affairs professionals. These Students affairs practitioners work to provide services and support for students and drive student learning outside of the classroom at institutions of higher education.

Research Objectives

1. to study the current situation of students affairs administration of Shanxi art vocational college in Shanxi Province.
2. to compare the student affairs administration of administrators at Shanxi art vocational college in Shanxi Province, according to the teachers assessed, classified by educational level, and work experience.

Research Framework

In this research, the researcher has synthesized the concepts of academics who have the corresponding concept of students' affairs administration of Shanxi art vocational college in Shanxi Province. To define a conceptual framework, as shown in figure 1.

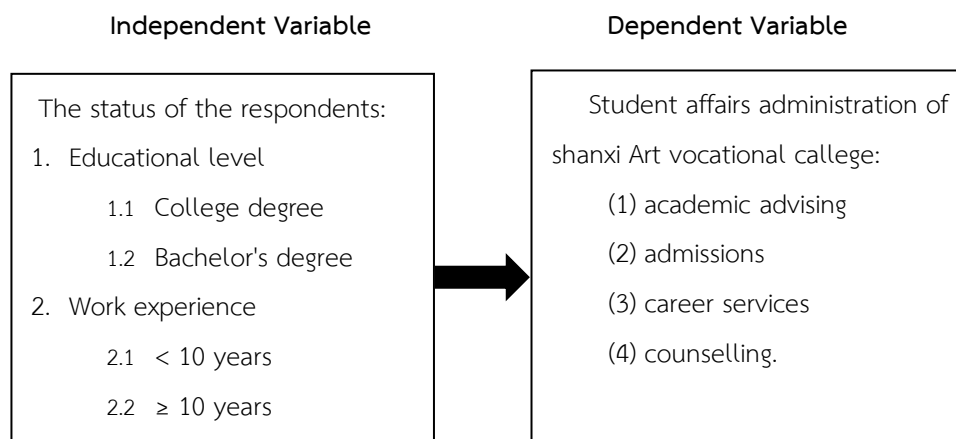


Figure 1. Research Framework

Methods of conducting research

The population used in this research was the teachers at Shanxi art vocational college under Shanxi Province, the people's republic of China, total 218 people.

Sample group was faculty member of 140 people of Shanxi art vocational college under Shanxi Province, the people's republic of China, in the academic year 2022. The sample was determined by the sample size using the Krejcie and Morgan's tables (Krejcie & Morgan, 1970: 608), and using simple random sampling. with figure 1 as below:

Table 1.1: Population and sample (Shanxi art vocational college, 2022)

Faculty member	Population	Sample
1. Administrators	8	140
2. Instructors' members include professors, associate professors, and lecturer	210	132
Total	218	140

Data analysis

The researcher conducted data analysis as follows:

- 1 The data were analyzed by statistical software packages:

1) the general data of the respondents classified by education level and work experience was analyzed by frequency and percentage statistics.

2) Level of students' affairs administration of Shanxi art vocational college in Shanxi Province. 5 levels as highest, high, moderate, low, and lowest.

3) The hypotheses to compare differences between educational level and work experience was analyzed by t-test independent.

Data analysis result

Part 1: Results of the general data analysis of the sample

Table 4.1 General information of the sample

(N= 140)

General Information	Number	Percentage
1. Educational Level		
1.1 Bachelor's degree	85	61
1.2 Higher Bachelor's degree	55	39
Total	140	100
2. Work Experience		
2.1 < 10 years	79	56
2.2 ≥10 years	61	44
Total	140	100

From Table 4.1 was found that the students' affairs administration of administrators at Shanxi art vocational college in Shanxi Province the sample had a bachelor's degree, 85 people representing 61%, and 61 people have more than 10 years of work experience, representing 44%.

Part 2: Results of the student affairs administration of administrators at Shanxi art vocational college in Shanxi Province

To study the level of the students' affairs administration of administrators at Shanxi art vocational college in Shanxi Province as shown in Table 4.2- 4.8

The questionnaire is a rating scale from Likert concept, the question total 36 questions, divided into 5 levels as highest, high, moderate, low, and lowest.

Part 3: Result of the student affairs administration of administrators at Shanxi art vocational college in Shanxi Province: classified by educational level and work experience.

Table 4.7 Compare the students' affairs administration of administrators at Shanxi art vocational college in Shanxi Province, classified by Educational Level.

(n = 140)

The students' affairs administration of administrators at Shanxi art vocational college in Shanxi Province	Educational Level				t	P
	Bachelor's degree		High Bachelor's degree			
	\bar{X}	S.D.	\bar{X}	S.D.		
1. Academic advising	3.97	0.25	3.97	0.30	-0.109	0.913
2. Admissions	3.88	0.30	3.94	0.30	-0.919	0.361
3. Career services	3.96	0.34	3.97	0.28	-0.128	0.898
4. Counselling	3.55	0.38	3.58	0.44	-0.270	0.788
Total	3.86	0.30	3.91	0.15	-0.749	0.456

*significant at .05

From the t-test in Table 4.7, there is no difference in the degree of recognition of the continuing professional development of the administrative staff of Shanxi Art Vocational College by teachers with different education levels.

Table 4.8 Compare the students' affairs administration of administrators at Shanxi art vocational college in Shanxi Province, classified by Work Experience.

(n = 140)

Administrator's continuing professional development at Shenyang Luxun Academy of Fine Arts:	Work Experience				t	P
	< 10 years		≥10 years			
	\bar{X}	S.D.	\bar{X}	S.D.		
1. Academic advising	3.95	0.25	4.01	0.33	-0.722	0.473
2. Admissions	3.90	0.30	3.96	0.31	-0.829	0.410
3. Career services	3.90	0.28	4.10	0.31	-2.831	0.006*
4. Counselling	3.56	0.42	3.57	0.41	-0.088	0.930
Total	3.80	0.32	3.87	0.35	-0.128	0.898

From Table 4.10 t-test, teachers with different work experiences come to recognize the administrator's continuing professional development at Shenyang Luxun Academy of Fine Arts was not different, Except career services, the difference was statistically significant at the level .05

Discussion

Students' affairs administration of Shanxi art vocational college in Shanxi Province was found that the students' affairs administration of administrators at Shanxi art vocational college in Shanxi Province overall a high level. Considering each aspect, it was found that all aspects were at a high level. Career services had the highest followed by Academic advising. and Focus on learning from Counselling

had the lowest mean this result the same Smith et.al (2018) to focus on career development and integrated of principle learning.

Academic advising overall a high level. Considering each aspect, it was found that all aspects were at a high level. Administrators develop students to be ready for study students had the highest followed by Administrators provide activities to promote foreign language skills to students, Administrators develop students' competencies at an international level and Administrators promote the development of academic potential for related with Lisa (2017) to focus on the mission of university with the student learning.

Comparing of the students' affairs administration of administrators at Shanxi art vocational college in Shanxi Province. Classified by education level, as the same Wangying (2021) The faculty members of Shanxi art vocational college in Shanxi Province, the people's republic of China, in the academic year 2022. was not different. However, the faculty members with different work experiences come to recognize the students' affairs administration of administrators at Shanxi art vocational college in Shanxi Province was not different as the same Zhang Xin (2011) according students' affairs administration of administrators in the not different in the experience background.

Recommendations

Recommendations of research

1) The administrators of university focus on the mechanism to encourage teachers to support the students' affairs administration of administrator's policies

2) Policy level to create the new way to success or drive the policy reform the students' affairs administration of administrators in management effective

3) Focus on the best way to make it easier to apply the students' affairs administration to daily work, so as to achieve high-performance work.

4) In terms of instructors' continuous professional development, university administrators can formulate a policy and tool according to the concept of competence to promote the students' affairs administration of administrators

5) Improving the administration level of colleges and universities, encourage administrators and teachers to develop themselves, not only improve knowledge and skills, but also expand and improve teaching levels, further improve the knowledge structure, improve creativity and professional skills, and improve the students' affairs administration efficiency.

Proposals for next research

1. Qualitative research should be conducted to in- depth interview to study the students' affairs administration into the key informants of administrators to expand educational opportunities in other theoretical frameworks.

2. In terms of the students' affairs administration of administrators to study additional focus on dialogue with all stakeholder to the concept of competence to promote the students' affairs administration of administrators to continuing professional development.

Reference

- Ahren, C. (2008). *Closing the gap with student affairs staff: From margin to mainstream*. New Directions for Higher Education, 143, 83-91.
- Amagoh, F. (2008). *Perspectives on organizational change: systems and complexity theories*. The Innovation Journal: The Public Sector Innovation Journal, 13(3), 1-14.
- Anderson, C.K. (2008). "Mission Statement." In Gary McCulloch & David Crook (Eds.), International Encyclopedia of Education. Oxford: Routledge, 384-85.
- Baird, L. (2011). *Integrity in student affairs organizations*. New Directions for Student Services, 135:15-25
- Bergquist, W. H. (1992). *The four cultures of the academy: Insights and strategies for improving leadership in collegiate organizations*. San Francisco, CA: Jossey-Bass.
- Bess, J., & Dee, J. (2008). *Understanding college and university organization (2nd ed.)*. Sterling, VA: Stylus Publishing, LLC.
- Birnbaum, R. (1988). *How Colleges Work*. San Francisco, CA: Jossey-Bass.
- Blanchard, K., Waghorn, T., & Ballard, J. (1997). *Mission Impossible*. New York, NY: McGrawHill.
- Blimling, G. S. (2013). *Challenges of assessment in student affairs*. New Directions for Student Services, 142, 5-14.
- Bloland, P. A., Stamatakos, L. C., & Rogers, R. R. (1996). *Redirecting the dole of student affairs to focus on student learning*. Journal of College Student Development, 37, 217-225.
- Boisnier, A., & Chatman, J. A. (2003). *The role of subcultures in agile organizations*. In R. Peterson & E. A. Mannix (Eds.), *Leading and managing people in dynamic organizations*(pp. 87–112). Mahwah, NJ: Erlbaum.
- Bok, D. (2003). *Academic values and the lure of profit*. Chronicle of Higher Education, 49(30), B7-B9.
- Bolman, L. G., & Gallos, J. V. (2010). *Reframing academic leadership*. San Francisco, CA: Jossey-Bass.134
- Bolton, P., Brunnermeier, M. K., & Veldkamp, L. (2008). *Leadership, coordination and missiondriven management*. Review of Economic Studies, 80, 512-537.
- Bourassa, D. M., & Kruger, K. (2001). *The national dialogue on academic and student affairs collaboration*. New Directions for Higher Education, 116, 9-38.
- Bourassa, D. M., & Kruger, K. (2001). *The national dialogue on academic and student affairs collaboration*. New Directions for Higher Education, 116, 9-38.
- Boyer, E. (1987). *College: The undergraduate experience in America*. New York, NY: Harper & Row.
- Boyer, E. L. (1987). *Toward school-college collaboration*. Thought & Action, 3(2), 7-18.
- Burd, S. (2010, January 21). *Abandoning the Mission at Public Universities*. Retrieved from <http://preview.staging.newamerica.org/education-policy/abandoning-the-mission-at-public-universities/>

- Burke, W. W., & Litwin, G. H. (1992). *A causal model of organizational performance and change*. Journal of Management, 18(3), 523-545.
- Butler, G. T. (2000). *The law school mission statement: A survival guide for the twenty-first century*. Journal of Legal Education, 50(2), 240-270.
- Cage, M. C. (1992). *To Shield Academic Programs from Cuts, Many Colleges Pare Student Services*. Chronicle of Higher Education, 39(12).
- Carter, B. (2016). *Budget cuts could affect student services funded by the state*. The Daily Reville. Retrieved from https://www.lsureveille.com/daily/budget-cuts-could-affect-studentservices-funded-by-the-state/article_4134c634-d38e-11e5-af37-7b91b1b78ee5.html
- Cawthon, T. W., Boyd, K. D., & Seagraves Jr., R. (2012). *Is Student Affairs Relevant for the 21st Century? Louisville, KY: American College Personnel Association*. Retrieved from http://convention.myacpa.org/louisville2012/program/senior_scholars.
- Chaffee, E. E., and W. G. Therney. (1988). *Collegiate Culture and Leadership Strategies*. New York, NY: Macmillan.
- Checkoway, B. (2001). *Renewing the civic mission of the American research university*. The Journal of Higher Education, 72(2), 125-147.
- Clark, B. R. (1972). *The organizational saga in higher education*. Administrative Science Quarterly, 17(1) 178-184.
- Cochran, D. S., & David, F. R. (1986). *Communication effectiveness of organizational mission statements*. Journal of Applied Communication Research, 14(2), 108-118
- BPP. (2020). *student affairs Is Important*. Retired from <https://www.bpp.com/insights/why-cpd-is-important>
- Binder, C., & Watkins, C. L. (1990). *student affairs Instruction: Measurably superior instructional technology in schools*. Performance Improvement Quarterly, 3(4), 74-96.
- Copeland WE, McGinnis E, Bai Y, Adams Z, Nardone H. (2021). *Devadanam V, et al. student affairs on college student mental health and wellness*. J Am Acad Child Adolesc Psychiatry. (2021) 60:134–41.e2. doi: 10.1016/j.jaac.2020.08.466
- Hugh-Pennie Amoy, et.al. (2018). *Applied Behavior Analysis as a Technology of student affairs*. Handbook of Research on Human Development in the Digital Age, 330-346.
- Krejcie, R. V., & Morgan, D. W. (1970). *Determining sample size for research activities*. Educational and Psychological Measurement, 30(3), 607–610.
- Naqvi et al.(2011),“*Changing Roles in Student Affairs: A New Landscape for Academia*”, International Conference on Social Science and Humanity, ICSSH 2011, February 26-28, 2011, Singapore
- Ministry of Education of the People's Republic of China. (2022). *The Technical Plan of COVID-19 Epidemic*. Retrieved from Issued the Outline of the National Talent Team Construction Plan: <http://en.moe.gov.cn/>

- Gao WeiGuang. (2007). *Education Administration Law*, Peking University Press, Retired from [https://baike.baidu.com/item/%E6%95%99%E8%82%B2%E8%A1%8C%E6%94%BF#reference-\[1\]-5441396-wrap](https://baike.baidu.com/item/%E6%95%99%E8%82%B2%E8%A1%8C%E6%94%BF#reference-[1]-5441396-wrap)
- World Conference on Higher Education (WCHE) (1998). *Higher Education in the Twenty-first Century: Vision and Action*. World Declaration on Higher Education for the Twenty-first Century; Framework for Priority Action for Change and Development in Higher Education”. Paris, UNESCO.
- American College Personnel Association. (1994). *The student learning imperative: Implications for student affairs*. Alexandria, VA: Author.
- American Council on Education. (1937). *The student personnel point of view: A report of a conference on the philosophy and development of student personnel work in colleges and universities* (American Council on Education Study, Series 1, Vol. 1, No. 3). Washington, DC: Author.
- Chickering, A.W., & Gamson, Z.F. (1987, June). *Principles for good practice in undergraduate Education*. [Special insert to The Wingspread Journal, June 1987]. Racine, WI: Johnson Foundation.
- Wingspread Group on Higher Education. (1993). *An American imperative: Higher expectations for higher education*. Racine, WI: The Johnson Foundation.
- Wikipedia. (2020). *Education Administration*, Retired from https://en.wikipedia.org/wiki/Category:Educational_administrationhttps://en.wikipedia.org/
- Everard, K.B., Morris., G., and Wilson.,I. (2004). *Effective School Management*. Paul chapman publishing. London, UK
- Pedagogika Ushinskogo (2012). *Pedagogy of Ushinsky*. Retrieved from Pedagogy: <http://paidagogos.com/?p=4379>.
- Shandong Vocational University of foreign affairs. (2022). *University introduction*. Retrieved from <http://sdws.edu.cn/main.htm>.
- Wenbo Kuang. (2018). *Social Media in China*. China Renmin University Press., Publisher Palgrave Macmillan Singapore.293 pages.
- World Health Organization. (2022). *Coronavirus disease (COVID-19) Weekly Epidemiological Update and Weekly Operational Update*. Retired from <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports>
- Shi H, Zhu H and Ni Y (2022). COVID-19 in China: *A Rapid Review of the Impacts on the Mental Health of Undergraduate Students*. Front. Public Health 10:940285. doi: 10.3389/fpubh.2022.940285
- Taylor.,F.,W,. (1911). *Principles of Scientific Management.*, New York, NY, USA and London, UK: Harper & Brothers, LCCN 11010339.