

การบริหารกิจการนักศึกษาของมหาวิทยาลัยซีอาน หมิงเต๋อเทคโนโลยี มณฑลชานซี
STUDENTS PARTICIPATION IN STUDENTS' AFFAIRS MANAGEMENT
OF XI'AN MINGDE TECHNOLOGYUNIVERSITY IN SHAANXI PROVINCE

Yang Yang, Tarinee Kittikanjanasophon, Vorachai Viphoouparakhot

Philosophy of Education, Leadership in Educational Administration Program,

Faculty of Education, Bangkokthonburi University

E-mail: <13933440041@163.com> or tarinee.kit@bkkthon.ac.th

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาการมีส่วนร่วมในการบริหารกิจการนักศึกษาของมหาวิทยาลัยซีอาน หมิงเต๋อเทคโนโลยี มณฑลชานซีและ (2) เสนอแนวทางการมีส่วนร่วมในการบริหารกิจการนักศึกษาของมหาวิทยาลัยซีอาน หมิงเต๋อเทคโนโลยี มณฑลชานซี

การวิจัยครั้งนี้ใช้วิธีการสุ่มตัวอย่างแบบสำรวจ ประชากรได้แก่ ครู จำนวน 1,205 คน ในมหาวิทยาลัยซีอาน หมิงเต๋อเทคโนโลยี มณฑลชานซี ขนาดตัวอย่างกำหนดโดยตารางของเครซีและ มอร์แกนโดยการสุ่มตัวอย่างแบบง่ายจำนวนครูทั้งหมด 291 คน วิจัยดำเนินการวิจัยมี 4 ขั้นตอน ได้แก่ (1) ศึกษาเอกสาร แนวคิด ทฤษฎีและงานวิจัยที่เกี่ยวข้อง (2) สร้างเครื่องมือที่ใช้ในการวิจัย (3) เก็บรวบรวมข้อมูล และ (4) วิเคราะห์ข้อมูล เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล เป็นแบบสอบถามแบบมาตราส่วนประมาณค่า 5 ระดับ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ การวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า (1) การมีส่วนร่วมในการบริหารกิจการนักศึกษาของมหาวิทยาลัย ซีอาน หมิงเต๋อเทคโนโลยี มณฑลชานซีโดยรวมอยู่ในระดับปานกลาง และ (2) แนวทางการมีส่วนร่วมในการบริหารกิจการนักศึกษาของมหาวิทยาลัยซีอาน หมิงเต๋อเทคโนโลยี มณฑลชานซี คือ ครูและผู้บริหารควรส่งเสริมกิจกรรมให้นักศึกษามีส่วนร่วมในกิจการนักศึกษาอย่างต่อเนื่องและสม่ำเสมอ เน้นการมีส่วนร่วมในการตัดสินใจ พัฒนาระบบการมีส่วนร่วมในการนิเทศ สนับสนุนให้นักศึกษามีส่วนร่วมในการให้ข้อเสนอแนะ และส่งเสริมให้เกิดความเข้าใจที่ชัดเจนในสถานการณ์

คำสำคัญ: การมีส่วนร่วม การบริหารกิจการนักศึกษา มหาวิทยาลัยซีอาน หมิงเต๋อเทคโนโลยี มณฑลชานซี

Abstract

The research objective were: (1) to study students participation in students' affairs management of Xi'an Mingde Technology University in Shanxi Province; and (2) to study the guideline for students participation in students' affairs management of Xi'an Mingde Technology University in Shanxi Province.

This research was survey research method. The population was 1,205 teachers Xi'an Mingde Technology University in Shanxi Province. Sample size was determined by Krejcie and Morgan's table and obtained via simple random sampling methods, with a total of 291 teachers. The research method had 4 steps: (1) study related documents, concepts, theories, and related research, (2) create research instruments, (3) collect data, and (4) analyze the data. The instruments used for data collection were a

5-point rating scale questionnaire. The statistics used for data analysis were frequency, mean, Standard Deviation, and content analysis.

The results were found that: (1) students participation in students' affairs management of Xi'an Mingde Technology University in Shanxi Province, overall was at high level; and (2) the guideline for students participation in students' affairs management of Xi'an Mingde Technology University in Shanxi Province were: teachers and administrators should continuously and consistently promote activities to students Participative in students 'affairs included: Focus on Participative in decision-making, Developing in the system of participate in supervision, Support in the participate in providing feedback, and Promoting to clear understanding in the situation.

Keywords: Students Participation, Students' Affairs Management, Xi'an Mingde Technology University, Shaanxi Province

Introduction

In the past, the focus of student affairs management only emphasized how the school carried out top-down pyramid management, and students became the lowest "served" objects. As a result, the lack of active participation of students has become the main problem faced by the management of student affairs in the process of democratization. Chinese University Student Affairs Management Training Delegation to the United States marked an important step for China to learn from international advanced experience in this field. This overseas training activity organized by the National Academy of Educational Administration not only gave participants an in-depth understanding of the historical evolution, current situation and characteristics of student affairs management in United States universities, but also provided valuable experience and enlightenment for Chinese universities. Through exchanges and comparisons with their United States counterparts, the delegation members deeply realized the importance of establishing a "student-oriented awareness" and service-oriented concept, which is the key to improving student satisfaction and supporting their all-round development. (Zhao Qingdian, 2014).

Zheng Yingpei (2015) pointed out that Chinese universities are still facing many challenges in this field, including insufficient attention to student affairs, low level of scientific management, poor information communication channels, and the need to improve the protection mechanism of students' rights and interests. The existence of these problems not only affects the learning and life experience of students during school, but also limits the possibility of their all-round development. In the face of such a background, it is particularly urgent to improve the quality of student affairs management in colleges and universities. At a deeper level, strengthening the management of student affairs is of great significance to promote the development of the entire education system in a more equitable and inclusive direction. By improving the professional quality of management personnel,

The specific literature on affair management for Chinese students, promoting the information of a student affairs management model with Chinese characteristics through abandonment learning and innovation can not only effectively improve the quality of education, but also further promote the all-round development of students and the cultivation of a sense of social responsibility. Such efforts are of far-reaching significance for realizing the modernization and transformation of higher education and cultivating talents that meet the needs of future social development.

Research Questions

(1) What are the level of student participation in students' affairs management of Xi'an Mingde Technology University in Shaanxi Province; and

(2) What are the guideline the student participation in students' affairs management of Xi'an Mingde Technology University in Shaanxi Province

Research Objectives

The objective of research were: (1) to study the level of student participation in students' affairs management of Xi'an Mingde Technology University in Shaanxi Province; (2) to guideline the student participation in students' affairs management of Xi'an Mingde Technology University in Shaanxi Province.

Research Scope

Scope of Content: Reviews of literature of Students' participation in students' affairs management from the policy of Xi'an mingde Technology University (2023) to focus in 4 aspect:1) Participation in decision-making; 2) Participate in supervision; 3) Participate in providing feedback; and 4) Understanding the situation.

Scope of Population/Sample

Population: In this research, the population was teachers who work in academic year 2023 total 1,205 people included both administrators, teachers, staff faculty.

Sample: The sample includes 291 teachers who work in academic year 2023, selected by Simple random sampling method, the semi-structured interviews were conducted with 7 Chinese students, as purposive sampling.

Scope of Instruments

This research instrument was a 5 points rating scale questionnaire with survey-method design, combining qualitative and quantitative methods to analyze the data. Data collection involved survey questionnaire and conducting semi-structured interviews.

Research Framework

Based on the review of literature and related research. (Qian Chunyun, 2016: the management of student affairs) informed in figure 1.1 as below:

Independent Variables	Dependent Variables
<p>The information of the respondents:</p> <p>1.Work experience</p> <p>1.1< 10 years</p> <p>1.2≥10 years</p> <p>2.Educational level</p> <p>2.1 Bachelor's degree</p> <p>2.2 Master's degree</p> <p>2.3 Doctoral degree</p>	<p>1.Students' participation in students' affairs management of Xi'an Mingde Technology University in Shaanxi Provinc:</p> <p>1) Participation in decision-making,</p> <p>2) Participate in supervision,</p> <p>3) Participate in providing feedback</p> <p>4) Just understanding the situation</p> <p>2. Guideline for student participation in students' affairs management of Xi'an Mingde Technology University in Shaanxi Province</p>

Figure 1.1 Research framework

Expected Benefits

1. Improve management efficiency: Through the in-depth analysis of the existing student affairs management system, the bottlenecks and deficiencies in the management process can be promoted to promote the optimization of the management process for the student affairs management more efficient and responsive.

2. Enhance student satisfaction: Starting from the needs of students, we will study how to provide more personalized and high-quality services to meet the diverse needs of students.

3. Promote student development: The use of student development theory to guide management practice, such as expectation theory and humanistic perspective, can better support students' personal growth, academic progress and career planning, and help students achieve "adulthood, success and success".

4. Optimize resource allocation: Through research, resources for student affairs management can be reasonably allocated, including human, material and financial resources, to ensure that key areas are fully supported, avoid waste of resources, and maximize resource utilization.

Research Design

This research was a survey method, which aimed to incorporate both the quantitative (dealing with data in numbers) and the qualitative (dealing with data in texts) methods to find out the level of Student Participation in student affairs management of Xi'an Mingde Technology University in Shaanxi Province, and then to propose the guidelines for Student Participation in student affairs management of Xi'an Mingde Technology University in Shaanxi Province. A questionnaire was most question to respondents perceive. Semi-structured interviews can obtain the subjective views and experiences of the interviewees, to have a deeper understanding of the research topic.

Research Site

In this research, Xi'an Mingde Technology University, was selected as the research site, which had educated the People's Republic of China's from teachers and students by Supervision Information Network.

Research Sample

Based on the chosen method of calculation, The sample includes 291 teachers who work in academic year 2023, selected by Simple random sampling method, and semi-structured interviews were conducted with 118 Chinese students, as purposive sampling

Research Instruments

Questionnaire:

To analyze the issues existing in the affairs management of Chinese students in Private University, a questionnaire has been applied. The questionnaire was compiled according to relevant literature, to be precise, has been used to measure. This instrument was a 5-point rating scale questionnaire which defined rating scales according to Likert (1967) criteria, categorized into five levels: highest, high, medium, low, and lowest. (As:4.50-5.00 means Students' participation was at the highest level of practice, 3.50-4.49 means Students' participation was at high level of practice, 2.50-3.49 means Students' participation was at moderate level of practice, 1.50 -2.49 means Students' participation was at low level of practice, and 1.00 -1.49 means Students' participation was at lowest level of practice)

The semi-structured interviews

In this study, semi-structured interviews are recommended since they helped the researchers to build the research interviews in a way that preserves the pre-prepared researcher's questions to contain any emerging ideas and information offered by the subjects which in turn provides detailed information of the subjects' perspectives. The researchers conducted quality verification of instruments in the following ways as: The role of student organizations, such as the Student Union, in representing the interests of student groups, The impact of student participative in student affairs management on the studies and lives, Whether there is student representation in important meetings or decisions made by the institute or university.

Validity and Reliability/content Validity

The Item Objective Congruence (IOC) Index was used as the basis for screening the item quality by 3 experts in this study. They reviewed the items in the questionnaire and removed those with similar meanings or duplications. According to the opinions given by experts, the initial questionnaire is modified to form the prediction questionnaire of this study. The questionnaire validity was above 0.85. The interview validity was above 0.83.

After modification of the questionnaire based on the 3 experts' judgment, it was piloted with 30 teachers, chosen from population in Xi'an Mingde Technology University who were not the sample. The Cronbach's alpha coefficient of the total dimension was 0.89.

Data Collection

The data collection process involved two steps: Initially, the researcher clarified the questionnaire's purpose and shared the QR code with Chinese student leaders, downloaded and distributed the QR code across online platforms like WeChat and QQ.

Next, the researcher conducted interviews with 7 Chinese students using WeChat. Before beginning the interviews, participants were briefed on the research guidelines and procedures. Throughout the interviews, Each interview lasted between 60-90 minutes.

Data Analysis

The first step: Using Statistical Software Package: analysis of general data from respondents by frequency and percentage analysis to analyze the educational level and work experience of the respondents. Statistical analysis that allows us to reduce the data collected from participants into a summary number, to make meaning from the results based on the scoring criteria of the Likert five points rating scale for determining levels, in this research as follows:

- The average score of 4.50 to 5.00 indicates level at Highest
- The average score of 3.50 to 4.49 indicates level at High
- The average score of 2.50 to 3.49 indicates level at Moderate
- The average score of 1.50 to 2.49 indicates level at Low
- The average score of 1.00 to 1.49 indicates level at Lowest

Research Results

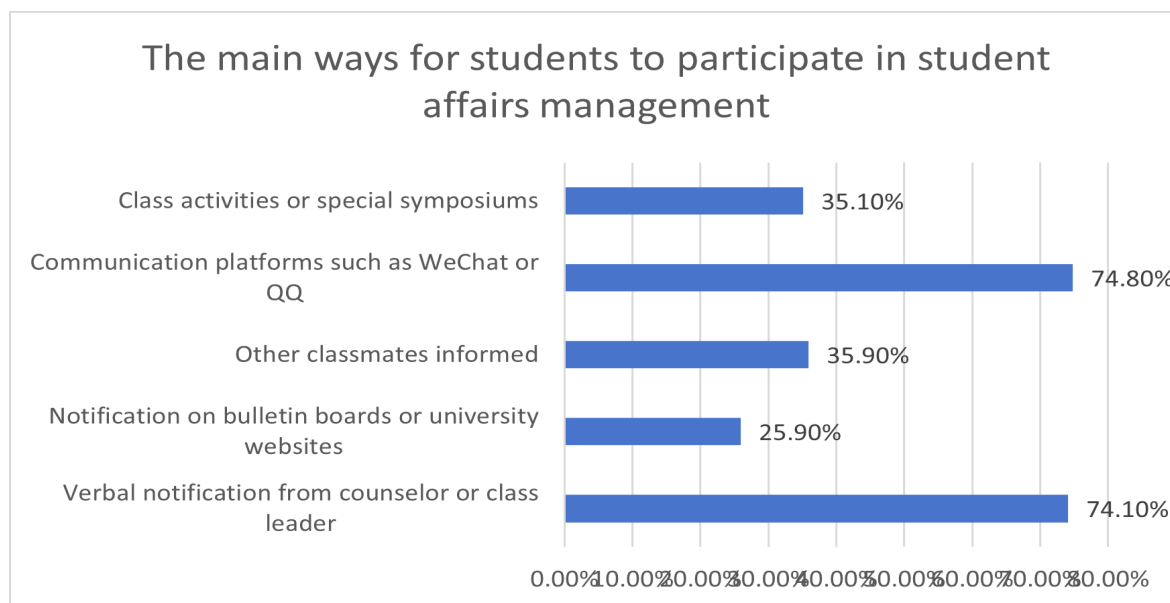
The data of the study used the statistics: mean and Standard Deviation.

Data analysis results of “Student Participative in Students’ Affairs Management” as Table 1

No	Students Participative in students’affairs management	\bar{x}	S.D.	Level
1	Participative in decision-making	3.77	0.98	high
2	Participate in supervision	3.76	1.00	high
3	Participate in providing feedback	3.75	0.97	high
4	Just understanding the situation	3.77	0.99	high
Total		3.76	0.99	high

Table 1: indicates that the mean and Standard Deviation, the Students Participative in students’ affairs management at Xi’an Mingde Technology University in Shaanxi Province, overall and aspects were at high levels.

Main Approaches for Students to Obtain Information on Participation in Student Affairs Management as figure 1.2



From figure 1.2 Regarding effective approaches to obtain information on Participative, the institute uses multiple methods to notify students, including online notifications (such as through bulletin boards, college websites, WeChat, QQ, and other communication platforms) and verbal notifications (such as through counselors, class representatives, word-of-mouth among peers, and announcements during class meetings or themed discussions). The survey reveals that among various notification methods, online notifications primarily rely on social platforms like WeChat or QQ, while verbal notifications mainly depend on counselors or class representatives, with both methods exceeding 70%. Although these notification methods cover a wide range, they also reflect an issue: students lack initiative in obtaining information.

Research Conclusion

The findings revealed that Students Participative in students' affairs management at Xi'an Mingde Technology University in Shaanxi Province, overall and aspects were at high levels. There were the actual level of participation achieved by students in different aspects of student affairs management. The number of students involved in decision-making, supervision, giving opinions, and merely being informed are all recorded. For example, in the aspect of "formulation and implementation of school-related policies and measures," only 3 students (18.8%) reached the level of decision-making participation, while most students (13 people, 28.3%) were only informed. In the aspect of "internal management of student councils and clubs," There are 44 students (16.4%) participated in decision-making, 37 students (13.9%)

Participated in supervision, 118 students (44.25%) gave opinions, and 68 students (25.5%) were merely informed. Cross-analysis found that in the formulation and implementation of related policies and measures, the vast majority of students are limited to being informed. In matters directly related to students' daily lives and studies, such as "management of student dormitories and logistics services," "scholarship and grant distribution," "planning of student activities and evaluation of excellence," and "employment and psychological counseling," the highest level of student participation is in giving opinions. Participative level in other aspects is generally low. Especially in "student organization management," approximately half of the students can give opinions, while the number of students able to participate in decision-making and supervision is the highest among all participation contents.

Discussion

The results of this research, **discussions** about major findings of objective 1-2:

(1) Students Participative in students' affairs management at Xi'an Mingde Technology University in Shaanxi Province, overall and aspects were at high levels; and (2) Guidelines for Students Participative in students' affairs management were teachers and administrators should continuously and consistently promote activities to students Participative in students' affairs included: Focus on Participative in decision-making, Developing in the system of participate in supervision, Support in the participate in providing feedback, and Promoting to clear understanding in the situation.

Although these notification methods cover a wide range, they also reflect an issue: students lack initiative in obtaining information. Administrators and teachers should be culturally inclusive and adaptable to the diverse educational backgrounds of international students, impacting the ability to engage fully with course content and participate in classroom discussions. Consistent with Zheng Yingpei (2015), and Qian Chunyun (2016), started from the current state of social development to highlight the importance of student participation. Consistent with Qian Chunyun (2016) points out that disputes over rights frequently occur between higher education institutions and students during the management of student affairs. Enhancing students' rights awareness has become crucial, and guiding students to participate in the management of student affairs in their daily lives is seen as a way to solve these problems. And consistent with Feng Ying (2014) mentions that expansion of enrollment in higher education, difficulties in employment, and family poverty have led to the diversification of the student body and created new characteristics and situations within higher education institutions. All of these require active student participation to promote effective management and the successful implementation of decisions, dissemination of advanced information technology provides more convenient avenues for citizens to participate directly in social and political life.

Based on the research findings, to enhance the effectiveness of student participation in student affairs management, it is necessary to establish clear scopes and boundaries for participation, broaden participation channels, and create a favorable environment for participation. The researchers believe that only by clearly defining the scopes and boundaries of Participative that students do not deviate

from the subject matter during the management process and avoid formalism. Regular training and evaluation of student affairs staff could improve responsiveness and effectiveness in addressing student concerns. However, Wang Ting's (2018) research indicates that even with well-established participation channels and incentive mechanisms, true democratic participation remains difficult to achieve if students lack the initiative to participate.

Recommendations

Firstly, the research findings can be utilized to assist measures should be supplemented.

1. Universities need to improve the formulation of their charters, clearly stating the content, methods, and procedures for student participative, and emphasizing provisions for student rights.

Encouraged to learn from University's practice of the "Implementation Measures for Student Participative in Democratic Management" from a systemic perspective.

2. Government Departments Need to Provide Detailed Explanations and Uniform Regulations for Student Participative Methods. Such as Student Representative Conferences and Student Organizations. For the rules and regulations of student unions and similar organizations, explanations should be provided during orientation sessions for new students each year so that students are aware of their right to participate from day one.

3. Improve Participative Assurance Measures and Subsequent Management Work. Whether the opinions pertain to school-level management or suggestions about faculty-level management.

4. Should hold regular student reception days to allow face-to-face communication between students and school leaders. Especially for the introduction of new policies, these should be announced to all students, and consultations held to answer questions and prevent misunderstandings.

5. University Administrative Departments Recognize that Undergraduate Students' Participation Awareness and Ability Are Relatively Weak, which hinders the realization of a primary role in student affairs management.

Recommendations for Future Research.

First, should conduct similar studies, but choose different countries, cultural backgrounds and, or select Chinese students at different levels of schools as participants, such as Chinese students in primary schools, high schools or senior high schools.

Second, the methods used to conduct these guidelines and building on the methodology of the original study, repeated studies to the robustness and generality of the findings, deepen understanding of the phenomena of the management of international student affairs.

References

- Alai Yat, S. (2008). *A Study Appelbaum, E, and The New American Workplace*, Cornell University Press, Ithaca, NY Appelbaum,
- Bass, B.M., Avolio, & Dodge, G. E. (2000). E-leadership: Implications for theory, research, and practice. *Leadership Quarterly*, 11(4), 615-668. [https://doi.org/10.1016/S1048-9843\(00\)00062-X](https://doi.org/10.1016/S1048-9843(00)00062-X)
- Chen Lin, (2017).Participation of Chinese Colleges and Universities in Student Affairs Management: Problems and Countermeasures[J].*Heilongjiang Higher Education Research*,2017(11):11-13.)
- Chu Zuwang. (2008). *Course on Student Affairs Management in Colleges and Universities*. Science Press.
- Cui Faguang. Democratic participation of college students in student affairs in colleges and universities[J].*Journal of China University of Petroleum(Social Sciences)*, 2015(6):109-113.
- Feng Ying. (2014).On the enlightenment of participatory management on the management of college students[J], *Journal of Southwest University for Nationalities (Humanities and Social Sciences)*, 2014(2):335-337.
- Guo Junyang, Hua Yachun, (2012). Mechanism of college students' Participative in college student management--Based on the investigation of 6 colleges and universities in Nanjing[J].*Higher Agricultural Education*,2012(2):72-74.)
- Huang Yan. (2024).A Comparative Study on the Management of Student Affairs in Chinese and American Universities from a Cultural Perspective. (Doctoral dissertation, East China Normal University).2024.
- He Yan. (2013). The significance and operation mechanism of college students' participation in student affairs management[J].*Educational Exploration*,2013(5):67-69.)
- LIU Changping (2013).Analysis on college students' democratic participation in college student management.*Higher Agricultural Education*,2013(11):89-91.)
- Liu Kefeng. (2007). Student-Oriented: A New Concept of Student Affairs Management in Colleges and Universities. 2007 International Symposium on Student Development and Specialization of Student Affairs.
- Lou Deli, Ma Chao, Liu Xuan. (2013).The Practical Significance of College Students' Participation in Student Management[J], *Journal of Changchun University of Technology (Social Sciences)*, 2013(5):154-156.
- Qian Chunyun (2016). Administrative remedies for the protection of students' rights and interests in the management of student affairs in colleges and universities.*Heilongjiang Higher Education Research*,2016(10):66-68.)
- Qi Xiaoping. (2011). *Management of Student Affairs in Chinese Universities*. Sun Yat-sen University Press.
- Robert-G-Owens. (2011). Translated by Shi Weisen et al. Shanghai:East China Normal University Press,2011:374.
- Schuh, J. H., Schuh et al. (2016). *Student Services: A Handbook for the Profession..* Jursey Bass Publishing.

- Shi Changjiang. (2007). On the Professional Development of Student Affairs Management in Colleges and Universities. Chinese Higher Education Research.
- Sholeh, B., & Husnan, R. (2020). Management Kesiswaan dalam Meningkatkan Kualitas Beragama Siswa MTs Unggulan Nuris Jember. *JIEMAN: Journal of Islamic Educational Management*, 2(1), 63-74.
- Tan Zhuwen, (2013). Discussion on the introduction of student participatory management in the management of students in colleges and universities[J].*Education and Career*,2013(11):63-64
- Xiao Zhong Liu. (2018). In School Management. People's Education Press.
- Xia Xiaohua. (2011). Reflection, Reference and Innovation--Experience and Enlightenment of Student Affairs Management in United States[M].Hefei:University of Science and Technology of China Press,2011:35.
- Wang Jianfu, He Zhengying. (2012). On the "participatory management" in the work of students in colleges and universities[J].*School Party Building and Ideological Education*,2012(1):58-60.
- Wang Linqing, Ma Yanzhou (2014). Management Standards and Service Standards for Student Affairs in Colleges and Universities[M].Beijing: *China Literature and History Press*,2014.3
- Zhao Qingdian. (2014). United States Journal of National Academy of Educational Administration, 2014(1):6.DOI:10.3969/j.issn.1672-4038.2014.01.001.
- Zheng Yingpei (2015). Basic Theory and Practical Requirements of College Students' Participation in the Management of Student Affairs in Colleges and Universities[J].*Education and Teaching Forum*,2015(9):13-14.)