

**STUDENT AFFAIRS MANAGEMENT OF ADMINISTRATORS IN YIBIN
VOCATIONAL AND TECHNICAL COLLEGE UNDER
SICHUAN PROVINCE**

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ABSTRACT

The objectives of this research were: (1) to study the level of student affairs management of administrators in Yibin Vocational and Technical College under Sichuan Province; (2) to compare teacher's perceptions of student affairs management of administrators in Yibin Vocational and Technical College under Sichuan Province classified by work experience and educational level.

The research methodology was survey research. The population consisted of 781 teachers in Yibin Vocational and Technical College under Sichuan Province, the People's Republic of China. The sample consisted of 260 teachers. The sample size was determined by Krejcie and Morgan's Table and obtained by simple random sampling technique. The instrument used for data collection was a five-point rating scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, t-test and F-test.

The research results showed that; (1) student affairs management of administrators in Yibin Vocational and Technical College under Sichuan Province, overall and in each aspect was at a high level; (2) comparison of student affairs management of administrators in Yibin Vocational and Technical College under Sichuan Province, classified by work experience and educational level, overall and in each aspect were not different.

Keywords: Student Affairs Management, Administrators, Yibin Vocational and
Technical College, Sichuan Province

INTRODUCTION

Student affairs management has become a cornerstone of institutional effectiveness in higher education, especially in fostering environments that promote student engagement, development, and success. As higher education expands globally and student populations grow increasingly diverse in terms of culture, socioeconomic background, and educational preparedness, universities and colleges are faced with growing demands to provide not only academic instruction but also robust support systems that address the holistic needs of students. These needs encompass not only intellectual development, but also psychological health, social integration, emotional well-being, and career readiness (Kuh, 2001; Komives & Woodard, 2003). Within this increasingly complex and dynamic educational landscape, student affairs management plays a pivotal role in ensuring that institutions are able to respond effectively to the evolving expectations and challenges of student life.

At the heart of effective student affairs practice is the understanding that students thrive when they experience a strong sense of connection, inclusion, and belonging within their educational environment. According to Terrell Strayhorn (1984), the sense of belonging is a fundamental human need that significantly influences students' persistence, motivation, and academic achievement. Strayhorn's framework suggests that when students feel accepted, supported, and recognized as valued members of the campus community, they are far more likely to engage meaningfully in both academic and co-curricular activities. This feeling of belonging does not arise spontaneously—it must be intentionally cultivated through inclusive policies, accessible resources, and culturally responsive student services. Therefore, student affairs professionals are not just service providers; they are architects of community and well-being on campus. Their work directly shapes students' experiences and plays a critical role in institutional efforts to promote equity, retention, and success.

Research Objectives

1.To study the level of the level of Student Affairs Management of Administrators in Yibin Vocational and Technical College under Sichuan Province.

2.To compare teacher's perceptions of Student Affairs Management of Administrators in Yibin Vocational and Technical College under Sichuan Province classified by work experience and educational level.

Research Framework

In this research, the researchers the concepts of Terrell Strayhorn (1984) concept in Student Affairs Management. Define a conceptual framework for the Student Affairs Management of Administrators in Yibin Vocational and Technical College under Sichuan Province, as shown in Figure 1:

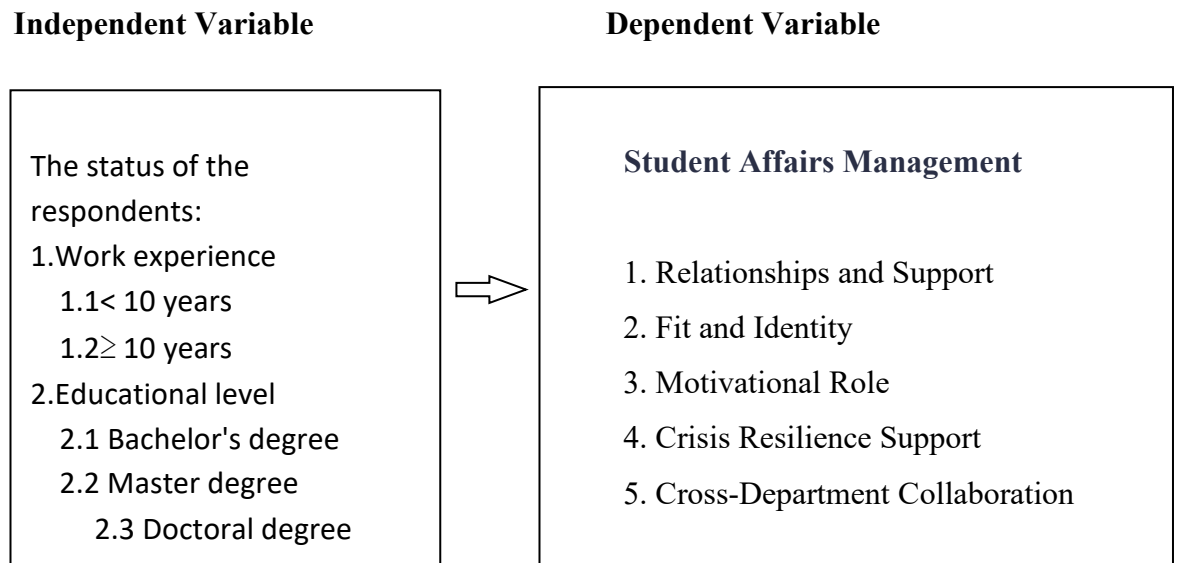


Figure 1 Conceptual Framework

Methods of conducting research

Population: The population were teachers in Yibin Vocational and Technical College under Sichuan province in year 2024 consisted of 781 teachers.

Sample: The sample consisted of 260 teachers Yibin Vocational and Technical College in Sichuan Province; the sample size is determined by the table of Krejcie & Morgan's (1970) and was obtained by simple random sampling.

Research instruments

The instrument used in this study was a questionnaire. This questionnaire is divided into two parts as follows:

Part 1: Questionnaire about the general information of the respondents.

Part 2: The questionnaire on Student Affairs Management of Administrators in Yibin Vocational and Technical College under Sichuan Province:

- 1) Relationships and Support
- 2) Fit and Identity

- 3) Motivational Role
- 4) Crisis Resilience Support
- 5) Cross-Department Collaboration

Data analysis

Data collection the study collects the information by sending the questionnaire to the University and receiving it in person, details are as follows:

- 1) Determine the integrity of the data management.
- 2) In the first part of the questionnaire, the personal general data of the respondents are presented in the form of a percentage and frequency.
- 3) In the second part of the questionnaire, percentage, mean and standard deviation are used for data analysis. Described the result table and find out the factors affecting the efficiency level through comparison.

Average value of evaluation level (Best:1970)

4.50-5.00 means Student Affairs Management of Administrators is the highest level

3.50-4.49 means Student Affairs Management of Administrators is the high level

2.50-3.49 means Student Affairs Management of Administrators is the moderate level

1.50-2.49 means Student Affairs Management of Administrators is the low level

1.00-1.49 means Student Affairs Management of Administrators is the lowest level

- 4) Compare: Comparison of student affairs management of the administrators at Yibin Vocational and Technical College under Sichuan Province classified by educational level and work experience by t-test and F-test analysis.

Data analysis result

Table 1 General information of the respondents:

(n=260)

General Information	Frequency	Percentage
1.Educational Level		
1.1 Bachelor's degree	76	29.23
1.2 Master degree	113	43.45
1.3 Doctoral degree	71	27.32
Total	260	100
2. Work Experience		
2.1 < 10 years	128	49.23
2.2 ≥10 years	132	50.77
Total	260	100

Table 1 was found that the teachers of Yibin Vocational and Technical College under Sichuan Province student affairs management level had the respondents had Master degree 113 people representing 43.45%, and 132 people have more than 10 years of work experience, representing 50.77%.

Table 2 Show the Mean, Standard Deviation, and level of the Student Affairs Management of Administrators in Yibin Vocational and Technical College under Sichuan Province, overall and in each aspect:

(n=260)

No.	Administration student affairs management	\bar{X}	S.D.	Level
1	Relationships and Support	3.64	1.04	high
2	Fit and Identity	3.85	0.77	high
3	Motivational Role	3.82	0.76	high
4	Crisis Resilience Support	3.58	1.08	high
5	Cross-Department Collaboration	3.90	0.83	high
Total		3.76	0.71	high

Table 2 was found that the administration student affairs management of the administrators in Yibin Vocational and Technical College under Sichuan Province: overall and in each aspect at a high level ($\bar{X} = 3.76$). Considering and in each aspect, it was found that all aspects were at a high level. Cross-Department Collaboration had the highest mean ($\bar{X} = 3.90$), followed by Fit and Identity ($\bar{X} = 3.85$), and Crisis Resilience Support had the lowest mean ($\bar{X} = 3.58$).

Table 3 : Comparison of student affairs management of administrators in Yibin Vocational and Technical College under Sichuan Province, classified by educational level, overall aspect.

(n=260)

Student Affairs	Educational level	\bar{X}	S.D.	df	F	p
1.Relationships and Support	Bachelor's degree	3.49	1.15	2	1.543	0.217
	Master degree	3.76	0.97			
	Doctoral degree	3.61	0.99			
2.Fit and Identity	Bachelor's degree	3.82	0.74	2	0.093	0.911
	Master degree	3.86	0.79			
	Doctoral degree	3.85	0.77			
3.Motivational Role	Bachelor's degree	3.89	0.72	2	0.588	0.556
	Master degree	3.80	0.76			
	Doctoral degree	3.77	0.77			
4.Crisis Resilience Support	Bachelor's degree	3.74	1.01	2	1.440	0.240
	Master degree	3.55	1.10			
	Doctoral degree	3.46	1.08			
5.Cross-Department Collaboration	Bachelor's degree	3.99	0.73	2	1.010	0.366
	Master degree	3.91	0.86			
	Doctoral degree	3.80	0.86			
Total	Bachelor's degree	3.79	0.70	2	0.315	0.730
	Master degree	3.77	0.71			
	Doctoral degree	3.70	0.72			

Table 3: F-test that teachers with different educational levels came to recognize the administration student affairs in Yibin Vocational and Technical College under Sichuan Province, classified by educational level, overall was not different.

Table 4: Comparison student affairs management of administrators in Yibin Vocational and Technical College under Sichuan Province, classified by work experience level, overall aspect.

(n=260)

Administration student affairs management	Work Experience						t	p
	< 10 years			≥10 years				
	N	\bar{X}	S.D.	N	\bar{X}	S.D.		
1.Relationships and Support	128	3.69	1.00	132	3.59	1.08	0.780	0.436
2.Fit and Identity	128	3.91	0.75	132	3.79	0.79	1.275	0.203
3.Motivational Role	128	3.84	0.73	132	3.80	0.78	0.501	0.617
4.Crisis Resilience Support	128	3.60	1.06	132	3.56	1.10	0.262	0.793
5.Cross-Department Collaboration	128	3.97	0.76	132	3.84	0.89	1.313	0.190
Total	128	3.80	0.68	132	3.71	0.74	0.927	0.355

*P < 0.05

Table 4: t-test shows that teachers with different work experience came to recognize the administration student affairs in Yibin Vocational and Technical College under Sichuan Province, classified by work experience, overall was not different.

Discussion

Based on the research objectives, the discussion will be presented as follows:

1. Discussion about major findings of objective 1

The level of student affairs management of administrators in Yibin Vocational and Technical College under Sichuan Province. Overall and in each aspect at a high level. Considering all aspects comprehensively, it is found that all elements are at a high level. Cross-

Department Collaboration scored highest, followed by Fit and Identity, while Crisis Resilience Support had the lowest average. The high level of a school's student affairs management stems from visionary leadership, a culture of collaboration, and the effective implementation of student-centered policies and practices. These factors contribute to the creation of a supportive and responsive administrative environment that promotes student development, well-being, and institutional effectiveness.

(1) Relationships and Support was found the level of student affairs management of administrators in Yibin Vocational and Technical College under Sichuan Province, overall at a high level. This indicates that that the student affairs administrators have successfully cultivated a supportive environment. This includes encouraging interpersonal engagement, providing emotional support resources, and ensuring that students feel connected and cared for within the institutional setting. This study's findings are consistent with those of Li Wei and Wang Fang (2016), whose study "The Relationship between Interpersonal Relationships and Psychological Support in College Students" emphasized the crucial role of strong interpersonal connections and structured psychological support in promoting students' emotional well-being. They found that such support systems enhance students' ability to regulate emotions and manage academic or personal stress more effectively. The administrators at Yibin Vocational and Technical College, by prioritizing student support and fostering positive relationships, reflect these principles in practice. Their emphasis on care and connection contributes meaningfully to student satisfaction, resilience, and institutional belonging, which are essential elements of a high-performing student affairs management system.

(2) Fit and Identity was found the level of student affairs management of administrators in Yibin Vocational and Technical College under Sichuan Province, overall, at a high level. This indicates that administrators at Yibin Vocational and Technical College have effectively implemented strategies within student affairs management that help students feel a strong sense of personal identity and alignment (fit) with the campus environment. This study's findings are consistent with Chen and Zhao (2016) – Person-Environment Fit and Psychological Well-Being. Chen and Zhao highlight the crucial role that a strong alignment—or fit—between students and their campus environment plays in promoting students' well-being and success. Specifically: Chen and Zhao (2016) found that when students perceive a high level of fit with their environment—including academic programs, social life, and peer interactions—they report lower anxiety and greater satisfaction. Similarly, the finding from Yibin College suggests that administrators have successfully created an environment where students feel connected, accepted, and aligned with the institution's culture and values, supporting the development of identity and psychological well-being. The findings emphasize that student affairs

management that fosters fit and identity directly contributes to students' emotional stability, engagement, and overall success in college

(3) Motivational Role was found the level of student affairs management of administrators in Yibin Vocational and Technical College under Sichuan Province overall at a high level, considering that in each item, it was found that overall items were at a high level. This indicates that the administrators effectively play a key role in inspiring, guiding, and sustaining student motivation. They likely implement diverse strategies such as recognizing student achievements, providing career and personal development guidance, and creating an encouraging campus atmosphere that promotes student engagement. This environment supports students not only in their academic pursuits but also in their holistic growth. This study's findings are consistent with Li Hua & Zhang Peng (2017) explored the application of motivation theory in student affairs management and finding that intrinsic motivation, including self-efficacy and personal goal-setting, significantly influences students' academic and social performance. Their research emphasized the importance of motivational interventions led by student affairs departments.

(4) Crisis Resilience Support was found the level of student affairs management of administrators in Yibin Vocational and Technical College under Sichuan Province overall at a high level, considering that in each item, it was found that overall items were at a high level. This indicates that the administrators are well-prepared to provide timely support through mechanisms such as psychological counseling, crisis intervention services, and emotional support programs and the importance of institutional support in building students' psychological resilience and capacity to handle crises. This study's findings are consistent with Zhou & Chen (2018), who explored psychological resilience and crisis intervention mechanisms in Chinese universities. Their research found that interventions such as psychological counseling, emergency response systems, peer support groups, and group therapy significantly enhance students' capacity to manage stress arising from academic setbacks, interpersonal conflicts, and broader life pressures, thereby fostering emotional stability and well-being in higher education settings.

(5) Cross-Department Collaboration was found the level of student affairs management of administrators in Yibin Vocational and Technical College under Sichuan Province overall at a high level, considering that in each item, it was found that overall items were at a high level. This indicates that the institution has established effective systems and practices for fostering collaboration between different departments. This high level of cross-functional

coordination suggests that student affairs administrators are actively engaging with academic departments, mental health services, career centers, and other administrative units to deliver comprehensive and cohesive support to students. This study's findings are consistent with Liu Jun & Zhang Hong (2018), who proposed a practical model for cross-department collaboration in Chinese universities. They found that cooperation between departments significantly improves the quality and integration of services, particularly in areas of student development, mental health support, and career planning. The study emphasized that establishing formal mechanisms for coordination enhances overall student satisfaction and success.

2 Discussion about major findings of objective 2

The comparative analysis results from the level of student affairs management of administrators in Yibin Vocational and Technical College under Sichuan Province, classified by education and work experience.

(1) Teachers with different educational levels came to recognize the level of student affairs management of administrators in Yibin Vocational and Technical College under Sichuan Province, classified by educational level overall was not different. This finding suggests that the administrators' student affairs practices were perceived consistently across faculty members, regardless of whether they held bachelor's degrees or higher qualifications.

(2) Teachers with different work experience came to recognize the level of student affairs management of administrators in Yibin Vocational and Technical College under Sichuan Province, classified by work experience overall was not different. This suggests that the institution maintains a consistent, standardized, and institution-wide approach to student affairs management. Regardless of whether faculty members have only a few years of experience or several decades in the field, their evaluations of student affairs practices are aligned. This uniform perception implies that the student affairs policies and interventions are implemented in a transparent, systematic, and coherent manner that is accessible and recognizable to all teaching staff.

Recommendations of research

1) Maintain and Strengthen Best Practices Across Departments

Given that administrators have already achieved a high level of performance, it is essential to institutionalize successful practices. The college should document effective models and strategies in areas such as student support networks, identity development, and crisis intervention to ensure continuity and consistency across departments and academic cycles.

2) Foster Continuous Professional Development for Administrators

Even though no significant differences were found across administrators with different educational backgrounds or work experience levels, providing ongoing training, especially in areas like multicultural competence, digital student services, and psychological first aid, will sustain high performance and prepare administrators for future challenges.

3) Enhance Data-Driven Decision-Making in Student Affairs

The college should strengthen the use of student affairs data—such as feedback surveys, mental health trends, and academic support needs—to refine interventions and tailor services. Establishing a feedback loop between student needs and administrative responses will ensure responsiveness and relevance.

4) Expand Cross-Departmental Collaboration Mechanisms

While the study found high levels of collaboration, establishing formalized structures such as interdepartmental committees, shared student success dashboards, and integrated support platforms can deepen collaboration between student affairs, academic units, counseling centers, and career service.

5) Promote Student Voice and Participatory Governance

To align with student-centered values, the institution should create more opportunities for students to participate in the design and evaluation of student affairs programs. Student advisory boards, peer mentoring systems, and participatory budgeting for student life can strengthen student engagement and improve service outcomes.

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