

## **STUDENT AFFAIRS MANAGEMENT OF HUAQIAO UNIVERSITY IN FUJIAN PROVINCE**

Shi Meng and Vorachai Viphoouparakhot  
Master of Education  
Leadership in Educational Administration  
Faculty of Education, Bangkokthonburi University  
663300029@bkkthon.ac.th

### **ABSTRACT**

The objective of this research were: 1) to study the level of student affairs management of Huaqiao University in Fujian Province; 2) to propose guidelines of student affairs management of Huaqiao University in Fujian Province.

The research paper was a survey research. The population were teachers who worked in academic year 2024, a total of 1,748 people, the sample size is determined by the Krejcie and Morgan's table, and a stratified random sampling method is used to obtain a total of 317 people. Instruments used for data collection were questionnaire with five-point rating scale and validation checklist, statistics used for data analysis were frequency percentage, mean, standard deviation and content analysis for semi structure interview from administrators as key informant total 5 people.

The research results show that: 1) student affairs management of Huaqiao University in Fujian Province, overall was at high level; 2) guidelines of student affairs management of Huaqiao University in Fujian Province included; (1) Achieving Competence; provide diverse opportunities for students to build intellectual, physical, and interpersonal skills through academic challenges, extracurricular activities, and peer collaboration, (2) Managing Emotions; Integrate emotional intelligence training into orientation and advising programs to help students recognize, express, and regulate their feelings constructively, (3) Moving Through Autonomy Toward Interdependence; Encourage decision-making and personal responsibility in academic and life choices while promoting teamwork, community service, and mentorship to foster mutual reliance.(4) Developing Mature Interpersonal Relationships; Create inclusive environments and programs that foster respect for diversity, effective communication, empathy, and long-term collaboration among peers, (5) Establishing Identity; Support self-exploration through reflective writing, identity workshops, and safe spaces that allow students to express cultural, gender, and personal identities authentically, (6) Developing Purpose; Guide students to discover their passions and set long-term goals through career counseling, mentorship, internships, and involvement in meaningful projects, and (7) Developing Integrity; Promote ethical reasoning and value clarification through ethics-based curricula, service-learning, and open dialogue about moral dilemmas.

**Keywords:** Student Affairs Management, Huaqiao University, Fujian Province

## 1. Introduction

The management of student affairs in universities has become increasingly critical in recent years, particularly in China, where the demand for high-quality higher education and effective student development continues to grow. Student affairs management plays a vital role in shaping students' academic, social, and personal growth, preparing them for successful careers after graduation. The importance of well-structured student affairs management systems is evident in how they contribute to the holistic development of students, ensuring that they not only acquire knowledge but also gain necessary skills for future employment. This research focuses on the student affairs management system at Huaqiao University in Fujian Province, China, and its role in fostering the overall development of students. Additionally, it explores how educational policies, both domestic and global, shape student affairs management and the direction in which it is heading to meet the evolving needs of students in a globalized world.

The significance of this study lies in understanding the effectiveness of current student affairs management systems and exploring ways to improve them. The research will provide valuable insights for universities, policymakers, and educators in shaping strategies that foster student development and employability. By referencing global and national educational trends, this study aims to outline the essential qualities that students should develop during their university years to ensure their success in an increasingly competitive global workforce. The Importance of Student Affairs Management to focus on student affairs management is integral to the academic and personal development of university students. It involves overseeing various aspects of student life, such as counseling, career services, student clubs and organizations, student leadership, and overall well-being. Effective student affairs management promotes a healthy, supportive environment that enhances the academic experience and prepares students for their post-graduation careers.

In China, the rapid development of the economy and the globalization of higher education have increased the pressure on universities to produce graduates with the skills necessary to succeed in both domestic and international job markets. To meet these demands, universities must not only focus on academic excellence but also prioritize the development of students' non-cognitive skills, such as communication, teamwork, and leadership. This is where student affairs management plays a crucial role. According to Wang (2019), universities that have strong student affairs systems are better positioned to support students in developing the skills required for successful careers, as well as the emotional resilience needed to navigate the challenges of life after graduation. Moreover, student affairs management is closely tied to the overall quality of education. Research by Lee et al. (2017) suggests that universities with comprehensive student affairs programs tend to have higher graduation rates and produce graduates who are more likely to secure employment shortly after graduation.

Therefore, improving student affairs management not only benefits students but also contributes to the long-term success of universities and their graduates.

**Educational Policies in China Affecting to student affairs management**  
China's educational policies have a significant impact on how universities manage student affairs. In recent years, the Chinese government has introduced several reforms aimed at improving the quality of higher education and ensuring that graduates possess the skills necessary for the modern workforce. These policies emphasize the importance of student-centered education and the need for universities to adopt more holistic approaches to student development. One of the key policies influencing student affairs management is the "Double First-Class" initiative, which was introduced in 2015. This policy aims to cultivate world-class institutions and disciplines in China by improving the quality of education and research. As part of this initiative, universities are encouraged to focus not only on academic achievements but also on the overall development of students, including their social and emotional skills. This aligns with the growing recognition that employability depends not only on academic performance but also on a range of soft skills that can be nurtured through effective student affairs programs (Wang, 2021). Additionally, the Ministry of Education's "National Medium- and Long-Term Education Reform and Development Plan Outline (2010–2020)" highlights the importance of fostering students' comprehensive abilities, including innovation, practical skills, and social responsibility. This policy calls for universities to provide better support for students' extracurricular activities and career development, thus underscoring the significance of student affairs management in fostering these qualities (Zhang, 2020). Another relevant policy is the increasing emphasis on mental health support for students. With rising pressure from academic and social expectations, student mental health has become a significant concern. The Chinese government has been encouraging universities to establish stronger psychological counseling services and mental health education programs as part of their student affairs management. According to the Ministry of Education's "Guidelines for Mental Health Education in Colleges and Universities" (2017), universities must ensure that students have access to professional mental health support and resources, creating an environment where they can thrive both academically and personally.

**Global trends in Student Affairs Management.** Globally, student affairs management has evolved to meet the changing needs of students in a rapidly shifting world. The growing emphasis on employability and the need for graduates to possess diverse skills has influenced the development of student affairs programs in many countries. For example, in the United States, the National Association of Student Personnel Administrators (NASPA) has long advocated for the integration of academic and student affairs to support students' personal and professional development. Similarly, in Europe, student affairs management is increasingly viewed as a key component in creating an inclusive and supportive learning environment (Browne & Ritchie, 2015).

One of the most significant global trends in student affairs management is the shift towards experiential learning. This includes opportunities for students to engage in internships, service-learning, leadership development, and other hands-on experiences that help them build essential skills for the workplace. According to Brown and O'Rourke (2018), universities around the world are incorporating more experiential learning opportunities within student affairs programs to ensure that students graduate with both theoretical knowledge and practical skills that are directly applicable in their future careers. Another important global trend is the growing emphasis on diversity and inclusion. Universities worldwide are increasingly recognizing the importance of creating inclusive environments that support students from diverse backgrounds, including international students, students with disabilities, and those from marginalized communities. Research by Wilkins and Stott (2016) indicates that a strong focus on diversity within student affairs programs can help foster an environment of belonging and improve students' academic success and well-being.

In China, as in many other countries, there is a growing recognition that universities must do more to support students' career development. According to research by Zhang (2018), Chinese universities have increasingly focused on providing career counseling services, resume workshops, job fairs, and internship placements as part of their student affairs programs. These initiatives aim to ensure that students are well-prepared to enter the workforce after graduation. Moreover, the global shift towards interdisciplinary learning has also influenced the direction of career development in student affairs management. Students are encouraged to pursue careers that may not necessarily align with their academic disciplines, but instead, draw on a wide range of skills and knowledge gained during their university years. This trend is reflected in the development of career services that focus on helping students build transferable skills, such as problem-solving, communication, and adaptability (Browne & Ritchie, 2015). Future Directions for Student Affairs Management at Huaqiao University. At Huaqiao University, student affairs management is poised for significant development in the coming years. To align with the changing needs of students and the demands of the global job market, Huaqiao University can enhance its student affairs programs by focusing on the following directions: (1) Integration of Career Services and Academic Support: By strengthening the connection between career services and academic departments, Huaqiao University can provide students with a more cohesive approach to career development, ensuring that they are well-prepared for the workforce. (2) Enhanced Focus on Experiential Learning: Expanding opportunities for students to engage in internships, volunteer work, and leadership programs will allow them to develop the practical skills needed for their careers. (3) Support for Internationalization: As global competition for jobs increases, Huaqiao University can further develop its international exchange programs, helping students build cross-cultural competence and

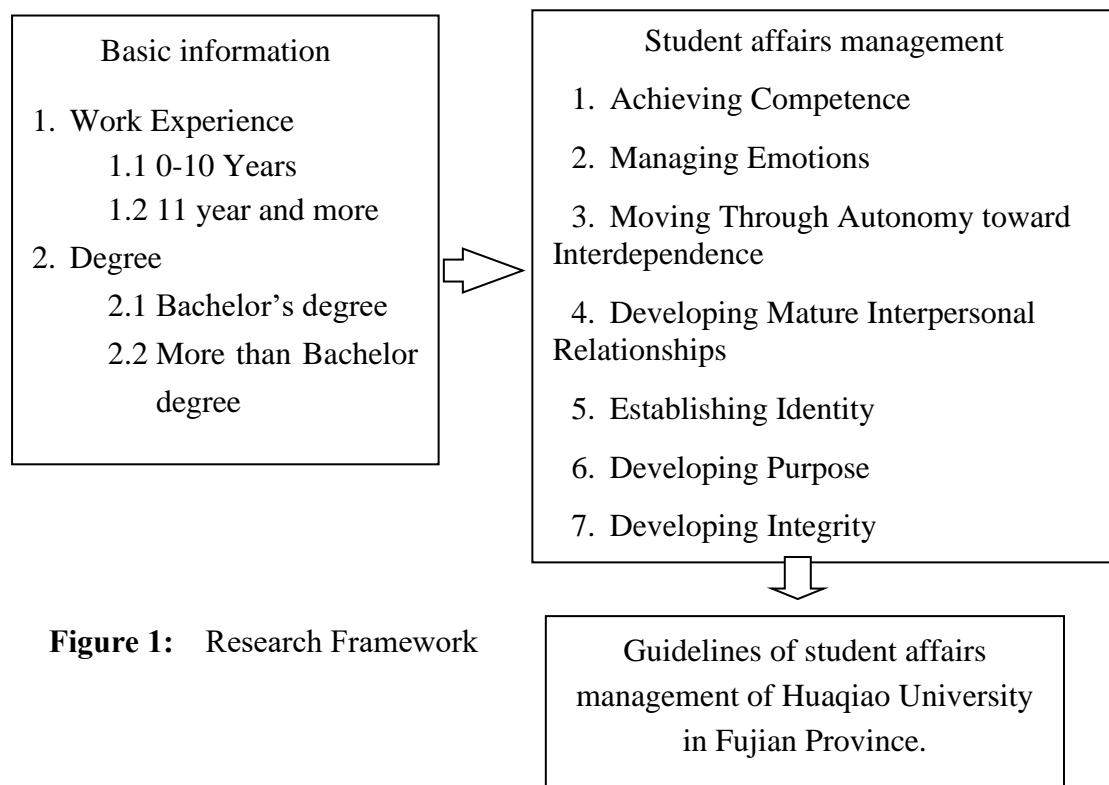
global networks that will benefit their careers. (4) Mental Health and Well-Being: Strengthening mental health services and creating a supportive environment for students will be essential in ensuring that they are able to thrive academically and emotionally during their university years. Student affairs management is a critical component of university education, particularly in China, where the evolving educational landscape requires universities to develop graduates with a broad set of skills, including both academic and non-cognitive abilities. The research on student affairs management at Huaqiao University aims to contribute to the ongoing discourse on how universities can improve their student development programs to better prepare students for success in the global workforce. By understanding the importance of student affairs management, the influence of educational policies, and the global trends shaping student development, Huaqiao University can continue to enhance its student affairs programs and help students build the skills they need for a successful future.

## 2. Research Objectives

1. What are the levels of student affairs management of Huaqiao University in Fujian Province?
2. What are the guidelines of student affairs management of Huaqiao University in Fujian Province.

## 3. Research Framework

In this research, the researcher has concept in student affairs management was the Student Development Theory by Checkering and Reisser (1993). In the factors of student affairs management for student's development of Huaqiao University in Fujian Province. To define a conceptual framework, as shown in figure 1.1



**Figure 1:** Research Framework

#### **4. Research Methodology**

The researcher will adopt the questionnaire survey method, literature method, and data collection method to study the level of student affairs management of Huaqiao University in Fujian Province. Conduct qualitative analysis and quantitative analysis.

To study in the of student affairs management of Huaqiao University in Fujian Province, under the survey research with questionnaires under guideline from advisor

##### **4.1 Population and Samples**

Population are teachers who work in academic year 2024 from of student affairs management of Huaqiao University in Fujian Province total 1,748 people

Sample group was teachers of 317 people of of student affairs management of Huaqiao University in Fujian Province, the people's republic of China, in the academic year 2024. The sample was determined by the sample size using the Krejcie and Morgan tables (Krejcie& Morgan, 1970: 608), and using stratified random sampling.

**Objective 1:** to study the level of student affairs management of Huaqiao University

in Fujian Province 1) The population sample survey method was used for questionnaire by teachers worked in Academic year 2024 2) Total of teachers 1,748 teachers and to selected through the Krejci& Morgan table. (Krejci& Morgan, 1970). 3) The sample total of teachers 317 teachers. 4) The questionnaire was stratified random sampling.

**Objective 2:** to propose guidelines of student affairs management of Huaqiao

University in Fujian Province by semi structure interview from key informant as administrators total 5 people and content analysis to propose guidelines.

##### **4.2 Research Instruments**

**Objective 1;** The instrument of this research is the questionnaire about student affairs management of Huaqiao University in Fujian Province, divided by 2 parts as follows:Part 1: About the general information of the respondents.

Part 2: The questionnaire to the level of student affairs management of Huaqiao University in Fujian Province total 7 factors including. 1) Achieving competence 2) Managing emotions 3) Moving through autonomy toward interdependence 4) Developing mature interpersonal relationships 5) Establishing identity 6) Developing purposand 7) Developing integrity

This questionnaire is defined as a rating scale. The scores were divided into 5-point rating scale (Likert, 1970) to study the student affairs management of Huaqiao University in Fujian Province in to 5 levels as highest, high, moderate, low, and lowest.

5 means Student affairs management at the highest level

4 means Student affairs management at the high level

3 means Student affairs management at the moderate level

2 means Student affairs management at the low level

1 means Student affairs management at the lowest level

**Objective 2:** To propose guidelines of student affairs management of Huaqiao University in Fujian Province to synthesis for the guidelines by interview with semi structure interview.

**4.3 Data analysis,** the researcher conducted data analysis as follows:

- 1) The data were analysed by statistical software packages:
  1. the general data of the respondents classified by education level and work experience was analysed by frequency and percentage statistics.
  2. Level of student affairs management of Huaqiao University in Fujian Province. Criteria for Interpreting the Mean Scores. (Based on Best, J. W., 1970). Mean Score Range Interpretation 4.50 – 5.00 Highest level, 3.50 – 4.49 High level, 2.50 – 3.49 Moderate level, 1.50 – 2.49 Low level, and 1.00 – 1.49 Lowest level
- 2) Statistics used in research. Analysing data, the study used statistics. As follows: Frequency, Percentage, Mean, Standard Deviation, and Content Analysis

## 5. Data analysis result

### 5.1: Analysis of Respondents' Demographic Information

**Table 5.1:** Frequency and Percentage Results of Questionnaire Data Analysis — Demographic Information

(n=317)

Demographic Information	Frequency	Percentage
<b>1. Gender</b>		
1.1 Male	99	31.20%
1.2 Female	218	68.80%
<b>Total</b>	<b>317</b>	<b>100</b>
<b>2. Education Level</b>		
3.1 Bachelor	105	33.12%
3.2 More than Bachelor	212	66.88%
<b>Total</b>	<b>317</b>	<b>100</b>
<b>4. Work Experience</b>		

Demographic Information	Frequency	Percentage
4.1 0- 10 years	165	52.05%
4.2 11 years and above	152	47.95%
<b>Total</b>	<b>317</b>	<b>100</b>

Table 5.1 presents the demographic characteristics of the 317 teachers who participated in the questionnaire survey regarding student affairs management at Huaqiao University in Fujian Province. The sample was selected using the Krejcie and Morgan table (1970) from a total population of 1,748 teachers working in the academic year 2024.

**Gender;** the majority of respondents were female, accounting for 218 individuals or 68.80% of the sample. Male respondents comprised 99 individuals, representing 31.20%. This indicates a higher proportion of female teachers among the participants.

**Education Level;** regarding educational attainment, 105 teachers (33.12%) held a bachelor's degree, while the remaining 212 teachers (66.88%) possessed qualifications above the bachelor's level (e.g., master's or doctoral degrees). This suggests that a significant portion of the teaching staff has pursued advanced education beyond undergraduate studies.

**Work Experience;** in terms of teaching experience, 165 participants (52.05%) reported having 0 to 10 years of experience, while 152 participants (47.95%) had over 11 years of teaching experience. This relatively balanced distribution shows a diverse range of teaching experience among the respondents.

Overall, the demographic data reflects a varied and experienced group of educators, with a predominance of female teachers and a majority holding postgraduate qualifications. This diversity in background enhances the reliability of the insights derived from the questionnaire data.

**Table 5.2:** Mean and Standard Deviation of Student affairs management of Huaqiao University

**(n=317)**

No.	Student affairs management	Mean ( $\bar{x}$ )	S.D.	Level
1	Achieving Competence	3.92	0.95	High
2	Managing Emotions	3.87	0.96	High
3	Moving Through Autonomy toward Interdependence	3.82	0.92	High
4	Developing Mature Interpersonal Relationships	3.93	0.99	High

5	Establishing Identity	3.80	0.94	High
6	Developing Purpose	3.75	0.91	High
7	Developing Integrity	3.65	0.85	High
<b>Overall</b>		<b>3.82</b>	<b>0.93</b>	<b>High</b>

Based on Table 5.2, presents the mean scores and standard deviations for each of the seven leadership dimensions related to student affairs management at Huaqiao University. The data were gathered from a sample of 317 teachers using a five-point Likert scale, where higher mean values indicate stronger agreement with the effectiveness of each dimension.

The overall mean score for student affairs management is 3.82, with an overall standard deviation of 0.93, which falls within the "High" level according to Best's (1970) criteria. This indicates that the overall perception of student affairs management among the respondents is positively rated and relatively consistent across dimensions.

**Top Three Highest-Rated Dimensions:** Developing Mature Interpersonal Relationships (Mean = 3.93, SD = 0.99) follow to Achieving Competence (Mean = 3.92, SD = 0.95) and Managing Emotions (Mean = 3.87, SD = 0.96). These three areas reflect the strongest aspects of student affairs management at Huaqiao University, highlighting the institution's effectiveness in promoting interpersonal development, academic competence, and emotional well-being. **Lowest-Rated Dimension:** Developing Integrity (Mean = 3.65, SD = 0.85). Although still rated at a high level, "Developing Integrity" received the lowest mean score among all dimensions. This may suggest an area with potential for further development or increased emphasis in future student affairs initiatives.

All seven leadership dimensions were rated at a high level, demonstrating the overall strength of student affairs management at Huaqiao University. However, the variation in scores suggests that targeted improvements—especially in the area of developing integrity—could further enhance the effectiveness of the university's student development programs.

## **5.2 Propose guidelines of student affairs management of Huaqiao University in Fujian Province**

From interview of 5 key informants to propose guidelines in the student affairs management at Huaqiao University based on the concept in student affairs management by Checkering and Reisser (1993) in the factors of student affairs included 7 factors, 1) Achieving Competence 2) Managing Emotions 3) Moving Through Autonomy toward Interdependence 4) Developing Mature Interpersonal Relationships 5)

Establishing Identity 6) Developing Purpose, and 7) Developing Integrity, researcher to content analysis from step 5.2 to propose guidelines of student affairs management of Huaqiao University in Fujian Province as below;

## **1. Guidelines for achieving competence**

1) Systematic Mental Health Education and Support. Why it matters for competence: Promotes emotional resilience, stress management, and self-awareness—foundational for academic performance and personal effectiveness. Key strategies: (1) Mental health integrated into core curriculum. (2) Early screening and psychological literacy programs.

2) Career Development and Industry Linkages. Why it matters for competence: Directly prepares students for real-world employment through skill development and exposure to industry practices. Key strategies: (1) personalized career planning and job readiness workshops. (2) Internships through enterprise partnerships.

3) Unified and Intelligent Information Platform. Why it matters for competence: Enables holistic support by connecting academic, emotional, and extracurricular data—ensuring timely, accurate guidance for each student’s growth. Key strategies: (1) Real-time cross-departmental data access. (2) Streamlined service delivery via centralized systems.

4. Customized Support for International Students. Why it matters for competence: Ensures that international students overcome cultural and linguistic barriers, enabling equal access to academic and personal development opportunities. Key strategies: (1) One-on-one mentorship. (2) Cultural adaptation and language support programs.

5) Student Leadership, Inclusion, and Feedback Mechanisms. Why it matters for competence: Develops leadership, initiative, communication, and social responsibility—critical 21st-century competencies. Key strategies: (1) Leadership roles in clubs and student government. (2) Student input mechanisms (surveys, forums).

Achieving competence; provide diverse opportunities for students to build intellectual, physical, and interpersonal skills through academic challenges, extracurricular activities, and peer collaboration

**2. Guidelines for managing emotions.** Reform areas supporting managing emotions as below;

1) Comprehensive mental health services. Provides multi-tiered support (counseling, crisis intervention, online tools). Key strategies: Focus on early screening and emotional awareness builds emotional self-regulation skills.

2) Systematic Mental Health Education and Support. Key strategies; Mental health integrated into curriculum promotes emotional literacy. Routine surveys and early detection normalize emotional care and reduce stigma.

3) Cross-Departmental Coordination. Coordinated responses during high-stress periods (e.g., exams) reduce emotional overload. Joint interventions between academic and counseling units address emotion-academic links.

4) Student Leadership, Inclusion, and Feedback Mechanisms. Leadership roles and team projects build emotional intelligence.

Managing emotions; integrate emotional intelligence training into orientation and advising programs to help students recognize, express, and regulate their feelings constructively

**3. Guidelines for Moving Through Autonomy toward Interdependence**

The highlighting how student affairs strategies at Fujian Huaqiao University promote personal responsibility alongside collaborative engagement, the guidelines as below.

1) Student Leadership and Inclusion Initiatives. Expanding student leadership roles in clubs and activities empowers autonomy while promoting interdependence through teamwork and shared responsibility.

2) Cross-departmental Coordination and Protocol Clarity. Encouraging joint crisis management and clearer role definitions enables students to navigate institutional structures independently yet rely on well-coordinated support.

3) Digital Club and Activity Management. Tech-based platforms allow students to make independent choices in joining events while fostering group engagement and collaboration across diverse interests.

4) Career Services Integrated with Support Systems. Linking career development with academic and mental health services supports autonomous goal-setting and collaborative preparation for future employment.

Moving through autonomy toward interdependence; Encourage decision-making and personal responsibility in academic and life choices while promoting teamwork, community service, and mentorship to foster mutual reliance.

#### **4. Guidelines for Developing mature interpersonal relationships**

The key findings and suggestions to the theme "Developing Mature Interpersonal Relationships" at Fujian Huaqiao University. The following 4 summarized points highlight areas promoting inclusion, empathy, communication, and collaboration:

1) Cross-departmental Coordination for Student Support such as regular meetings and collaborative intent demonstrate a culture of shared responsibility, encouraging departments to model and support interdependence, empathy, and respect in student services.

2) Programs Supporting International Student Integration  
Personalized mentoring, cross-cultural activities, and improved communication workflows help foster empathy, inclusion, and intercultural understanding among diverse student populations.

3) Student Leadership and Feedback Mechanisms such as expanding student leadership roles and establishing feedback systems cultivates respect for diverse perspectives, peer communication, and collaborative decision-making.

4) Digital Tools for Student Engagement and Clubs such as Smart management platforms for activities promote inclusive participation, social bonding, and sustained peer relationships through easier access to events and communities.

Developing Mature Interpersonal Relationships; Create inclusive environments and programs that foster respect for diversity, effective communication, empathy, and long-term collaboration among peers.

#### **5. Guidelines for Establishing Identity**

Establishing Identity" based on the student affairs management practices at Fujian Huaqiao University. This theme focuses on helping students understand and

define their personal values, beliefs, and goals. The following 5 guidelines reflect how institutional strategies support identity formation, the guidelines included;

1) Student Leadership Opportunities. Expanding leadership roles allows students to explore their strengths, define their values, and develop a sense of purpose and responsibility.

2) Career Development and Industry Linkages. Integration of career planning with academic and personal development helps students align their educational paths with long-term personal and professional goals.

3) Systematic Mental Health Education. Mental health programs encourage self-reflection and emotional awareness, which are foundational to forming a stable and healthy identity. Customized Support for International Students.

4) Personalized cultural adaptation and mentoring programs assist international students in navigating identity development in a cross-cultural context.

5) Activity and Club Management Digitization. Smart systems for joining and managing extracurricular activities empower students to make meaningful choices, reinforcing their interests and self-concept.

Establishing Identity; Support self-exploration through reflective writing, identity workshops, and safe spaces that allow students to express cultural, gender, and personal identities authentically

## **6. Guidelines for Developing Purpose**

The theme "Developing Purpose", which emphasizes helping students clarify goals, make meaningful commitments, and pursue intentional life directions. The following 4 summarized items reflect how student affairs strategies at Fujian Huaqiao University support this development, 4 guidelines included;

1) Career Development and Industry Linkages. Integrating career planning with academic and mental health services helps students explore life goals, understand future opportunities, and commit to purposeful career paths.

2) Student Leadership and Project Opportunities. Providing roles in student-led initiatives encourages goal setting, responsibility, and engagement in meaningful activities that reflect personal values and aspirations.

3) Systematic Mental Health and Preventive Education. Promoting self-awareness and emotional well-being helps students reflect on their values and life direction, supporting more purposeful decision-making.

4) Smart Management of Clubs and Activities. Technology-supported access to co-curricular opportunities empowers students to engage with causes and interests aligned with their emerging sense of purpose.

Developing Purpose; Guide students to discover their passions and set long-term goals through career counseling, mentorship, internships, and involvement in meaningful projects

## **7. Guidelines for Developing Integrity**

The theme "Developing Integrity", focusing on fostering ethical awareness, responsibility, and alignment between values and actions. The following 4 summarized items from Fujian Huaqiao University's student affairs strategies reflect efforts in this guidelines:

1) Student Leadership and Responsibility Initiatives. Encouraging students to lead clubs and projects helps them practice ethical decision-making, accountability, and social responsibility in real-world settings.

2) Clearer Division of Departmental Responsibilities. Promoting transparency and role clarity among department's models organizational integrity and builds student trust in fair, consistent support systems.

3) Systematic Mental Health and Preventive Education. Embedding mental health into the curriculum promotes personal responsibility, self-awareness, and ethical self-care—key dimensions of integrity.

4) Career and Academic Support Integration. Linking career guidance with personal development fosters a sense of purpose rooted in values, guiding students to pursue honest and meaningful life paths.

Developing Integrity; Promote ethical reasoning and value clarification through ethics-based curricula, service-learning, and open dialogue about moral dilemmas.

From the research findings under Objective 1, which relates to the seven variables of student affairs management, the framework is based on the Student Development Theory by Chickering and Reisser (1993), comprising the following seven dimensions: (1) Achieving Competence, (2) Managing Emotions, (3) Moving Through Autonomy toward Interdependence, (4) Developing Mature Interpersonal Relationships, (5) Establishing Identity, (6) Developing Purpose, and (7) Developing Integrity

The researcher interviewed a total of five administrators at Huaqiao University, regarding effective student affairs management. The researcher then analyzed the content to propose development guidelines for student affairs based on these seven dimensions. From section 4.2, the proposed guidelines for student affairs management are as follows:

1) Achieving Competence; provide diverse opportunities for students to build intellectual, physical, and interpersonal skills through academic challenges, extracurricular activities, and peer collaboration

2) Managing Emotions; Integrate emotional intelligence training into orientation and advising programs to help students recognize, express, and regulate their feelings constructively

3) Moving Through Autonomy Toward Interdependence; Encourage decision-making and personal responsibility in academic and life choices while promoting teamwork, community service, and mentorship to foster mutual reliance

4) Developing Mature Interpersonal Relationships; Create inclusive environments and programs that foster respect for diversity, effective communication, empathy, and long-term collaboration among peers

5) Establishing Identity; Support self-exploration through reflective writing, identity workshops, and safe spaces that allow students to express cultural, gender, and personal identities authentically

6) Developing Purpose; Guide students to discover their passions and set long-term goals through career counseling, mentorship, internships, and involvement in meaningful projects

7) Developing Integrity; Promote ethical reasoning and value clarification through ethics-based curricula, service-learning, and open dialogue about moral dilemmas.

## **6. Discussion**

### **6.1 Student affairs management of Huaqiao University in Fujian Province**

The analysis of student affairs management at Huaqiao University, based on Chickering and Reisser's (1993) Seven Vectors of Identity Development, reveals a high-performing system that supports holistic student growth. With an overall mean score of at a high level, indicating that student affairs initiatives are effectively fostering students' academic, emotional, social, and personal development. Discussion in top three highest-rated dimensions. The three highest-rated dimensions were Developing Mature Interpersonal Relationships, Achieving Competence, and Managing Emotions. Developing Mature Interpersonal Relationships achieved the highest mean, emphasizing the university's strength in promoting respectful communication, collaboration, and understanding of diversity. This aligns with Chickering and Reisser (1993), who emphasized this vector as essential for developing social maturity and empathy in college students. *Achieving Competence* reflects students' confidence in their intellectual, interpersonal, and physical abilities, reinforcing the foundation of identity development (Chickering & Reisser, 1993). Such competence is essential not only for academic success but also for leadership and employability (Komives & Woodard, 2003). *Managing Emotions*, the third highest, highlights the importance of emotional regulation and self-awareness. These findings resonate with Goleman's (1995) emotional intelligence framework, which identifies emotional self-regulation and empathy as critical life skills that enhance interpersonal relationships and decision-making. *Lowest-Rated Dimension*: Developing Integrity. Although all dimensions were rated highly, Developing Integrity received the lowest mean score. This vector involves aligning values with behavior and developing a strong sense of ethical responsibility (Chickering & Reisser, 1993). The relatively lower score suggests a potential need for student affairs programming that more intentionally fosters value clarification, ethical reasoning, and civic responsibility. According to Evans, Forney, and Guido-DiBrito (1998), integrity development is critical for leadership and citizenship and can be strengthened through reflective practice and community engagement. *Integrating Broader Perspectives*. The findings also align with broader student development theories. Astin's (1999) Theory of Student Involvement suggests that the quantity and quality of student engagement directly influence learning and personal growth. The high ratings in competence, emotions, and relationships imply that students are actively involved in university life and benefit from engaging student affairs programming.

In the Chinese context, Zhang (2016) notes that student affairs in Chinese universities are increasingly adapting international models while maintaining cultural values. Huaqiao University's high performance across these dimensions may reflect its

successful integration of global student development frameworks within a culturally relevant setting. Huaqiao University demonstrates a strong commitment to fostering student development through its student affairs management system. High performance in interpersonal development, emotional management, and academic competence reflects the effectiveness of its current approach. However, strategic improvements in the Developing Integrity dimension could further strengthen students' ethical awareness and responsible citizenship, contributing to the university's mission of holistic education.

6.2 Guidelines of student affairs management of Huaqiao University in Fujian Province from semi structure interview from 5 key informants were administrators who work in academic year 2024 at Huaqiao University

The research conducted at Huaqiao University offers a comprehensive application of Chickering and Reisser's (1993) seven developmental vectors within the context of contemporary Chinese higher education. These findings are consistent with international scholarship on student development but also reflect unique features of the Chinese educational reform landscape. *Achieving Competence*; The emphasis on intellectual, physical, and interpersonal competence mirrors Astin's (1999) student involvement theory, which emphasizes active participation in learning environments. Zhang, Y. (2020) also notes that recent educational reforms in China have pushed institutions to integrate holistic student development into curricular and co-curricular design. The emphasis on peer collaboration at Huaqiao aligns well with China's growing commitment to student-centered learning. *Managing Emotions*; Incorporating emotional intelligence training is a progressive move in Chinese student affairs. Goleman (1995) posits that emotional self-regulation is foundational for personal and professional success, a view that supports the implementation of such programs. In China, emotional wellness is increasingly recognized as essential for student success, yet implementation remains inconsistent. Huaqiao's efforts represent a shift towards aligning with global best practices as also encouraged by Evans et al. (1998). *Moving Through Autonomy toward Interdependence*; The dual focus on decision-making and mutual reliance reflects a hybrid model between traditional Confucian values and Western developmental theories. Zhang, W. (2016) emphasizes that student autonomy in China is still emerging, shaped by hierarchical educational culture. Thus, the promotion of mentorship and community engagement at Huaqiao illustrates a culturally sensitive approach to fostering interdependence. *Developing Mature Interpersonal Relationships*; Programs fostering empathy and diversity align with Komives and Woodard (2003), who argue that social responsibility and communication are key to personal development in higher education. In China, growing internationalization, as noted by Zhang, Z. (2018), requires institutions to support students' intercultural communication skills. Huaqiao's initiatives show responsiveness to these changing demographics and needs. *Establishing Identity*; creating safe spaces for personal identity exploration is an advanced practice in the Chinese context, where discussions around gender and cultural identity are relatively nascent. This initiative reflects an alignment with Evans et al. (1998) and Chickering's emphasis on the importance of

authentic self-expression in student growth. *Developing Purpose*; Career counseling and mentoring programs directly support what Zhang, Z. (2018) identifies as a gap in employability preparation in many Chinese universities. By integrating internships and goal-setting, Huaqiao aligns with both Chickering's developmental model and national priorities for enhancing graduate outcomes. *Developing Integrity*; Ethics-based curricula and open dialogue align with the moral reasoning emphasized in Chickering and Reisser (1993) and Komives & Woodard (2003). In the Chinese higher education context, where values education is often embedded in political education, this approach offers a more student-centered, reflective alternative, reinforcing the internalization of values over rote ideological instruction.

## **7 Recommendations**

### **7.1 Recommendations for Practical Application**

#### **1) Policy Level**

(1) Develop an integrated student development policy framework. Formulate a university-wide policy that explicitly adopts the seven developmental dimensions (e.g., competence, emotional intelligence, purpose) as guiding principles for student support services. This framework should ensure alignment across academic, counseling, and extracurricular units.

(2) Mandate a unified student information system. Introduce a policy requiring all departments to use a centralized digital platform to manage academic, mental health, and activity data. This promotes continuity of care and avoids duplication or fragmentation across units.

#### **2) Management Level**

(3) Design competency-based student programs. Create structured co-curricular programs that target skill-building in academics, communication, and leadership. These should include reflective components and feedback systems to track individual development along Chickering's vectors.

(3) Integrate emotional intelligence into orientation and advising. Include emotional regulation, stress management, and conflict resolution workshops as part of first-year orientation and advising sessions. Staff should be trained to identify and respond to emotional challenges early.

(4) Establish cross-departmental student support Teams. Form cross-functional teams (academic advisors, counselors, career officers) to collaboratively support students, especially during crises or major transitions (e.g., career planning, personal crises, identity challenges).

(5) Expand career and identity exploration services. Enhance career services by integrating purpose discovery tools, mentoring programs, and internships linked with personal identity exploration. Include identity-based programs for both domestic and international students to foster self-understanding and professional readiness.

### **7.2 Recommendations for Future Research**

1) Comparative Studies across institutions or regions. Future research should compare the implementation of student development models across multiple Chinese universities or between Chinese and international institutions.

2) Longitudinal Impact of development-Based Student Affairs Programs. Conduct longitudinal studies to assess how programs aligned with Chickering and Reisser's developmental theory influence student outcomes over time including academic performance, emotional well-being, identity formation, and career readiness.

## References

- 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.
- Blimling, G. S. (2013). Challenges of assessment in student affairs. *New Directions for Student Services*, 142, 5-14.
- Boland, 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.
- Educational Management Science [M]. Beijing: Beijing Normal University Publishing Group, 2008.2
- Marx, Marx and Engels. *The Complete Works of Marx and Engels*. Volume 23. Beijing: People's Press, 1971.367
- Marx, Marx and Engels. *The Complete Works of Marx and Engels*. Volume 24. Beijing: People's Publishing House. 1971.44
- Marx, Marx and Engels. *The Complete Works of Marx and Engels*. Volume 23. Beijing: People's Publishing House, 1971.368
- Educational Management Science [M]. Beijing: Beijing Normal University Publishing Group, 2008.
- State Education Commission. *The New Milestones*. Beijing: Education Science Press, 1996.82
- LuoTingguang. *education administration*. Beijing: The Commercial Press, 1946.17- - 18
- Educational Management Science [M]. Beijing: Beijing Normal University Publishing Group, 2008.52
- Qin Mengqun. *The Theory and Application of Educational Administration*. Taiwan: unan Book Publishing Company, 1989
- LuoTingguang. *education administration*. Beijing: The Commercial Press, 1946
- USA] *The Rolls*. *The Theory of Justice*. Beijing: China Social Sciences Press, 1997.187
- Zhang Miao. *Theoretical Thoughts on the Quality Education of College Students* [N]. *Suihua College Newspaper*, 2010-06. Page: 47 pages.

- Chen Siqu. Some Thoughts on Strengthening the Ideological and Political Quality Education of college Students [N]. Proceedings of Hulunbuir College, 2004-10.20, pp.
- Zhao Shousheng. Some theoretical thoughts on Quality Education [J]. Chinese Higher Education. In March, 2000.
- Liu Xilang. From "quality" to "core literacy". Educational Scientific Research, 2014 p. 3
- The Complete Works of Marx and Engels (Vol. 19). Beijing: People's Publishing House, 1979.130.
- Selected Works of Marx and Engels (Vol. 3). Beijing: People's Publishing House, 1995.443.
- The Complete Works of Marx and Engels (Vol. 1). Beijing: People's Publishing House, 1972.83.
- The Complete Works of Marx and Engels (Vol. 3). Beijing: People's Publishing House, 1979.507.
- Zhang Min. Human development is the foundation and core of social development. Journal of Anhui Radio and Television University, 2004, (2).
- GuoXiaojun. Discussion on the theory. Journal of Renmin University of China, 1997, (2).
- Wang Lunuang. The Historical Form and Value Pursuit of Human Development [J]. Social Science Journal, 2004, (4).
- Complete Works of Marx and Engels (Vol. 46) (above). Beijing: People's Publishing House, 1979.104.
- difficult Principles of Marxist philosophy. Beijing: China Renmin University Press, 2002.416.
- Kou Dongliang. The Human Development and the Humanistic Spirit. exploration, 1999, (4).
- Jiang Zemin. Speech at the conference celebrating the 80th anniversary of the founding of the Communist Party of China.
- College of Design and Art of Zhejiang University of Technology, 2017
- (Use text references for all concepts, principles, and theories, such as last name (year, page)
- Attarzadeh, H., Sohrabi, M. (2007). Tosifnegareshvagerayeshmardomshahr Mashhad be faliathayharkativavarzeshi /Attitudes and tendency to exercise and sport activities in people of Mashhad/. Olympic, 15(1), 38- 47.
- Azizi, B., Farahani, M.J., Khabiri, M. (2011). Baresinegareshdaneshjoyansakenkhabgahhaydaneshgah Tehran be varzeshhamegani /Survey of the attitudes of students living in university of Tehran dormitories towards sport for all/. Sport Management, 2(8), 75-91.
- Biddle, S.J.H. (1995). Exercise motivation across the life span. In S.J.H. Biddle (Ed.), European perspectives on exercise and sport psychology (pp. 3-25). Champaign, IL: Human Kinetics.

- Bryan, C.L., Solmon, M.A. (2012). Students' motivation in physical education and engagement in physical activity. *Journal of Sport Behavior*, 35(3), 267-285.
- Egli, T., Bland, H.W., Melton, B.F., Czech, D.R. (2011). Influence of age, sex, and race on college students' exercise motivation of physical activity. *Journal of American College Health*, 59(5), 399-406.
- Fathi, S. (2010). Tabeenjameshenakhtimosharekatvarzeshidaneshjooyan /A sociological explanation of athletic participation of university students/. *Social Sciences Bulletin*, 3(4), 145-173.
- Frederick, C.M., Morrison, C., Manning, T. (1996). Motivation to participate, exercise affect, and outcomes behaviors towards physical activity. *Perceptual and Motor Skills*, 82, 691-701.
- Furjan-Mandic, G., Kondric, M., Tusak, M., Rausavljevic, N., Kondric, L. (2010). Sports students' motivation for participating in table tennis at the faculty of kinesiology in Zagreb. *International Journal of Table Tennis Sciences*, 6, 44-47.
- Haerens, L., Kirk, D., Cardon, G., De Bourdeaudhuij, I., Vansteenkiste, M. (2010). Motivational profiles for secondary school physical education and its relationship to the adoption of a physically active lifestyle among university students. *European Physical Education Review*, 16, 117-139.
- Hannon, J., Ratliffe, T. (2005). Physical activity levels in coeducational and single-gender high school physical education settings. *Journal of Teaching in Physical Education*, 24, 149-164.
- Kamarudin, K., Fauzee, M. (2007). Attitudes toward physical activities among college students. *Journal of Psychological Research*, 22, 43-54.
- Kilpatrick, M., Hebert, E. & Bartholomew, J. (2005). College students' motivation for physical activity: Differentiating men's and women's motives for sport participation and exercise. *Journal of American College Health*, 54, 87-94.
- Mozafari, A., Ahani, K., Shajie, A., Hadavi, F. (2010). Tosifnegareshvagerayeshmardom be faliathaiharkativavarzeshidarjomhorieslami Iran /Attitude and tendency of people toward physical activity and sport in Islamic Republic of Iran/. *Olympic*, 18(1), 69-81
- NASPE (National Association for Sport and Physical Education). (2004). *Moving into the future: National standards for physical education*. New York: MacGraw Hill.
- Ramezanejad, R., Rahmaninia, F., Taghavi, S.A. (2010). Baresivaziatejtemaieghtesadivaangizeshsherkatkonandegandarvarzeshhaihamegani /Study of socioeconomic status and motives of participants in sport for all/. *Sport Management*, 1(2), 5-19.
- Seo, D.C., Nehl, E., Agle, J., Ma, S.M. (2007). Relations between physical activity and behavioral and perceptual correlates among

- Midwestern college students. *Journal of American College Health*, 56, 187-197.
- Tergerson, J.L., King, K.A. (2002). Do perceived cues, benefits, and barriers to physical activity differ between male and female adolescents. *Journal of School Health*, 72(9), 374-380.
- Department of Health and Human Services) (1996). *Physical activity and health: A report of the surgeon general*. Atlanta: International Medical Publishing. USDHHS
- Department of Health and Human Services) (2000). *Healthy people 2010: Understanding and improving health*. Washington: U.S. Government Printing Office.
- Vartanian, L.R., Shaprow, J.G. (2008). Effects of weight on exercise motivation and behaviors: A preliminary investigation among college-aged females. *Journal of Health Psychology*, 13, 131-138.
- Browne, R., & Ritchie, K. (2015). The role of student affairs in higher education: An international perspective. *Journal of Higher Education Policy and Management*, 37(2), 143-157.
- Brown, A., & O'Rourke, S. (2018). Experiential learning in student affairs: A global perspective. *Student Affairs Review*, 54(3), 25-40.
- Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.). Jossey-Bass.
- Lee, J., Lee, H., & Zhang, L. (2017). The impact of student affairs programs on college success and employment outcomes. *Journal of Student Affairs Research and Practice*, 54(4), 385-398.
- Wang, H. (2019). Enhancing student development through effective student affairs management in Chinese universities. *Chinese Education and Society*, 52(1), 5-18.
- Wang, S. (2021). The "Double First-Class" initiative and its impact on student affairs in Chinese universities. *Chinese Education*, 44(3), 25-38.
- Wilkins, A., & Stott, N. (2016). Diversity in student affairs: A global perspective. *International Journal of Educational Management*, 30(5), 954-968.
- Zhang, Y. (2020). Educational reforms and their impact on student affairs management in China. *Chinese Higher Education Research*, 42(2), 77-89.
- Zhang, Z. (2018). Career services and employability in Chinese universities. *Journal of Career Development*, 44(4), 324-336.

- Chickering, A. W., & Reisser, L. (1993). *Education and Identity* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Astin, A. W. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 40(5), 518-529.
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. New York, NY: Bantam Books.
- Evans, N. J., Forney, D. S., & Guido-DiBrito, F. M. (1998). *Student Development in College: Theory, Research, and Practice*. San Francisco, CA: Jossey-Bass.
- Komives, S. R., & Woodard, D. B. Jr. (2003). *Student Services: A Handbook for the Profession* (4th ed.). San Francisco, CA: Jossey-Bass.
- Zhang, W. (2016). The Development of Student Affairs in Chinese Higher Education. *Chinese Education & Society*, 49(1-2), 1-3.  
<https://doi.org/10.1080/10611932.2016.1186929>