

MODEL OF STUDENT AFFAIRS ADMINISTRATION
FOR CHINESE VOCATIONAL COLLEGES IN GUANGDONG PROVINCE

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Abstract

This quantitative research seeks to thoroughly investigate the components of model of student affairs administration in higher vocational colleges in Guangdong Province and to propose a customized model suitable for this specific context. Through a comprehensive review of relevant literature and a carefully designed questionnaire survey, this study aims to comprehensively discuss the various components of model of student affairs administration in Guangdong's higher vocational colleges. A survey of 574 student affairs administrators and teachers in higher vocational colleges in Guangdong Province was conducted to understand the components of the model with 108 items. Sample size determined by Taro Yamane Formula (1967). The analysis method is based on exploratory factor Analysis (EFA), and SPSS software is used to extract the component of model of student affairs administration. The analysis revealed that the model of student affairs administration of higher vocational colleges in Guangdong Province can be divided into 7 components, namely Inner System, Job Standards and Principles, School-level Foundation, Personal Ability and Development, Service Content, Job Objective, and Team composition. The survey's strong construct validity, demonstrated by consistently high Cronbach's alpha values for all variables, confirms that the findings are reliable. This study seeks to analyze the structure of model of student affairs administration model and aims to establish a framework for enhancing the quality of student affairs administration in higher vocational colleges in Guangdong Province, with the ultimate goal of making a meaningful contribution to the field.

Keywords: Student affairs administration; Model of Student Affairs Administration; Higher Vocational Colleges

Introduction

Student affairs administration in Chinese colleges and universities plays a pivotal role in educational administration (Li, J. D., 2018). Efficient administration of student affairs holds the potential to enhance the overall quality and competencies of college students across various domains (Liu, M.Y., 2019). Previous research on student affairs administration has predominantly delved into the substance of student affairs (Chen Chunlian, 2016; Chang Yu, 2022; Wu Hui, 2012; Sun Xiaolong et.al, 2019). There exists a substantial research gap regarding the model of student affairs administration for Chinese vocational colleges in Guangdong province.

The research object of this paper is the administrative staff and teachers of higher vocational colleges in Guangdong Province, who are often exposed to the student affairs administration in colleges and universities. However, Guangdong attaches great importance to vocational Education, and its reform and development of vocational education have made great progress in the past decade (Department of Education of Guangdong Province, 2022). Therefore, the staff engaged in the student affairs administration in higher vocational colleges in Guangdong Province will have their own unique understanding of the model of student affairs administration.

The purpose of this paper is to explore the component of model of student affairs administration in Guangdong Province, and put forward a suitable student affairs administration model for higher vocational colleges in Guangdong Province, in order to help students grow up better. In this paper, 108 variables related to the model of student affairs administration are summarized by consulting relevant literature to form a questionnaire. The questionnaire is divided into two parts: the first part is about the personal situation of the respondents; the second part is about the five-level scale of variables related to the model of student affairs administration. The collected data are investigated for exploratory factor analysis. According to the analysis criteria, 80 variables can be used in this study. Finally, the component related to the model of student affairs administration of higher vocational colleges in Guangdong Province is obtained.

Research objectives

1. To analyze the level of the personal status of the respondents.
2. To analyze the component of model of student affairs administration for

Chinese vocational colleges in Guangdong province.

3. To propose the model of student affairs administration for Chinese vocational colleges in Guangdong province.

Literature Review

Based on a series of studies, this paper reviews the literature on the model of student affairs administration in colleges and universities in Guangdong Province, China, which to understand how much item is related to this model.

1. Concepts and theories related to student affairs administration
2. Concepts and theories related to model of student affairs administration
3. Related research
4. The Context of Vocational Colleges in Guangdong

Methodology

This quantitative study surveyed administrators and teachers in higher vocational colleges in Guangdong Province. A questionnaire was used as the research tool, and the data was analyzed using SPSS. The researcher collected 604 valid questionnaires from a total of 574 distributed, achieving an effective recovery rate of 95.03%. The reliability α was 0.922, which exceeds the acceptable standard of 0.7. The number of respondents meets the standard Using the Taro Yamane (1967) formula.

The questionnaire involves two key parts: 1) Descriptive analysis to study the personal status of the respondents. 2) Exploratory factor analysis to examine the model of student affairs administration of higher vocational colleges in Guangdong Province, using principal component analysis and varimax rotation.

Results

In this research, we used exploratory factor analysis based on three main criteria: 1) KMO value (KMO value is close to 1): This indicates the relationship between variables and suitability for factor analysis. 2) Bartlett's Test of Sphericity ($\text{Sig} \leq 0.05$): We checked the statistical significance to accept or reject the hypothesis. 3) Criteria for selecting elements: We applied factor loading value, eigenvalues, and the number of variables in each component (Hair, J. F. et al., 2013, Kaiser's criterion, 1958; O'Rourke, N. a and Hatcher, L., 2013). 28 out of 108 items did not meet the qualifications and were excluded from the analysis, resulting in the analysis being

conducted with the remaining 80 variables.

Table 1 KMO and Bartlett's Test of Sphericity test value

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.936
Approx. Chi-Square	33157.765
Bartlett's Test of Sphericity	df 3160
	Sig. .000

Table 1 shows that KMO was 0.936 that greater than 0.5 and close to 1, and the Chi - Square value is equal to 33157.765, the significance value is equal to 0.000 that is less than 0.05, which indicating that the 80 variable items data can be used in factor analysis. Table 2 shows the personal status of the respondent.

Results of Personal status of the respondent

Table 2 Personal status of the respondent

Personal status of the respondent	Quantity (n = 574)	percentage (%)
1. Gender		
Man	286	49.83
Female	288	50.17
2. Age		
Under 25 years old	111	19.34
26 – 29 years old	256	44.60
30 – 39 years old	111	19.34
40 – 49 years old	69	12.02
50 years or older	27	4.70
3. Highest educational qualification		
College and below degree	86	14.98
Bachelor's degree	294	51.22
Master's degree	167	29.10
Doctoral degree	27	4.70
4. Work experience		
lower 2 years	2	43.55
	50	
2 – 5 years	166	28.92
6 – 10 years	94	16.38
11 – 15 years	34	5.92
More than 15 years	30	5.23

From Table 2, the results of general data analysis of 574 respondents found that, 286 male respondents (49.83%), and 288 female respondents (50.17%), male to

female sex ratio is 0.993; The age of most of the respondents was in 26 – 29 years old (256 people, accounting for 44.60%); The highest educational level of most respondents was a bachelor's degree (294 people, accounting for 51.22%); The experience of performing duties in the current position of most respondents has been lower 2 years (250 people accounted for 43.55%).

Results of the component of model of student affairs administration for Chinese vocational colleges in Guangdong province and propose the model

Table 3 showing the number of models of student affairs administration components for Chinese Vocational Colleges in Guangdong Province. The research found that there are 7 components. When rotating the axis, a total of 62.314 percent of the variance was explained. Depending on the content of the variables included, name each component as: 1) Inner System. 2) Job Standards and Principles. 3) School-level Foundation. 4) Personal Ability and Development. 5) Service Content. 6) Job Objective. 7) Team composition.

To propose the model of student affairs administration for Chinese Vocational Colleges in Guangdong Province. It was found that there were 80 variables that met the criteria, organized into 7 components.

Table 3 Summary for Component related to model of student affairs administration for Chinese Vocational Colleges in Guangdong

	Rotation Sums of Squared Loadings			Component						
	Total	% of Variance	Cumulative %	1	2	3	4	5	6	7
Component 1 Inner System (17 items)	11.115	13.894	13.894							
Q72. Establish a quality assurance system - track and evaluate performance and satisfaction.				.834						
Q65. Effective monitoring and management.				.833						
Q60. Development of a job evaluation system.				.811						
Q9. Establish monitoring and evaluation systems.				.810						
Q10. Develop a performance evaluation system--reasonable performance evaluation standards.				.810						
Q70. Establishment of an information-sharing mechanism				.806						
Q21. Conduct regular assessment and evaluation of student affairs.				.804						
Q57. Robust training system.				.801						
Q69. Smooth information feedback				.800						
Q58. Preventing professional panic.				.799						
Q35. Establishment of a feedback mechanism.				.796						
Q23. Rule of law in student affairs administration.				.791						
Q61. Effective performance management.				.789						
Q30. Clear cut job responsibility--define the career scope of student affairs.				.776						
Q51. Establish a code of professional ethical conduct.				.774						
Q67. Establishment of responsibility and accountability mechanisms.				.760						
Q64. Developing work synergies and linkages.				.756						

Component 2 Job Standards and Principles (14 items)	9.200	11.500	25.394	
Q71. Programs for special groups of students (e.g., disabled).				.827
Q19. Non-reactive management mode.				.825
Q52. Committee on job standards for student affairs administrators.				.820
Q11. Work philosophy --centered on student learning.				.816
Q26. Equal and interactive educational mode.				.811
Q37. Easy communication between teachers and students.				.810
Q50. Establish various standards for student affairs administration.				.804
Q41. Take student development theory as the standard of work philosophy				.803
Q100. High sense of cooperation between Teachers and student affairs administrators.				.794
Q42. People-oriented philosophy.				.792
Q27. Guide-based, personalized guidance service mode.				.780
Q40. Developed for sustainable improvement mode.				.770
Q7. An informed theory to guide student affairs administration.				.763
Q43. Student affairs administrators take a diverse approach to mentoring.				.733
Component 3 School-level foundation (13 items)	8.608	10.760	36.154	
Q54. Professional identity within colleges and universities.				.839
Q63. Flat organizational structure for student affairs administration.				.825
Q105. Provide a developable working environment for student affairs administrators				.824
Q15. Infrastructure support.				.820
Q18. Work synergies between departments.				.819
Q62. Emphasize investment in research.				.815

Q34. Organizational leadership focuses on student affairs administration.	.812
Q22. Governance authority at all levels of management.	.811
Q49. Information technology and web-based technology to assist in student affairs administration.	.797
Q68. Adequate budget to ensure student services and other aspects.	.795
Q55. Social acceptance of student affairs administrators.	.775
Q14. Hardware support.	.771
Q74. Promote and care for the well-being of student affairs administrators.	.757
Component 4 Personal Ability and Development (14 items)	
Q75. Develop high emotional intelligence of student affairs administrators.	.788
Q78. Skilled in leading and managing department personnel by the head of student affairs.	.776
Q12. Support and encourage personal career development of student affairs administrators.	.775
Q59. Share knowledge through organizing meetings, seminars and exchanges.	.774
Q20. Conduct regular training on student affairs administration.	.763
Q44. Strengthen the cultivation of professional attitude of student affairs administrators.	.753
Q31. Cultivate and improve the professional quality of student affairs administrators.	.752
Q8. Enhance the professional knowledge and skills of student affairs administrators.	.751

Q104. The student affairs administrator has the ability to make decisions that are not influenced by external forces or unbalanced power relations.				.735
Q106. Practitioners' perception of roles (duties, responsibilities and obligations)				.730
Q56. Student affairs administrators have the right political awareness.				.725
Q17. Student affairs administrators have high competencies.				.720
Q77. Formal mentoring programs from the head of student affairs.				.716
Q6. Student affairs administrators have a sense of crisis management.				.689
Component 5 Service Content (10 items)	5.553	6.942	53.319	
Q25. Integrating student affairs content -- one-stop service.				.745
Q1. Provide safety education and promote a healthy university life.				.744
Q82. Provide work-study opportunities.				.743
Q84. Establish network dormitory coordination center.				.738
Q28. Provide a diversified service platform.				.732
Q83. Provide living accommodation services.				.727
Q81. Provide scholarship service.				.715
Q73. Collaborative integration with academic affairs--Create a seamless learning environment to support student learning.				.712
Q13. Promote student participation in student affairs administration.				.710
Q94. Promote organizational, artistic and traditional activities -- strengthen the influence of fine culture.				.706
Component 6 Job Objective (6 items)	3.992	4.990	58.308	
Q91. Raise students' awareness of building a connection with the school.				.828

Q93. Strengthen students' learning of good social values.				.811
Q92. Cultivate students' positive and healthy attitude.				.796
Q103. Guide and help students succeed.				.796
Q47. The goal of the work is to promote the overall development of the student - effective work objectives.				.792
Q3. Enhance students' understanding of holistic development and promote self-development.				.772
Component 7 Team Composition (6 items)	3.2 04	4.005	62.314	
Q4. The age structure of student affairs administrators should be well-balanced and rationalized.				.739
Q39. The ratio of student affairs administrators to students is fully allocated as required.				.722
Q32. Professional identity of practitioners.				.722
Q5. Student affairs administrators have a balanced gender mix.				.700
Q99. Supervisory function of the head of student affairs.				.671
Q16. Adequate human resources.				.666

* Components that are the number of variables is 3 or more and has a factor loading of 0. 50 or more; Eigenvalues that are greater than 1.

Discussion

The level with the respondents in Guangdong Province, over 63.94% of higher vocational college staff are under 30 years old (Under 25 years old, 19.34%; 26 – 29 years old, 44.60%), with more than 72.47% having less than 5 years of work experience (lower 2 years, 43.55%, 2-5 years, 28.92%). This indicates that most interviewees may be new employees, and the practitioners are closer to college students in age, which helps to understand the needs of contemporary college students and put forward a more in line with the current student affairs administration model.

According to the results of exploratory factor analysis, seven models of student affairs administration in Guangdong Province were finally formed, including 80 variables. The seven common factors could explain 62.314% of the variance in total, reaching the standard of 50% (Streiner, D. L., 1994), indicating that the explanatory power of the seven common factors was sufficient. Among them, the "Inner System" component 1 includes 17 items, explaining 13.894% of the variation and relating to the institutional norms of the student affairs administration model. According to Lin Yudan et al. (2018), higher vocational colleges should enhance their rules and regulations when implementing educational management content (Wei, F., 2020). This emphasizes the importance of establishing internal systems in the student affairs administration model. In "Component 2: Job Standards and Principles," 14 items explain 11.500% of the variance, primarily detailing the required standards for student affairs administration. The challenges in this field often arise from a lack of fundamental management principles. According to Li Ting and Zhao Chunxiao (2019), standardization is crucial for optimizing management and services. Research on standardizing university student affairs administration is vital for enhancing public services, management, and developing high-level talent. Adhering to these standards and principles will help standardize procedures and enhance work quality. Component 3, "school-level foundation," covers 13 items, explaining 10.760% of the variance. These items primarily address the basis for student affairs administration at the school level. According to Du Yu and Chu Zuwang (2020), universities should prioritize overall planning to ensure the resources needed for student development and affairs administration. Student affairs administration development requires resources, environment, and information technology (Sun Xinyan, 2021), emphasizing the importance of school-level foundations. Component 4, "Personal Ability and Development," covers 14 items explaining 10.223% of the variation, mainly focusing on the personal ability and development of student affairs administrators. Li Jindong (2018) believes there's often a lack of continuity and scientific strength in self-cognition and understanding, and it's crucial for administrators to prioritize building

capacity to meet students' developmental needs (Zhu Lin, 2020). Varying professional levels and abilities exist among individuals, and effective management hinges on personnel development and enhancing overall team quality (Zhang Luyang, 2022). Therefore, the ability and development of student affairs administrators are crucial. In Component 5, "Service Content," 10 items explain 6.942% of the variance, focusing on student affairs services. Zhu Di (2022) emphasizes the importance of accurate one-stop services for student affairs, while Li Yujun (2022) highlights the need to enhance service content to address diverse student needs. This underscores the significance of diversified student affairs services for management and student development. Component 6, "Job Objective," consists of 6 items that clarify 4.990% of the variance. It highlights the importance of setting clear goals in student affairs administration. Administrators play a crucial role in guiding students' learning habits, creating a conducive learning environment, and enhancing professional identity. Strategic goal-setting, as recommended by Li Yang et al. (2022), involves aligning overall objectives with individual students' needs and committing to their fulfillment. Component 7, "Team Composition," covers six items, explaining 4.005% of the variation. It mainly focuses on the composition of the student affairs administration team. Hu Xiaoxuan (2019) discusses difficulties in staffing, while Sun Yuwei and Han Ruiping (2022) emphasize strict academic and professional requirements for recruiting student affairs administrators.

The research on student affairs administration in Chinese vocational colleges in Guangdong province has identified a gap in the existing literature. Our study explores the administration model within the context of higher vocational colleges in Guangdong Province. Through exploratory factor analysis, we have identified 7 key components. This research significantly contributes to the existing literature, providing valuable insights into student affairs administration.

Suggestion

The quality and efficiency of the model of student affairs administration are vital for cultivating talent in colleges and universities. This study proposes 7 components for the model of student affairs administration. It aims to provide guidance for developing student affairs administration in higher vocational colleges in Guangdong Province, ultimately improving student development.

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