Development Model of Social Service Activities Management of College Students in Nan'an District, Chongqing, People's Republic of China*

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Abstract

The objectives were: 1) to investigate the management elements of college students' social service activities in Nan'an District, Chongqing; 2) to develop a development model for college students' social service activities in Chongqing; 3) to evaluate the development model for college students' social service activities in Nan'an District, Chongqing. The research methodology comprises 3 phases. Phase 1: studying the elements of college students' social service activities. Content validity was assessed using IOC by 3 experts. Phase 2: constructing a development model for college students' social service activities through interviews with administrators from 3 exemplary institutions. The panel of 5 experts validated the draft model. Phase 3: evaluating the model's accuracy and applicability by 7 qualified experts, while assessing its feasibility and utility through feedback from 30 student union presidents.

The results of the research were found to be: 1) The development model for college students' social service activities in Nan'an District, Chongqing, China consists of 4 key elements: organizational leadership, support mechanism, institutional development, and professional development. 2) Developing an IPOS model for college students' social service activities in Nan'an District, Chongqing, People's Republic of China. Using the PDCA Cycle management philosophy as its theoretical framework. 3) The evaluation results of the development model for college students' social service activities in Nan'an District, Chongqing, People's Republic of China indicate that experts rated its accuracy and applicability at the highest level, while student union leaders rated its feasibility and utility at the highest level.

Keywords: College Students; Development Model; Social Service Activities; China

Introduction

The Higher Education Law of the People's Republic of China stipulates that higher education must serve the cause of socialist modernisation and the people, integrating with productive labour and social practice. As institutions dedicated to cultivating highly skilled professionals, higher education establishments bear not only the vital responsibilities of

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nurturing talent and conducting scientific research, but also the social duty of serving the people and society. Indeed, in the fulfillment of this social service function by higher education institutions, university students play an indispensable role (Standing Committee of the National People's Congress, 2018). Over the past three decades, youth volunteer services have flourished under the coordination and guidance of the Communist Youth League organisation, emerging as a vital vanguard and backbone force in the development of volunteerism in China. This distinctive social organisational structure has played an irreplaceable role in the mobilisation of volunteer services (Lu and Cai, 2021). In addition to undertaking social practice activities at the national level, Chongqing Municipality has innovatively developed municipal-level university student social service projects tailored to regional characteristics and the current state of economic and social development. Concurrently, each district and county has implemented university student social service initiatives adapted to local conditions.

The document China's Education Modernisation 2035, issued by the Central Committee of the Communist Party of China and the State Council, calls for accelerating educational transformation in the information age, enhancing government management and service capabilities, strengthening schools' autonomous management capacities, and expediting the formation of a modernised education management and monitoring system. This will advance precision in management and scientific decision-making, aiming to establish a new governance framework for education involving the whole of society by 2035. This signifies that evolving times impose heightened and renewed demands upon higher education administration. Accelerating the reform and innovation of the development model is the imperative path to enhancing the quality of talent cultivation within universities (Central Committee of the Communist Party of China, 2019).

Given its context and significance, researchers have examined the development model for managing university students' social service activities in Nan'an District, Chongqing Municipality, People's Republic of China. By identifying methodologies and guidelines, the aim is to enhance the efficiency of student social service initiatives, enabling students to participate fully in diverse activities.

Objectives of the Research

1. To investigate the management elements of college students' social service activities in Nan'an District, Chongqing, People's Republic of China.

2. To develop a development model for college students' social service activities in Chongqing, People's Republic of China.

3. To evaluate the development model for college students' social service activities in Nan'an District, Chongqing, People's Republic of China.

Research Methodology

The 1st Step: Literature review

According to research by scholars such as Gu Fan (2008), Zhou Haobo (2021), Mao Lihong (2013), and Wei Na (2013), Chinese academics define the management of college students' social service activities as: an educational management process in which universities rationally allocate and effectively utilize their teaching, research, and knowledge resources to meet the diverse and multi-level needs of the public. This process aims to achieve the educational objectives of promoting students' physical and mental development and fostering their growth and success, with college students as the primary participants in a series of service activities for society.

According to research by scholars such as Zhang Jiawei (2022), Liang Jingyu (2023), and Dong Zhijie (2023), Chinese scholars believe that the constituent elements of the development model for college students' social service activities should include four factors: (1) Organizational leadership; (2) Support mechanism; (3) Professional development; (4) Institutional development.

The 2nd Step: Research instruments and methods used in the study

This research is conducted in three phases.

The first stage involved researching the constituent elements of the development model for college students' social service activities in Nan'an District, Chongqing Municipality, People's Republic of China.

It is divided into two steps: (1) Study relevant literature, concepts, theories, and research; (2) Develop questionnaires, conduct questionnaire surveys, and collect and analyze data. The sample comprised 384 students from first to fourth year across four public undergraduate institutions in Nan'an District. The research instrument was a five-point scale questionnaire developed by the researcher. Content validity was assessed using IOC by 3 experts and exhibited a reliability coefficient of 0.99. Data analysis uses percentages, mean, and standard deviation.

The second stage involved developing the development model for college students' social service activities in Nan'an District, Chongqing Municipality, People's Republic of China.

It is divided into four steps: (1) Interview three model universities; (2) Develop a draft development model for college students' social service activities in Nan'an District, Chongqing, People's Republic of China; (3) Confirm the draft model through focus group discussion; (4) Improve the draft model according to the suggestions of experts. The research subjects comprised 3 university administrators and 7 experts. The research tool is a semi-structured interview outline.

The third stage involved evaluating the development model for college students' social service activities in Nan'an District, Chongqing, People's Republic of China.

It is divided into two steps: (1) 7 experts evaluate the accuracy and applicability of the model; (2) Evaluate the feasibility and utility of the model by 30 student union presidents. The research tool is a five-level scale questionnaire, and data analysis uses mean and standard deviation.

Research Results

The 1st objective is to study the constituent elements of the development model for college students' social service activities in Nan'an District, Chongqing, People's Republic of China.

From the research results, it was found that: Table 1 summarises the mean scores and standard deviations reflecting the current development model of social service activities among college students in Nan'an District, Chongqing, China. Overall, almost all college students consider the management of social service activities at their institutions to be of a high standard. Table 1 illustrates the current status of the development model of social service activities among college students in Nan'an District, Chongqing, China.

Table 1: Means and standard deviations of constituent elements in the development model for college students' social service activities in Nan'an District, Chongqing, People's Republic of China.

Elements of Development Model	$\bar{X}$	S.D.	Interpretation	Rank
1. Organizational leadership	4.17	.89	high	3
1.1 Coordination mechanism	4.13	.92	high	4
1.2 Organizational structure	4.18	.88	high	2
1.3 Atmosphere creation	4.20	.89	high	1
1.4 Brand management	4.17	.85	high	3
2. Support mechanism	4.04	.92	high	4
2.1 Financial support	4.00	.93	high	3
2.2 Service base support	4.04	.93	high	2
2.3 Information system support	4.08	.91	high	1
3. Institutional development	4.27	.85	high	1
3.1 Program planning	4.30	.80	high	1
3.2 Evaluation mechanism	4.25	.87	high	3
3.3 Incentive mechanism	4.24	.88	high	4
3.4 Constraint mechanism	4.29	.86	high	2
4. Professional development	4.22	.87	high	2
4.1 Faculty composition	4.23	.88	high	1
4.2 Technology transfer	4.22	.86	high	2
4.3 Team building	4.21	.86	high	3

According to Table 1, the study found that constituent elements of the development model for college students' social service activities in Nan'an District, Chongqing, People's Republic of China, comprising 4 elements:1) organizational leadership; 2) support mechanism; 3) institutional development; 4) professional development. The overall picture is at a high level. The highest average score was institutional development ($\overline{X}$ = 4.27). The lowest average level was the support mechanism ($\overline{X}$ = 4.04). In terms of institutional development, the highest average score was achieved in program planning ($\overline{X}$ = 4.30), while the lowest was recorded for incentive mechanisms ($\overline{X}$ = 4.24). In terms of professional development, the highest average score was for faculty composition ($\overline{X}$ = 4.23), while the lowest was for team building ($\overline{X}$ = 4.21). In terms of organisational leadership, the highest average score was for atmosphere creation ($\overline{X}$ = 4.20), while the lowest was for coordination mechanism ($\overline{X}$ = 4.13). In terms of support mechanism, the highest average score was for information system support ($\overline{X}$ = 4.08), while the lowest was for financial support ($\overline{X}$ = 4.00).

The 2nd objective is to develop a model for college students' social service activities in Nan'an District, Chongqing, People's Republic of China.

From the research results, it was found that: The IPOS model, designed to enhance the development of social service activities among college students, establishes a cyclical framework. This framework integrates institutional development, professional development, organisational leadership, and support mechanisms. This comprehensive approach provides a holistic and flexible pathway for strengthening the management of social service activities among college students in Nan'an District, Chongqing. The figure below illustrates the details of the IPOS model (Figure 1).

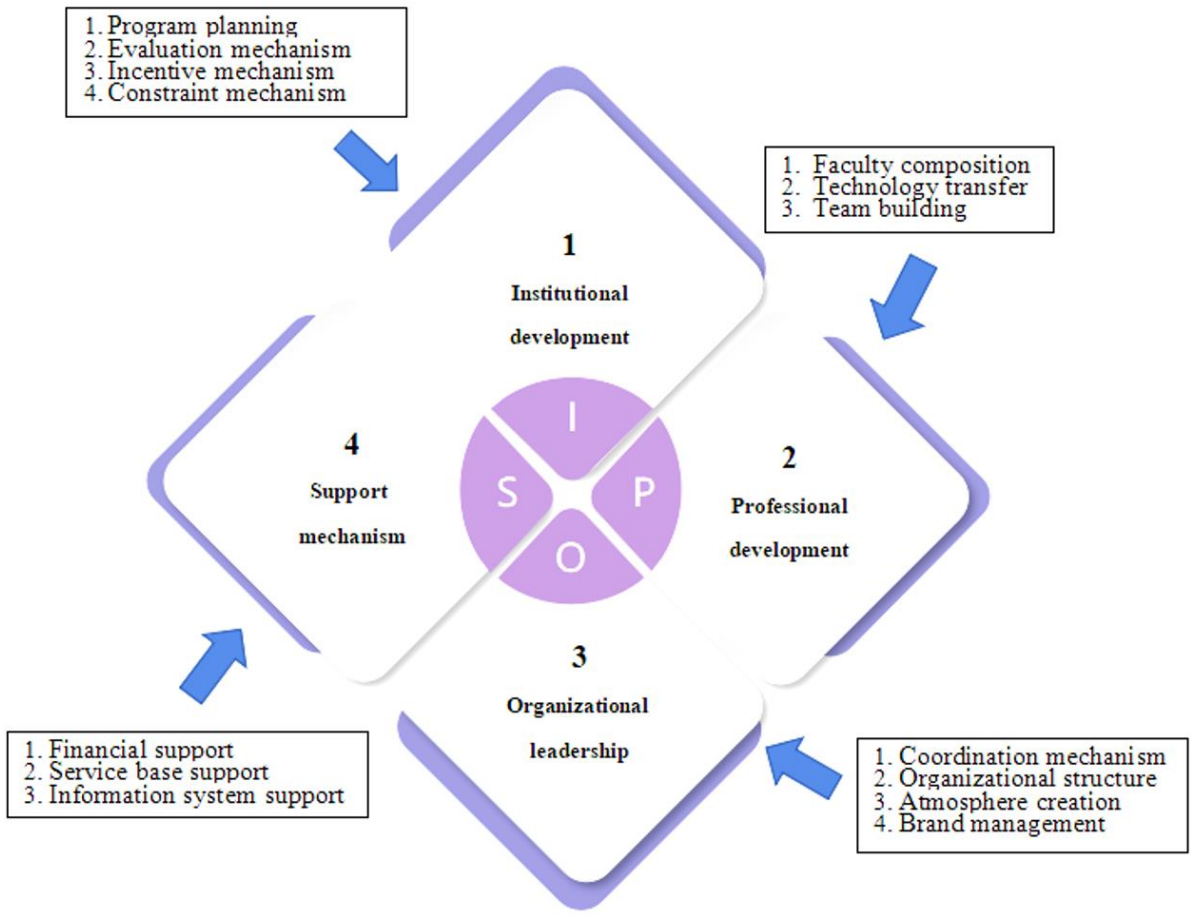


Figure 1: Development model for college students' social service activities in Nan'an District, Chongqing, People's Republic of China (Constructed by the researcher)

The philosophy behind this model is to successfully manage social service activities for college students in order to enhance the quality of higher education. It is sustainable and possesses genuine educational value. It does not rely solely on the implementation of any single aspect, but rather is the result of the integration and collaboration of four key elements, as well as their mutual, ongoing support and promotion. However, this framework is defined as a dynamic management system that applies the PDCA (Plan-Do-Check-Act) cycle to ensure that activities—from the planning stage through to implementation, evaluation, and improvement—can develop efficiently and sustainably. This process is repeated in a cyclical manner, following a spiral trajectory, thereby effectively managing college students' social service activities, generating stable outcomes, creating profound educational value, and promoting the sustainable development of higher education.

The 3rd objective is to evaluate the development model for college students' social service activities in Nan'an District, Chongqing, People's Republic of China.

From the research results, it was found that:

3.1 In this stage, seven experts were invited to assess the quality of the model. These experts were selected for their in-depth expertise in higher education and leadership, and

they subjected the model to a rigorous review in terms of its accuracy and applicability. The results of the assessment are shown in Table 2.

Table 2: Results of the Assessment of the Accuracy and Applicability of the Development Model for College students' Social Service Activities in Nan'an District, Chongqing, People's Republic of China

Evaluation Contents	Accuracy			Applicability		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
Components of the Model	5.00	0.00	Highest	4.86	0.38	Highest
Format Guidelines						
1. The Philosophy and Principles of the Model	4.71	0.49	Highest	5.00	0.00	Highest
2. Implementation Strategy	4.71	0.49	Highest	5.00	0.00	Highest
3. Scope of the Study	4.86	0.38	Highest	4.71	0.49	Highest
3.1 Organizational leadership	5.00	0.00	Highest	4.86	0.38	Highest
3.1.1 Coordination mechanism	5.00	0.00	Highest	5.00	0.00	Highest
3.1.2 Organizational structure	4.71	0.49	Highest	4.86	0.38	Highest
3.1.3 Atmosphere creation	5.00	0.00	Highest	5.00	0.00	Highest
3.1.4 Brand management	4.71	0.49	Highest	4.71	0.49	Highest
3.2 Support mechanism	4.86	0.38	Highest	4.71	0.49	Highest
3.2.1 Financial support	4.86	0.38	Highest	4.71	0.49	Highest
3.2.2 Service base support	5.00	0.00	Highest	4.71	0.49	Highest
3.2.3 Information system support	4.86	0.38	Highest	5.00	0.00	Highest
3.3 Institutional development	4.86	0.38	Highest	4.86	0.38	Highest
3.3.1 Program planning	5.00	0.00	Highest	5.00	0.00	Highest
3.3.2 Evaluation mechanism	4.86	0.38	Highest	4.86	0.38	Highest
3.3.3 Incentive mechanism	4.86	0.38	Highest	4.86	0.38	Highest
3.3.4 Constraint mechanism	4.71	0.49	Highest	4.86	0.38	Highest
3.4 Professional development	4.86	0.38	Highest	4.71	0.49	Highest
3.4.1 Faculty composition	4.57	0.54	Highest	4.71	0.49	Highest
3.4.2 Technology transfer	4.71	0.49	Highest	5.00	0.00	Highest
3.4.3 Team building	4.86	0.38	Highest	5.00	0.00	Highest
4. PDCA Quality Cycle	4.71	0.49	Highest	4.86	0.38	Highest
Total	4.84	0.32	Highest	4.87	0.28	Highest

This evaluation form summarises the findings of seven education experts regarding the key elements of the community service activity model adopted by student organisations at higher education institutions in Nan'an District, Chongqing, People's Republic of China. The average scores for each evaluation criterion indicate that the education experts are highly satisfied with both the structure and specific content of the model.

The study found that the seven experts gave the highest ratings to the accuracy of the development model for social service activities among college students in Nan'an District, Chongqing, China ($\overline{X}$ = 4.84, S.D. = 0.32). At the same time, the ratings for the model's applicability were also the highest ($\overline{X}$ = 4.87, S.D. = 0.28).

3.2 In this stage, 30 student union presidents were invited to evaluate the quality of the model. They assessed the model in terms of both feasibility and utility. The results of the evaluation are shown in Table 3.

Table 3: Results of the Assessment of the Feasibility and Utility of the Development Model for College students' Social Service Activities in Nan'an District, Chongqing, People's Republic of China

Evaluation Contents	Feasibility			Utility		
	$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level
Components of the Model	4.70	0.47	Highest	4.77	0.43	Highest
Format Guidelines						
1. The Philosophy and Principles of the Model	4.73	0.52	Highest	4.80	0.41	Highest
2. Implementation Strategy	4.83	0.38	Highest	4.80	0.41	Highest
3. Scope of the Study	4.83	0.46	Highest	4.83	0.46	Highest
3.1 Organizational leadership	4.80	0.55	Highest	4.83	0.38	Highest
3.1.1 Coordination mechanism	4.80	0.48	Highest	4.90	0.31	Highest
3.1.2 Organizational structure	4.67	0.61	Highest	4.60	0.62	Highest
3.1.3 Atmosphere creation	4.63	0.56	Highest	4.67	0.61	Highest
3.1.4 Brand management	4.53	0.73	Highest	4.57	0.73	Highest
3.2 Support mechanism	4.60	0.68	Highest	4.57	0.68	Highest
3.2.1 Financial support	4.53	0.73	Highest	4.47	0.73	Highest
3.2.2 Service base support	4.50	0.73	Highest	4.57	0.68	Highest
3.2.3 Information system support	4.50	0.73	Highest	4.50	0.68	Highest
3.3 Institutional development	4.60	0.68	Highest	4.60	0.62	Highest
3.3.1 Program planning	4.80	0.48	Highest	4.73	0.58	Highest
3.3.2 Evaluation mechanism	4.70	0.54	Highest	4.57	0.68	Highest
3.3.3 Incentive mechanism	4.53	0.68	Highest	4.57	0.68	Highest
3.3.4 Constraint mechanism	4.47	0.73	Highest	4.60	0.62	Highest
3.4 Professional development	4.63	0.67	Highest	4.63	0.56	Highest
3.4.1 Faculty composition	4.57	0.63	Highest	4.63	0.62	Highest
3.4.2 Technology transfer	4.57	0.63	Highest	4.53	0.63	Highest
3.4.3 Team building	4.53	0.68	Highest	4.63	0.67	Highest
4. PDCA Quality Cycle	4.73	0.50	Highest	4.73	0.50	Highest
Total	4.64	0.60	Highest	4.66	0.58	Highest

This evaluation form summarises the findings of 30 student union presidents regarding key elements of the social service activity model adopted by university student organisations in Nan'an District, Chongqing, People's Republic of China. The average scores for each evaluation criterion indicate that the student union presidents are highly satisfied with the structure and details of the model.

The study found that the development model for social service activities among college students in Nan'an District, Chongqing, People's Republic of China, received the highest feasibility score ($\overline{X}$ = 4.64, S.D. = 0.60). At the same time, this model also received the highest utility score ($\overline{X}$ = 4.66, S.D. = 0.58).

The New Body of Knowledge

The new knowledge framework developed in this study is presented in the form of the IPOS model, which integrates the four dimensions of the development model for college students' social service activities—institutional development, professional development, organisational leadership and support mechanism—within the PDCA cycle. This framework synthesises the insights of education management experts, thereby establishing a management and development pathway with practical guidance for the community service activities of university students in Nan'an District, Chongqing, People's Republic of China.

1. Theoretical Contribution

This model integrates various management theories into a unified framework. It demonstrates that the effective management of college students' community service activities is achieved when institutional development, professional development, organisational leadership and support mechanism are combined. This provides a comprehensive and systematic theoretical framework for the development of higher education.

2. Methodological Innovation

The IPOS model applies the PDCA quality management cycle to the management of university students' community service activities, transforming the management development model into a continuous, cyclical process. This methodological innovation provides a highly practical step-by-step guide for the planning, implementation, evaluation, and optimisation of social service activities undertaken by college students.

3. Contextual Relevance

Unlike typical student activity management models, the IPOS model has evolved within the specific context of higher education administration and teaching in Nan'an District, Chongqing, People's Republic of China. Whilst maintaining its universal applicability, this model places particular emphasis on local adaptation, thereby offering new insights for research into the development of higher education management in Nan'an District, Chongqing, People's Republic of China.

In summary, this new body of knowledge provides a clear and practical model and set of guidelines for enhancing the effectiveness of the management of social service activities among college students. It helps to foster the development of students' capabilities, improve college management models, and support innovation and reform in higher education (Figure 2).

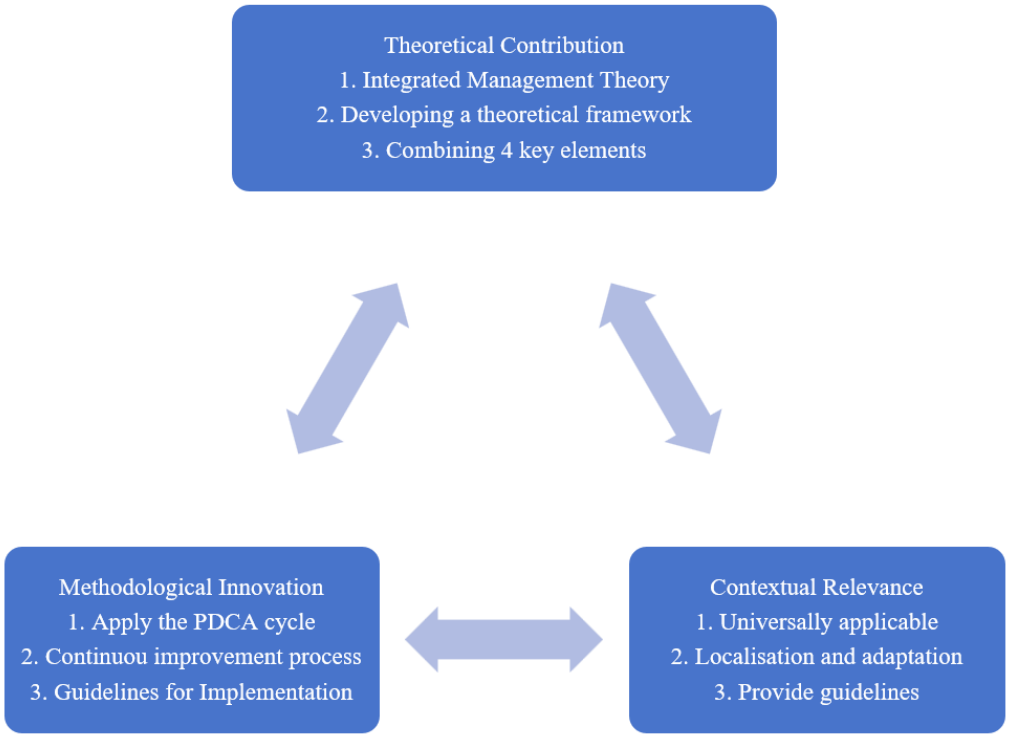


Figure 2: The New Body of Knowledge (Constructed by the researcher)

Discussion of Research Results

From the research result of the 1st objective, it was found that the primary factors in the development model for college students' social service activities in Nan'an District, Chongqing, People's Republic of China, are institutional development and professional development, followed by organisational leadership and support mechanism. This is because institutional development plays a decisive role in promoting the management of university students' social service activities, shaping a service-oriented organisational culture, and enhancing the quality of higher education. The finding is consistent with Professor Zhou Xiang's findings on the action-promoting factors for youth volunteers. This research indicates that fostering social service activities among young people requires social support, organisational backing, and service opportunities. These elements encompass community support, training opportunities, incentive mechanisms, and supervision-feedback systems (Zhou, 2023). In terms of organizational leadership, the average value of this indicator also remains at a relatively high level. The above findings are largely consistent with Professor Liu

Haichun's research, which suggests that governments, society, and the market should actively collaborate to improve the coordination mechanism for college students' social service activities. This collaboration should promote public welfare concepts, foster a positive service environment, and establish signature volunteer service projects for college students (Liu and Yao, 2014). In terms of support mechanisms, although at a relatively high level, the average score is the lowest. The above findings are largely consistent with Professor Guo Jian's research. These results indicate that greater support must be provided for social services in terms of policy, talent, venues, and funding. Efforts should be made to continuously advance the informatization of volunteer services and actively promote the 'Internet Plus' model for social services (Guo and Wang, 2023).

From the research result of the 2nd objective, it was found that the IPOS model integrates institutional development, professional development, organisational leadership, and support mechanisms into the PDCA cycle, providing a systematic and cyclical framework for enhancing the quality of management in college students' community service activities. This is because the PDCA cycle promotes continuous improvement and ensures that the development model for college students' community service activities is iterative and sustainable. The finding is consistent with Professor Deng Hui's perspective, which emphasizes that universities should enhance their social service management capabilities through top-level design, specialized projects, robust support systems, and professional culture development (Deng, 2022). Professor Liang Yuguo and his colleagues also emphasize that universities should enhance collaborative efforts in areas such as school-enterprise partnerships, joint base construction, faculty development, and platform support to genuinely cultivate application-oriented talents who can adapt to societal needs. Only through these measures can universities fulfill their mission of serving regional economic and social development (Liang et al., 2021). Associate Professor Liu Yong also holds that the ideological foundation of the quality control system in local undergraduate universities should be the concept and awareness of total quality management. It is essential to establish the theory and technology for business process reengineering in higher education institutions, as well as the ideas and methods for optimization evaluation, in accordance with the ISO9000 quality management standards (Liu, 2012).

From the research result of the 3rd objective, it was found that experts and the student union presidents have assessed that the IPOS model has received high praise for both its accuracy and applicability. This is because the model combines theoretical foundations with practical application, ensuring academic rigour whilst also taking into account its practical applicability. The finding is consistent with Associate Professor Wang Hongxin's plan to construct a brand model for university social services, including accurate demand positioning, brand positioning management, expanding social influence, standardizing institutional development, and establishing a safeguard system, which aligns with the OSIP model

developed in this study (Wang, 2016). Professor Mei Jiping studied the principles of collaborative education implementation strategies, including integrated design of organizational collaboration, operation in conjunction with students' majors, coordinated cooperation among various institutions within the university, and innovative and distinctive advancement, which aligns with the principles of use in the manual compiled in this study (Mei and Zhou, 2024).

Conclusion

This study concludes that a model integrating institutional development, professional development, organisational leadership, and support mechanisms into the PDCA cycle can effectively enhance the quality of management of college students' social service activities in Nan'an District, Chongqing, People's Republic of China. The findings indicate that institutional development (particularly program planning) and professional development (particularly faculty composition) are the most critical areas for development. Organisational leadership lays the foundation for the management of college students' social service activities, whilst support mechanisms also play a key role in this regard. The model developed in this study was validated by experts and student union presidents, with results indicating a very high level of satisfaction. Overall, this study has established a context-specific and practical framework, contributing new knowledge to the management of college students' social service activities and providing a scalable approach for enhancing the quality of management in similar contexts.

Suggestions

From the results of the research, the researcher has the following suggestions:

1. The suggestions from the research

From the research result of the 1st objective, it was found that the highest average was recorded in system management, while educational resource promotion and support showed the lowest scores. Therefore, colleges should enhance resource allocation in funding guarantees, service operation bases, and information systems. They should also establish comprehensive financial management frameworks, service-based databases, and online information platforms to ensure the smooth execution of student social service initiatives. The study revealed relatively low scores in organizational leadership. Therefore, colleges should enhance coordination in key areas, including participation mechanisms, organizational structure and operational frameworks, atmosphere cultivation, and image management. They should establish collaborative mechanisms and a supportive environment both on and off campus. By leveraging their unique strengths, colleges can develop brand projects tailored to local socioeconomic development, thereby fostering effective organizational mechanisms and a synergistic atmosphere. The research indicates that there remains room for improvement in

fostering professional competencies. Therefore, higher education institutions should enhance institutional frameworks in talent development, social integration of learning, and team building. This includes assigning mentors for all stages of student social service activities, creating more platforms for academic achievement transformation, and conducting volunteer training programs aligned with students' majors. These measures ensure that activity content remains closely related to students' academic disciplines, thereby enhancing their professional capabilities through practical experience.

From the research result of the 2nd objective, it was found that the IPOS model—which integrates institutional development, professional development, organisational leadership, and support mechanism with the PDCA cycle—is theoretically sound and practically valuable. Consequently, higher education institutions and relevant government bodies should adopt this model as a guiding framework for enhancing the development of social service activities among college students, thereby ensuring the continuous planning, implementation, evaluation, and refinement of the management of such activities.

From the research result of the 3rd objective, it was found that both experts and the student union president highly praised the development model of social service activities for college students in Nan'an District, Chongqing. Therefore, the local education authorities, universities, and relevant institutions can adopt this model to manage such activities and promote it to more regions and higher education institutions.

2. The suggestions for future research

2.1 The management mode and manual of social service activities for college students can be further studied by expanding the research sample.

2.2 According to this model, the management of social service activities for college students in different types of universities can be compared.

2.3 The content can be further deepened, such as developing a volunteer training manual, formulating a corresponding volunteer assessment manual, and establishing a detailed fund management system.

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