

GUIDELINES FOR EFFECTIVE MANAGEMENT OF STUDENT AFFAIRS IN UNDERGRADUATE UNIVERSITIES IN GUANGXI

Lyu Jie

Doctor of Philosophy Program in Educational Administration Faculty of Education
Bansomdejchaopraya Rajabhat University.

NIran Suteeniran

Associate Professor in Program in Educational Administration Faculty of Education
Bansomdejchaopraya Rajabhat University (Advisor)

Pachara Dechome

Assistant Professor in Program in Educational Administration Faculty of Education
Bansomdejchaopraya Rajabhat University (Co Advisor)

Sarayuth Sethakhajom

Assistant Professor in Program in Educational Administration Faculty of Education
Bansomdejchaopraya Rajabhat University (Co Advisor)

*Corresponding author, E-mail: patchara.de@bsru.ac.th

ABSTRACT

The objectives of this research were: 1) to study the current situation, 2) to develop guidelines, and 3) to evaluate the suitability and feasibility of guidelines for effective management of student affairs in undergraduate universities in Guangxi. The sample were 265 student affairs administrators from 8 undergraduate universities in Guangxi. Research instruments included: 1) questionnaire, 2) structured interview, and 3) evaluation forms. Data analysis by using percentage, mean, standard deviation and content analysis.

The research results found that: 1) The current situation of effective management of student affairs in undergraduate universities in Guangxi was at high level in four aspects. Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was party-building leadership, followed by team deployment, and support conditions was the lowest mean. 2) Guidelines for effective management of student affairs in four aspects, which included four aspects with a total 42 measures. There are: 1) party-building leadership included 12 measures, 2) team deployment included 10 measures, 3) student participation included 10 measures, and 4) support conditions included 10 measures. 3) The suitability and feasibility evaluation results of guidelines were at high level.

Keywords: Guidelines, Effective Management of Student Affairs, Undergraduate Universities

INTRODUCTION

The rapid development of globalization and the deepening of cooperation and exchange between nations have placed high requirements and standards on both the quantity and quality of "talent." Improving higher education quality has become an important international matter, presenting both opportunities and challenges for the development of higher education (Zhuang Qi, 2024,p.13-19). The open and diverse environment of the new era has prompted changes in educational concepts. Universities must closely follow the trends and developments of the times, effectively explore, innovate, and improve student management and service mechanisms, and enhance the contemporary relevance, professionalism, and scientific nature of university talent cultivation.

As Chinese higher education enters the stage of popularization, increasingly diverse students are entering universities. College students' lifestyles, ways of thinking, and development patterns are changing, transitioning from dependent development to self-constructed development (Pan Yi, 2024). Against the backdrop of accelerating higher education reform, how to conduct affairs management according to students' growth patterns and development needs has become an urgent issue for university student affairs management to address (Shao Chen, 2024,p.141). Faced with college students' diverse development patterns and needs, university student affairs management must change its development concepts. It cannot use rigid models to measure and constrain college students' development, but must emphasize college students' individualized needs, enabling each college student to achieve maximum development (Liu Yang, 2022,p.123-127).

Against the backdrop of educational and teaching reforms in Chinese universities, traditional student affairs management approaches face increasing challenges. In recent years, the state has issued a series of important policy documents to strengthen and improve student affairs management in the new era. In 2017, the Ministry of Education issued the "Regulations on Student Management in Regular Higher Education Institutions" (Ministry of Education Order No. 4

1), which set standardized requirements for student affairs management in universities. In 2019, China's Ministry of Education released "Opinions on Deepening Undergraduate Education and Teaching Reform to Comprehensively Improve Talent Training Quality," requiring universities to innovate student affairs management models and promote comprehensive reform of "Three-All Education." In 2020, the Ministry of Education and seven other departments issued "Opinions on Accelerating the Construction of Ideological and Political Work System in Universities," which clarified specific pathways for student affairs management reform and emphasized the importance of improving the "Three-All Education" work pattern. In 2022, the Ministry of Education and five other departments released "Guiding Opinions on Promoting the Construction of New Educational Infrastructure to Build a High-Quality Education Support System," further emphasizing the need to innovate student development support systems. The introduction and implementation of these policies have provided direction for universities to advance student affairs management reform and innovation, carrying significant implications for promoting high-quality development of university student affairs management.

In recent years, undergraduate universities in Guangxi have actively responded to national policies by exploring new student affairs management models with regional characteristics through various measures, including establishing and improving management systems, innovating management methods, and integrating educational resources. The Guangxi Education Department has successively issued documents such as "Opinions on Constructing a High-Quality and Balanced Basic Public Education Service System" and "Guangxi Education Information '14th Five-Year Plan' (Draft for Comments)," which set clear requirements for student affairs management in universities across the region. Under policy guidance, undergraduate universities in Guangxi have continuously deepened reform and innovation, improved management service systems, and promoted students' comprehensive development.

The researcher has been engaged in student affairs management since 2014. During management practice, several issues were identified, including outdated educational concepts, incomplete management systems, insufficient professional staff, and inadequate resource support. Faced with these challenges, the researcher began to deeply consider how to effectively address these issues, how to substantially improve the quality of student affairs management, and help student affairs managers enhance work efficiency. Through years of practical exploration, the researcher believes it is necessary to conduct systematic research on student affairs management in undergraduate universities in Guangxi.

Therefore, based on literature review and theoretical research, this study selected student affairs administrators from eight undergraduate universities in Guangxi as research subjects to analyze the current status of student affairs management in Guangxi's undergraduate universities in depth, explore key factors affecting management effectiveness, propose strategies and methods to promote student affairs management, and construct management guidelines with regional characteristics, aiming to provide valuable reference for improving student affairs management levels in universities across Guangxi and nationwide.

RESEARCH OBJECTIVES

1. To study the current situation of effective management of student affairs in undergraduate universities in Guangxi.
2. To develop the guidelines for effective management of student affairs in undergraduate universities in Guangxi.
3. To evaluate the adaptability and feasibility of the guidelines for effective management of student affairs in undergraduate universities in Guangxi.

RESEARCH METHODOLOGY

Population and the Sample Group

The Population

The population of this research was 847 student affairs administrators from 8 undergraduate universities in Guangxi that were among the first batch to construct "one-stop" student communities.

The Sample Group

Based on Krejcie and Morgan's sampling table (1970), using systematic random sampling method, 265 were selected as samples from 847 student affairs administrators.

The 8 undergraduate universities in this research are as follows: Guangxi University, Guangxi Normal University, Guangxi University of Science and Technology, Beibu Gulf University, Yulin Normal University, Hechi University, Guangxi Normal University for Nationalities, and Wuzhou University.

The interviewee

The interviewee in this research was 16 middle-level administrators from undergraduate universities in Guangxi, with the following qualifications: 1) at least 3 years of middle-level management experience in undergraduate universities; 2) extensive leadership experience in student affairs management; 3) master's degree or higher education.

Expert group

The experts for evaluating the suitability and feasibility of guidelines for effective management of student affairs was 15 administrators from undergraduate universities in Guangxi. The qualifications of the experts are as follows: 1) at least 5 years of work experience in mid-level and above administrator in undergraduate universities, 2) have extensive experience in student affairs management, 3) academic title is associate professor or above.

The Variable

According to the relevant policy documents issued by the Ministry of Education of the People's Republic of China and the Guangxi Department of Education, guidelines for effective management of student affairs in undergraduate universities in Guangxi involves four variables:

1. Party-building Leadership
2. Team Deployment
3. Student Participation
4. Support Conditions

Instrument Development Process

The instrument used in this research was a questionnaire. The researcher followed the following steps:

1. Study relevant theories, documents, and research to gather data for use as guidelines for improving student affairs administration at undergraduate universities. The following universities in this research are: Guangxi University, Guangxi Normal University, and Guangxi University of Science and Technology, People's Republic of China.

2. Content analysis was conducted to identify guidelines for improving student affairs administration at undergraduate universities. The following universities in this research are: Guangxi University, Guangxi Normal University, and Guangxi University of Science and Technology, People's Republic of China.

3. A questionnaire was developed. (Peter M. Senge, 1990, p. 90) assessed seven components: 1) Knowledge Identification, 2) Knowledge Creation and Acquisition, 3) Student Affairs Administration, 4) Knowledge Processing and Refinement, 5) Knowledge Access, 6) Knowledge Exchange, and 7) Learning. The draft was then submitted to the dissertation advisory committee for review, revision, and improvement for accuracy and appropriateness. This corresponds to the research objectives.

4. The questionnaire was reviewed by three experts for content validity and reliability, resulting in an Index of Objective Congruence (IOC) of 1.00.

5. The questionnaire was revised and revised based on the experts' suggestions to create a complete version.

6. The revised and revised questionnaire was piloted with 30 undergraduates from the following universities in this research: Guangxi University, Guangxi Normal University, and Guangxi University of Science and Technology, People's Republic of China. The reliability of the questionnaire was assessed using Cronbach's Alpha Coefficient, which yielded a reliability of 0.942.

7. The questionnaire, which had been quality-checked for content validity and reliability, was used with the following undergraduate universities in this research: Guangxi University, Guangxi Normal University, and Guangxi University of Science and Technology, People's Republic of China. Ten people from the People's Republic of China (PRC) assessed the suitability of implementation. The group of experts and faculty members from undergraduate universities involved in this research were: Guangxi University, Guangxi Normal University, and Guangxi University of Science and Technology (PRC), all of whom play a key role in knowledge management.

Data Collection

Tools for Data Collection: This research was conducted according to the following steps:

1. A letter from the Graduate School of Rajabhat Bansomdejchaopraya University was sent to the undergraduate universities involved in this research: Guangxi University, Guangxi Normal University, and Guangxi University of Science and Technology (PRC), the People's Republic of China. The questionnaires were distributed to 265 undergraduates from the following universities: Guangxi University, Guangxi Normal University, and Guangxi University of Science and Technology (PRC), the People's Republic of China.

2. The researcher collected data by self-administering 265 questionnaires. Of these, 265 were returned, representing a 100% response rate.

RESEARCH RESULTS

This research investigated approaches to improving student affairs management at undergraduate universities in the following areas: Guangxi University, Guangxi Normal University, and Guangxi University of Science and Technology, People's Republic of China. The researchers summarized the findings in the following sections.

Part 1: The analysis result about workplace, gender, age, Educational background, title, and years of work experience. Presented the data in the form of frequency and percentage.

Table 4.1 Personal Information

		(n = 265)	
Personal Information		Frequency	Percentage
Gender	Male	61	23.02
	Female	204	76.98
	Total	265	100.00
Educational background	Bachelor's Degree	45	16.98
	Master's Degree	198	74.72
	Doctor's Degree	22	8.30
	Total	265	100.00
Age	Under 30 years old	82	30.94
	30-39 years old	145	54.72
	40-49 years old	38	14.34
	Total	265	100.00
Title	Junior and Below	65	24.53
	Intermediate	175	66.04
	Associate Senior	23	8.68
	Senior	2	0.75
	Total	265	100.00
Years of work experience	5 years and below	35	13.21
	5-10 years	165	62.26
	11-15 years	52	19.62
	16-20 years	11	4.15
	Above 20 years	2	0.76
	Total	265	100.00

According to Table 4.1, the majority of respondents were female (204 people, 76.98%), while males accounted for 61 people (23.02%). Regarding educational background, most respondents held master's degrees (198 people, 74.72%), followed by bachelor's degrees (45 people, 16.98%), and doctor's degrees (22 people, 8.30%). The age distribution was primarily concentrated in the 30-39 range (145 people, 54.72%), followed by under 30 (82 people, 30.94%), and 40-49 (38 people, 14.34%). For titles, the

majority held intermediate titles (175 people, 66.04%), followed by junior and below (65 people, 24.53%), associate senior (23 people, 8.68%), with senior titles being the least common (2 people, 0.75%). Regarding years of work experience, 5-10 years was the most common (165 people, 62.26%), followed by 11-15 years (52 people, 19.62%), 5 years and below (35 people, 13.21%), 16-20 years (11 people, 4.15%), with above 20 years being the least common (2 people, 0.76%).

Part 2: The analysis result about the current situation of effective management of student affairs in undergraduate universities in Guangxi . Presented the data in the form of mean and standard deviation.

Table 4.2 The mean and standard deviation of the situation of effective management of student affairs in undergraduate universities in Guangxi in four aspects.

(n = 265)

	Student Affairs Management in Guangxi Undergraduate Universities	\bar{x}	S.D.	Level	Order
1	Party-building leadership	3.82	0.92	High	1
2	Team deployment	3.74	0.96	High	2
3	Student participation	3.65	0.98	High	3
4	Support conditions	3.58	1.02	High	4
	Total	3.70	0.72	High	

According to table 4.2, found that the current situation of effective management of student affairs in Guangxi undergraduate universities in four aspects was at high level ($\bar{x} = 3.70$). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was party-building leadership ($\bar{x} = 3.82$), followed by team deployment ($\bar{x} = 3.74$), and support conditions was the lowest mean ($\bar{x} = 3.58$).

Part 3: The analysis result about the interview contents about the guidelines for effective management of student affairs in undergraduate universities in Guangxi.

The interviewees in this research were 16 middle-level administrators from undergraduate universities in Guangxi, with the following qualifications: 1) at least 3 years of middle-level management experience in undergraduate universities; 2) extensive leadership experience in student affairs management; 3) master's degree or higher education.

The guidelines for Party-building leadership following results are obtained.

1) Construct a "3+3+3" assessment indicator system: Basic indicators (Party Committee leadership, system construction, and team building, 20% each), Key indicators (work innovation, education effectiveness, and service quality, 10% each), Characteristic indicators (grid management, pioneer post creation, and workshop construction, 10% each).

2) Establish a three-level joint assessment mechanism: University Party Committee focuses on political construction and system implementation assessment, college-level Party organizations are responsible for daily work assessment, and Party branches focus on teacher and student satisfaction surveys, forming a top-down assessment system.

3) Develop a Party building leadership assessment module based on existing campus information portals, achieving automatic monthly data collection and quarterly analysis report generation.

4) Establish assessment groups at both university and college levels: university-level led by Party Committee Deputy Secretary in charge of student work, college-level led by Party Secretary, with clear division of responsibilities and at least one on-site inspection per month.

5) Implement "1+2+3" dynamic assessment: monthly departmental self-inspection, bi-quarterly cross-examination, and three comprehensive annual evaluations to ensure timely problem identification and resolution.

6) Design a unified assessment scale, including 15 primary indicators and 45 secondary indicators, using a hundred-point scoring system, with full-staff evaluation conducted once per semester.

7) Establish monthly work meeting system where units report assessment situations, exchange work experiences, study and solve common problems, forming a closed work loop.

8) Incorporate assessment results into secondary unit annual evaluations (30%) and individual annual evaluations (20%), directly linking to excellence selection.

9) Implement a "monthly report, quarterly summary, annual archive" work mechanism, establish assessment data analysis models to provide basis for decision-making.

10) Conduct assessment business training once per semester, organize assessment standard learning, practical assessment skills, and typical case analysis to improve assessment team capabilities.

11) Optimize assessment work processes, simplify assessment procedures, reduce formalism, and improve assessment quality.

12) Construct regional assessment collaboration mechanism, promote unified assessment standards among Guangxi undergraduate colleges, and facilitate experience exchange and sharing.

These measures emphasize practicality and measurability, effectively enhancing Party-building leadership assessment through specific quantitative indicators and clear work mechanisms. Meanwhile, it is suggested that Guangxi colleges establish an assessment community and hold annual assessment work seminars to achieve assessment standard interconnection and experience sharing.

Part 4: The analysis results of the evaluation of the suitability and feasibility of the Guidelines for effective management of student affairs in undergraduate universities in Guangxi. The researcher presented the data by Mean and standard deviation.

This section aims to evaluate the suitability and feasibility of student affairs management guidelines in undergraduate universities in Guangxi. For this purpose, 15 experts from universities in Guangxi were invited to participate in the assessment. A 5-level rating scale was used (Highest; High; Average; Low; Lowest). Respondents could only select one level. The calculation results are shown in the following tables:

Table 4.9 The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for effective management of student affairs in undergraduate universities in Guangxi.

(N = 265)

Guidelines for effective management of student affairs in undergraduate universities in Guangxi	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1 Party-building Leadership	4.75	0.35	Highest	4.68	0.42	Highest
2 Team Deployment	4.72	0.38	Highest	4.65	0.45	Highest
3 Student Participation	4.69	0.41	Highest	4.62	0.48	Highest
4 Support Conditions	4.66	0.44	Highest	4.60	0.50	Highest

Total	4.71	0.36	Highest	4.64	0.42	Highest
--------------	-------------	-------------	----------------	-------------	-------------	----------------

According to Table 4.9, found that the suitability and feasibility of guidelines for effective management of student affairs in undergraduate universities in Guangxi were at the high level with values between 4.00 and 5.00, which means guidelines for effective management of student affairs is suitability and feasibility.

The suitability of guidelines for effective management of student affairs in undergraduate universities in Guangxi, the levels from the highest to lowest mean were as follow: the highest mean was party-building leadership ($\bar{x} = 4.75$), followed by team deployment ($\bar{x} = 4.72$), and support conditions was the lowest mean ($\bar{x} = 4.66$).

The feasibility of guidelines for effective management of student affairs in undergraduate universities in Guangxi, the levels from the highest to lowest mean were as follow: the highest mean was party-building ($\bar{x} = 4.68$), followed by team deployment ($\bar{x} = 4.65$), Student Participation ($\bar{x} = 4.62$), and support conditions was the lowest mean ($\bar{x} = 4.60$).

DISCUSSION

The objectives of the present research include: 1) To study the current situation of effective management of student affairs in undergraduate universities in Guangxi; 2) To develop the guidelines for effective management of student affairs in undergraduate universities in Guangxi; 3) To evaluate the adaptability and feasibility of the Guidelines for effective management of student affairs in undergraduate universities in Guangxi were including 4 following aspects: 1) Party-building Leadership, 2) Team Deployment, 3) Student Participation, 4) Support Conditions. The sample population for this study consists of student affairs administrators from 8 undergraduate universities in Guangxi. The interviewees were 16 middle-level administrators. The research instruments were documents analysis, questionnaire, and structured interview. The statistic to analyze the data were percentage, mean, and standard deviation.

The details are as follows.

Part 1: The current situation of effective management of student affairs in undergraduate universities in Guangxi.

The current situation of effective management of student affairs in four aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was party-building leadership, followed by team deployment, and support conditions was the lowest level. This is because the institutional mechanisms for student affairs management still need to be improved, and team management needs to be strengthened. Therefore, administrators need to further enhance their professional standards and service quality in student affairs management.

According to Xie Yazhuo (2022), university student affairs management teams still need improvement in professional development. Currently, most universities' student affairs management work still faces issues of low standardization and systematization, with management personnel lacking professional training and struggling to provide precise, personalized service guidance, affecting overall management effectiveness. Meanwhile, university student affairs management models also face transformation and upgrade challenges (Tu Jiayan, 2024), requiring systematic reform in party-building leadership, team deployment, student participation, and support conditions.

Part 2: The guidelines for effective management of student affairs in undergraduate universities in Guangxi.

The guidelines for effective management of student affairs in four aspects were at highest level, which contain 42 guidelines. There are 12 guidelines for party-building leadership, 10 guidelines for team deployment, 10 guidelines for student participation, and 10 guidelines for support conditions.

Party-building leadership includes 12 guidelines: 1) Construct a "3+3+3" assessment indicator system: Basic indicators (Party Committee leadership, system construction, and team building at 20% each), Key indicators (work innovation, education effectiveness, and service quality at 10% each), Characteristic indicators (grid management, pioneer post creation, and workshop construction at 10% each). 2) Establish a three-level joint assessment mechanism: University Party Committee focuses on political construction and system implementation assessment, college-level Party organizations are responsible for daily work evaluation, and Party branches concentrate on teacher and student satisfaction surveys, forming a top-down assessment system. 3) Develop a Party building leadership assessment module based on existing campus information portals, achieving automatic monthly data collection and quarterly analysis report generation. 4) Establish assessment groups at both university and college levels: university-level led by Party Committee Deputy Secretary in charge of student work, college-level led by Party Secretary, with clear division of responsibilities and at least one on-site inspection monthly. 5) Implement "1+2+3" dynamic assessment: monthly departmental self-inspection, bi-quarterly cross-examination, and three comprehensive annual evaluations to ensure timely problem identification and resolution. 6) Design a unified assessment scale, including 15 primary indicators and 45 secondary indicators, using a hundred-point scoring system, with full-staff evaluation conducted once per semester. 7) Establish monthly work meeting system where units report assessment situations, exchange work experiences, study and solve common problems, forming a closed work loop. 8) Incorporate assessment results into secondary unit annual evaluations (30%) and individual annual evaluations (20%), according to Debra A. Ragland, Augustus J. Lowry, Dasean T. Nardone White & Johnna M. Frierson.(2024). Directly linking to excellence selection. 9) Implement a "monthly report, quarterly summary, annual archive" work mechanism, establish assessment data analysis models to provide basis for decision-making. 10) Conduct assessment business training once per semester, organize assessment standard learning, practical assessment skills, and typical case analysis to improve assessment team capabilities. 11) Optimize assessment work processes, simplify assessment procedures, reduce formalism, and improve assessment quality. 12) Construct regional assessment collaboration mechanism, promote unified assessment standards among Guangxi undergraduate colleges, and facilitate experience exchange and sharing.

Part 2: The guidelines for effective management of student affairs in undergraduate universities in Guangxi.

The guidelines for effective management of student affairs in four aspects were at highest level, which contain 42 guidelines. There are 12 guidelines for party-building leadership, 10 guidelines for team deployment, 10 guidelines for student participation, and 10 guidelines for support conditions.

Party-building leadership includes 12 guidelines: 1) Construct a "3+3+3" assessment indicator system: Basic indicators (Party Committee leadership, system construction, and team building at 20% each), Key indicators (work innovation, education effectiveness, and service quality at 10% each), Characteristic indicators (grid management, pioneer post creation, and workshop construction at 10% each). 2) Establish a three-level joint assessment mechanism: University Party Committee focuses on political construction and system implementation assessment, college-level Party organizations are responsible for daily work evaluation, and Party branches concentrate on teacher and student satisfaction surveys, forming a top-down assessment system. 3) Develop a Party building leadership assessment module based on existing campus information portals, achieving automatic monthly data collection and quarterly analysis report generation. 4) Establish assessment groups at both university and college levels: university-level led by Party Committee Deputy

Secretary in charge of student work, college-level led by Party Secretary, with clear division of responsibilities and at least one on-site inspection monthly. 5) Implement "1+2+3" dynamic assessment: monthly departmental self-inspection, bi-quarterly cross-examination, and three comprehensive annual evaluations to ensure timely problem identification and resolution. 6) Design a unified assessment scale, including 15 primary indicators and 45 secondary indicators, using a hundred-point scoring system, with full-staff evaluation conducted once per semester. 7) Establish monthly work meeting system where units report assessment situations, exchange work experiences, study and solve common problems, forming a closed work loop. 8) Incorporate assessment results into secondary unit annual evaluations (30%) and individual annual evaluations (20%), according to CongYanxin.(2024). Directly linking to excellence selection. 9) Implement a "monthly report, quarterly summary, annual archive" work mechanism, establish assessment data analysis models to provide basis for decision-making. 10) Conduct assessment business training once per semester, organize assessment standard learning, practical assessment skills, and typical case analysis to improve assessment team capabilities. 11) Optimize assessment work processes, simplify assessment procedures, reduce formalism, and improve assessment quality. 12) Construct regional assessment collaboration mechanism, promote unified assessment standards among Guangxi undergraduate colleges, and facilitate experience exchange and sharing.

RECOMMENDATIONS

Implications

The research results showed that the recommendations about guidelines for effective management of student affairs in undergraduate universities in Guangxi are as follows:

1.Regarding Party-building Leadership, survey results indicate that assessment systems, evaluation mechanisms, and assessment application still need strengthening. It is recommended to improve the "3+3+3" assessment indicator system, optimize the three-level joint assessment mechanism, and strengthen assessment result application. Student affairs administrators should enhance assessment work informatization, standardize assessment processes, innovate assessment methods, and improve assessment effectiveness.

2.Regarding Team Deployment, survey results show that evaluation systems, training systems, and incentive mechanisms need improvement. It is recommended to perfect the position evaluation system, implement stratified training programs, and establish "Educational Pioneer" selection system. Student affairs administrators should strengthen mentorship support, according to Charlotte MaheuVail.(2024). Conduct business seminars, promote inter-institutional exchanges, implement project-based management, establish work archives, conduct specialized research, and implement position rotation.

3.Regarding Student Participation, survey results indicate that participation incentives, capability development, and feedback mechanisms need improvement. It is recommended to establish student participation incentive mechanisms, conduct student cadre capacity training, and establish "Student Suggestion Week" system. Student affairs administrators should implement "project-based" management, conduct "Student Participation Workshops," establish "Student Service Stations," develop "Student Self-governance Demonstration Zones," implement "Student Mentor System," establish "Innovation and Entrepreneurship Studios," and organize "Management Work Experience Days."

4.Regarding Support Conditions, survey results show that facility maintenance, service intelligence, and feedback mechanisms still need strengthening. It is recommended to establish "Facility Repair Quick Response System," implement "Learning Space Upgrade Plan," and develop "Smart Service Engineering." Student affairs administrators should promote "Online Service Hall," establish "Facility Reservation System," set up "Feedback Collection Platform," implement

"Dormitory Facility Renovation," establish "Service Evaluation System," develop "Facility Opening Plan," and implement "Smart Transformation."

Future Researches

Based on the discussion of effective student affairs management in Guangxi undergraduate universities, future research could be conducted in several aspects: firstly, expanding research dimensions by incorporating academic atmosphere construction, safety management, and cultural construction into the research scope to build a more complete student affairs management system; secondly, according to Amy E. Collins Warfield.(2025). Conducting strategic research on student affairs management in Guangxi undergraduate universities by deeply analyzing regional development characteristics and exploring management paths with local features; thirdly, strengthening comparative research among different types of universities to summarize management experiences from institutions of varying levels and types, forming more targeted classified guidance programs; furthermore, broadening the research perspective by conducting nationwide comparative studies of undergraduate university student affairs management to learn from advanced experiences and promote overall management level improvement; additionally, and Cathy H. Ficzer, Erin M. Behnen & Kelley Kinningham.(2024). Strengthening international comparative research by systematically studying successful experiences of foreign universities in student affairs management and exploring student affairs management models with Chinese characteristics while considering China's national conditions. These research endeavors will help further improve the theoretical system of student affairs management, enhance management practice levels, and provide more scientific guidance for university student affairs management work.

REFERENCES

- Amy E. Collins Warfield.(2025).Toward a Student Affairs Pedagogy: Reflections on Teaching and Learning from a Career in Student Affairs.About Campus, 29(6), 4-12.
- Cathy H. Ficzer, Erin M. Behnen & Kelley Kinningham.(2024).Roles and Responsibilities of Student Affairs Professionals in Pharmacy Education.American Journal of Pharmaceutical Education, 88(9), 100818-100818.
- Charlotte MaheuVail.(2024).The culture of small institutions: Unique spaces for meaningful and sustainable collaboration between academic affairs and student affairs.New Directions for Student Services, 2024(188), 59-76.
- CongYanxin.(2024).Thoughts on the Transformation of Management and Education Models for College Students in the Digital Age.Journal of Educational Studies (JES), 1(5).
- Debra A. Ragland, Augustus J. Lowry, Dasean T. Nardone White & Johnna M. Frierson.(2024).Implementing the hidden curriculum for biomedical graduate research trainees: leveraging qualitative data and student affairs personnel to develop soft skills.Frontiers in Education, 9, 1473372-1473372.
- Liu, Y. (2022). Research on university student affairs management organizational system based on student development (Master's thesis). Zhengzhou University.
- Ministry of Education Order No. 4
- Pan, Y. (2024). Research on Xi Jinping's regular understanding and theoretical contribution to youth growth and talent development in the new era (Doctoral dissertation). Jilin University.
- Shao, C. (2024). Research on university student affairs management under artificial intelligence background. Path to Success, (29), 141-144.
- Tu, J. (2024). Research on the integration of peer education into university student affairs management (Master's thesis). Hangzhou Electronic Science and Technology University.

- Xie, Y. (2022). Research on competency model construction for university student affairs management personnel (Master's thesis). Northeast Normal University.
- Zhong, Q. (2019). Research on professional cultivation and training of American university student affairs management personnel (Master's thesis). Chongqing Normal University.