



STUDENT AFFAIRS MANAGEMENT OF JIANGSU VOCATIONAL COLLEGE
OF ELECTRONICS AND INFORMATION



By
Mr. Chen HE

An Independent Study Submitted in Partial Fulfillment of the Requirements
for Master of Education (EDUCATIONAL ADMINISTRATION)

Department of Educational Administration

Graduate School, Silpakorn University

Academic Year 2022

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การบริหารกิจการนักศึกษาอาชีวศึกษาสาขาอิเล็กทรอนิกส์และสารสนเทศ มณฑลเจียงซู



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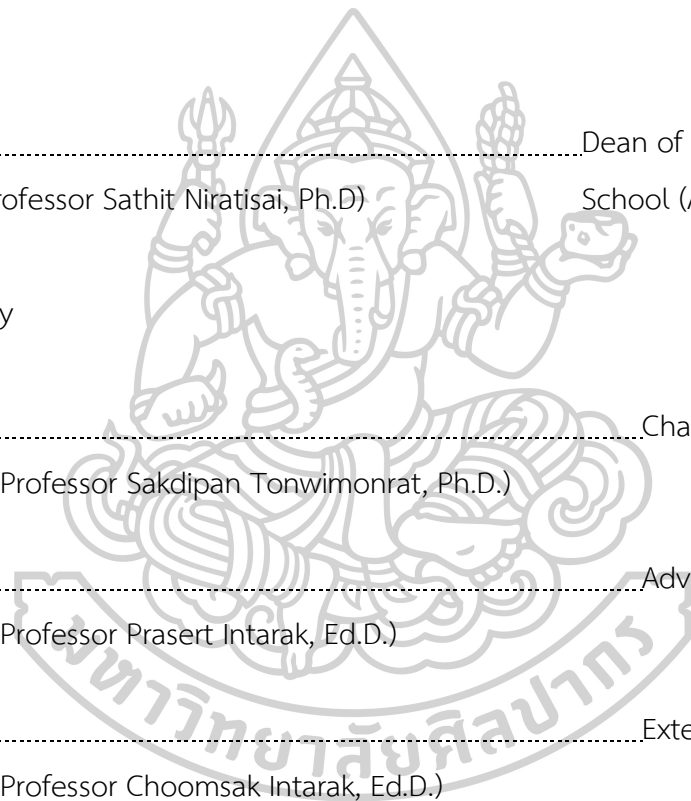
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MR. CHEN HE : STUDENT AFFAIRS MANAGEMENT OF JIANGSU VOCATIONAL COLLEGE OF ELECTRONICS AND INFORMATION
THESIS ADVISOR : ASSOCIATE PROFESSOR PRASERT INTARAK, Ed.D.

This independent study aims to find out: 1) the student affairs administration of Jiangsu Vocational College of Electronics and Information, and 2) to compare the opinion of personnel on the student affairs administration of Jiangsu Vocational College of Electronics and Information based on study variables: gender, age, education background and position. The data collected from 106 student affairs administrators of Jiangsu Vocational College of Electronic and Information. The statistical used to analyze the data were frequency, percentage, arithmetic mean, standard deviation, t-test, and One Way ANOVA.

The research findings were as follows:

1. The student affairs administration in Jiangsu Vocational College of Electronic and Information as a whole and each aspect were rated at a moderate level except role positioning rated at a low level.
2. The student affairs administration in Jiangsu Vocational College of Electronic and Information were significant differences in education background and role positioning at a .05 of significant level. While there were no significant differences by age, and genders.

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Mr. Chen HE

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Chapter 1

Introduction

As an important part of Chinese higher education, higher vocational education has gone through nearly 40 years since the rise of Higher Vocational Education in China in 1985. Higher vocational education played an indelible role in the popularization of Chinese higher education, the cultivation and transportation of applied technical talents, and the transformation of China from a big educational country to a powerful educational country. According to the statistical data in the 2020 national statistical bulletin on the development of Education issued by the Ministry of education, by 2020, there were 1,468 higher vocational (junior college) colleges in China, with 5.2434 million students enrolled, 3.7669 million graduates and 14.5955 million students, accounting for 44.4% of higher education.¹ As a part of school administration, student affairs administration focused on all aspects of students' study and life. It was not only an important indicator to determine whether a higher Vocational College is qualified, but also an important support and guarantee to promote the comprehensive development of students' abilities.

The rapid development of society also puts forward higher requirements for the overall ability of higher vocational students, which requires not only professional ability, but also independent ability, strong organizational ability, administration ability and psychological quality. Student affairs administration, as an organizational activity to promote and guarantee the overall development of students' comprehensive quality, played an important role in the cultivation of comprehensive talents for higher vocational students. However, some problems existing in the administration of student affairs in Higher Vocational Colleges greatly affect the realization of the goal of talent training. Therefore, it is very necessary to

¹Ministry of education of China . *2020nian quanguo jiaoyueshiye fazhan tongji gongbao*. [Statistical bulletin on the development of national education in 2020]. accessed May 1, 2021 moe.gov.cn. http://m.moe.gov.cn/jyb_sjzl/sjzl_fztjgb/202108/t20210827_555004.html.

analyze the problems existing in the administration of student affairs in higher Vocational Colleges. The administration of student affairs in higher Vocational Colleges needs to clarify some existing problems, so as to solve the problems, create a good environment for student affairs administration, and promote higher vocational students to grow more comprehensively and fully.

Significance of study

Student affairs administration focuses on all aspects of personnel training. It aims to meet the development demands of students, and places the recessive educational significance in the explicit specific affairs. The mature and efficient student affairs administration system based on the development of students was not only the key index to determine a high-quality Vocational College, but also an important support and guarantee to promote the comprehensive development of students' learning ability and other abilities, which plays a vital role in the education and growth of students. However, the research on student affairs administration was still in its infancy. Therefore, according to the current situation of Student Affairs Administration in higher Vocational Colleges, this study analyzes and combs the problems of Student Affairs Administration in Higher Vocational Colleges by means of empirical investigation, and discusses the coping strategies to improve the level of student affairs administration, which had strong practical significance.

The universality and uniqueness of the application of student development theory. The important role of Student Affairs Administration in the construction of schools and talent training was gradually recognized and concerned. Combining with the characteristics of higher vocational education, the student development theory was applied to the practice of student affairs administration to explore the reality of Student Affairs Administration in higher Vocational Colleges. While establishing the theory to provide basis and guidance for higher vocational education activities, it was not only verifies the important position of the student development theory as the student affairs administration theory, but also explores new understanding in the combination of the theory and higher vocational education, which shows the

universality and uniqueness of the theory and enriches the connotation of this theoretical system.

It was helpful to understand the characteristics and rules of Student Affairs Administration in higher Vocational Colleges. Through the survey of the satisfaction of the students and teachers in Higher Vocational Colleges and the current situation of students' affairs, it is found that different individual variables have different satisfaction with student affairs administration. Thus, it helps to understand these rules and deepen our understanding of student affairs administration major and even Pedagogy Major when dealing with student affairs.

It provides theoretical reference for the scientific research of student affairs administration. Although the administration of students' affairs in higher Vocational Colleges has attracted more and more attention in recent years. The research on Student Affairs Administration in higher Vocational Colleges is relatively small. And the research history was relatively short. Which was still in the initial stage. This study, as a breakthrough point, provides a new vision for improving the administration level of students' affairs and the ways of students' Education in higher Vocational Colleges. Which had a strong practical significance, and could provide reference for other people and later researchers. At the same time, the specific strategies proposed for the theoretical analysis and empirical research provide scientific basis for the relevant subjects to better improve the level of Student Affairs Administration in higher Vocational Colleges. In addition, it was also conducive to open up new research points and innovation points in the interdisciplinary fields and scope of Ideological and political education and moral education, and prepare for further research.

Statement of the problem

With the deepening of Chinese higher education reform, the mode of Student Affairs Administration in higher Vocational Colleges began to transform. Although higher vocational education belongs to higher education and is an important part of higher education, based on its own professional characteristics, higher vocational education had both commonalities and particularity of higher

education. Throughout the existing research, it was not difficult to find that it remained some problems and room for improvement.²

Firstly, there were many statements about the definition of related concepts, and the definitions of similar concepts in some literature became confused, which could not clearly distinguish the boundaries and differences of similar concepts.

Secondly, the research method was too single. Most of the existing researchers use the literature research method to discuss, but lack of the fresh data of personal practice and in-depth investigation. Which relatively limited in persuasion to a certain extent. This also enlightens future scholars to try to study student affairs administration in Higher Vocational Colleges from more theoretical perspectives, dimensions and methods, such as interdisciplinary system administration and sociology, and then explore the innovation of student affairs administration mode and administration method through demonstration with the help of mathematical model analysis.³

Thirdly, compared with recent years, college student affairs administration had gradually become a research hotspot and made many theoretical achievements. Chinese research on Student Affairs Administration in higher Vocational Colleges was still in its infancy, and lack of research specifically aimed at this aspect.⁴

To sum up, this study uses a combination of theoretical and empirical research methods to study the student affairs administration of Jiangsu Electronics and Information Vocational College, explore some problems existing in the student affairs administration, and then put forward targeted countermeasures, in order to

²Feng-ying , H . (2010). Problems and analysis of student management in Higher Vocational Colleges , *Examination weekly* no.42:205.

³Ya-wei,T. (2011) .On the problems and Countermeasures of student management in Higher Vocational Colleges, *China market* no.26: 234.

⁴Man-li,S. (2011). Building a bridge between higher vocational education and higher general education -- the revival of "transfer education" in American Community Colleges Probe , *Foreign educational research* no.7 : 43.

provide reference basis and suggestions for the reform, research and practice of Student Affairs Administration in Higher Vocational Colleges in the future.

Research objectives

1.To study student affairs administration of Jiangsu Vocational College of Electronics and Information.

2. To compare the opinion of personnel on the student affairs administration of Jiangsu Vocational College of Electronics and Information based on study variables: gender, age, education background and position.

Research questions

1.What level of the student affairs administration in Jiangsu Vocational College of Electronics and Information?

2. Are there any significant difference of opinion of the personnel on student affairs administration among the study variables: gender, age, education background and position in Jiangsu Vocational College of Electronics and Information?

Research hypothesis

1. The student affairs administration of Jiangsu Vocational College of Electronics and Information is at moderated level.

2. There are significant differences of opinion of personnel on student affairs administration in gender, age, educational background and position in Jiangsu Vocational College of Electronics and Information.

Referent framework

According to Lunenburg & Ornstein's theory, it was analyzed that the role of educational organizations and school administrators appears in the form of open system architecture. Because the business scope of the school could be clearly divided into three categories: inputs, transformation process and outputs. This framework could help us analyze the operation of schools, especially the system of managing organizational change. It helps diagnose problems quickly and accurately, and enables school administrators to focus on key areas to understand changes in the system. When the basic system mode of school administration extended to pay

attention to the operation of school administrators in the school or school system, the relationship between the operation of school administrative system.⁵

In order to have a deep understanding of student affairs administration, the researcher consulted a large number of literature related to consulting services, including books, research, reports, journals and articles. The researcher integrated most of the principles, concepts and theories. In terms of monographs, Chinese representative works include Feng Pei's innovation of Chinese college student affairs administration mode, Chu Zu-wang's course of college student affairs administration, Feng Gang's theory and practice of professional construction of administrators,⁶ etc. These works were based on the general situation of western student affairs administration, in order to put forward guiding significance for Chinese higher education student affairs administration. We could search the works on student work in higher Vocational Colleges, and find the research on student work in Higher Vocational Colleges edited by Xu Ji-zun, Yang mountaineering and Zheng Jin-guang in 2006⁷ and the road of youth: Theory and practice of Ideological and political work for higher Vocational students edited by Qi Shu in 2008.⁸ Ji De-kui and Zhao Xiao-dan found that the influencing factors and Countermeasures of student affairs administration satisfaction in higher Vocational Colleges, put forward that student affairs administration was an important guarantee for students to realize the comprehensive development of various abilities, and its influencing factors could not be ignored. Through the investigation and analysis of students in five higher

⁵ Fred C. Lunenburg and Allan C. Ornstein.(1991). *Educational Administration: Concepts and Practice. 6th ed.* Belmont, CA: Wedworth: 21.

⁶Gang , F. (2010). *Theory and practice of professional construction of counselors.* Beijing: China Renmin University Press :34-76.

⁷Ji-zun, X , Li-feng, Y and Jin-guang , Z. (2006). *Research on Higher Vocational Students' work* .Dongying: China University of Petroleum Press:42-65.

⁸Shu, Q. (2008). *The road of youth: Theory and practice of Ideological and political work for higher vocational students.* Shenyang: Northeast University Press:21-49.

Vocational Colleges, individual variables such as gender, school, major and student cadre status have a significant impact on the satisfaction of student affairs administration, but grade and political outlook had no significant impact; Student development, institutional norms, campus service, democratic participation and teacher work had a significant impact on satisfaction. Based on this, we could improve the satisfaction of student affairs administration by changing from "educating people" to "being people", "governance" to "good governance", "form" to "ceremony", "minority" to "public" and "seeking career" to "dedication".⁹ Pope (2000) defined the characteristics of student affairs from a cross-cultural perspective, and puts forward seven abilities that student affairs personnel should possess in the face of the challenge of internationalization. Include: 1) Administrative and Management Skills. 2) Theory and Translation. 3) Helping and Inter personal Skills. 4) Ethical and Legal Experience. 5) Teaching and Training. 6) Assessment and Evaluation. 7) Multicultural Awareness, Knowledge and Skills.¹⁰ American scholar Christine Jen introduced the American student development theory in his book the application of student development theory in Student Affairs Administration - a brief introduction to American student development theory, and explained the application of student development theory in student affairs administration.¹¹

⁹De-kui , J and Xiaodan , Z. (2018). "Influencing factors and Countermeasures of student affairs management satisfaction in Higher Vocational Colleges -- Based on the survey of students in five higher vocational colleges in Tianjin." *Vocational education research* no.4: 6

¹⁰ Pope R L, Mueller J A. (2000). Development and initial validation of the multicultural competence in student affairs-preliminary 2 scale . *Journal of College Student Development*.41 (6) : 599-608.

¹¹ Christine B S, Hamm J V. (2005).Sense of belonging among higher education---based on student developmental theory. *Journal of Youth and Adolescent*.

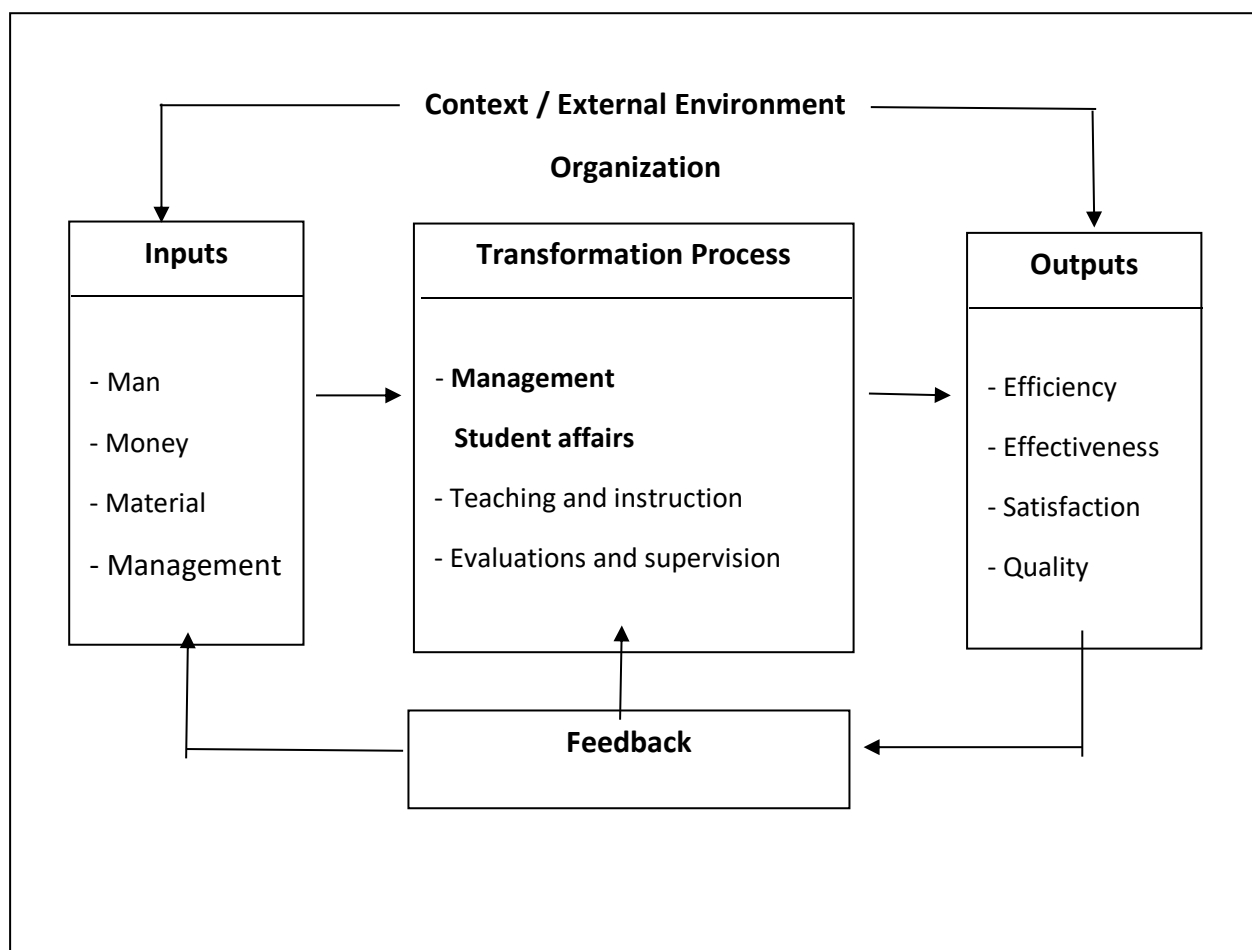


Figure 1 : Research referent framework

Source: Fred C. Lunenburg and Allan C. Ornstein. (1991). *Educational Administration: Concepts and Practice*. 6th ed. (Belmont, CA: Wedworth : 21.

Xiao-ping, Q and Yan, T. (2005). *College student affairs administration*. Guangzhou: Sun Yat sen University Press:50-80.

Research delimitation

In this study, the researcher chose the theory of college student affairs administration, based on the five dimensions of research direction proposed by Qi Xiaoping and Tang Yan's Book *College Student Affairs Administration*. They cited that there were five components of student affairs administration: 1) role positioning 2) working attitude 3) sense of belonging 4) professional administration and 5) self-worth. (Shown in Figure 2)

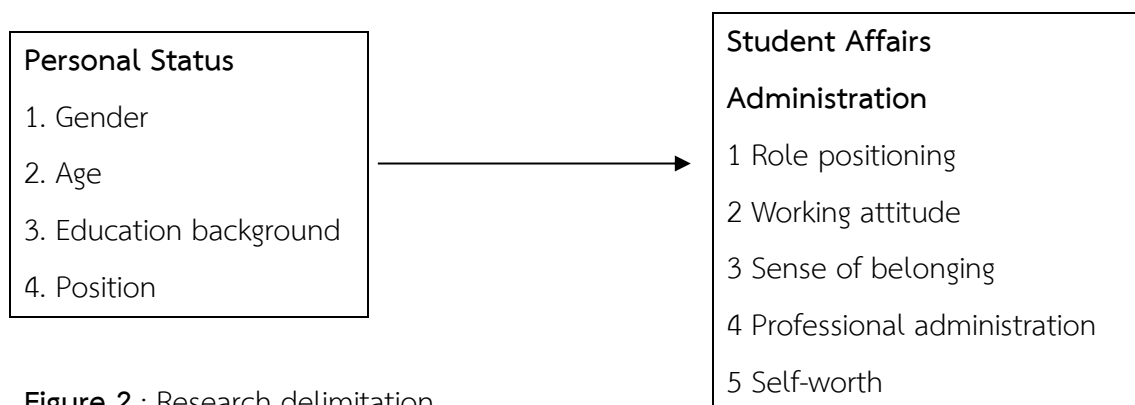


Figure 2 : Research delimitation

Source : Xiao-ping, Q and Yan, T. (2005). *College student affairs administration*.

Guangzhou: Sun Yat sen University Press:50-80.

Research Definition of Term

1. Student Affairs Administration

Student Affairs Administration means the process for covering the activities of the students in school. That could help those students to meets the growth needs of students through student affairs. This process served students' non-academic affairs and extracurricular activities, and covertly infiltrates the educational function into specific affairs, and pursues conscious and purposeful administration and organization activities for students' educational and development functions. Which composed of 1) role positioning 2)working attitude 3)sense of belonging 4)professional administration and 5)self-worth

2. Jiangsu Vocational College of Electronic and Information

Jiangsu Vocational College of Electronic and Information means the institution which operated for a full-time of higher learning approved by the Ministry of Education. Located in Huai'an University Town, Jiangsu Province. The predecessor of the school was Huaiyin electronic industry school since1978; In 1996, Huaiyin electronic industry school was approved by the people's Government of Jiangsu Province to run a five-year consistent higher Vocational and technical education on a trial basis. In 1997, Huaiyin electronic industry school was approved by the former Jiangsu Provincial Education Commission to enroll counterpart junior college classes; In 2001, Huaiyin electronic industry school was approved to be upgraded to Huai'an Information Vocational and technical college. In May 2020, the school officially

changed its name to Jiangsu Vocational College of Electronics and Information.¹²



¹² *Jiangsu dianzi xinxi zhiye xueyuan*. [Jiangsu Vocational College of Electronics and Information]. (n.d.). accessed October 1, 2021. [Jsei.edu.cn](http://www.jsei.edu.cn). <http://www.jsei.edu.cn/xxgk1/xxjj.htm>.

Chapter 2

Review of Related Literature

This study, entitled "student affairs administration of Jiangsu Electronics and Information Vocational College", gradually collects and integrates information literature, articles, books, research reports, journals and related papers from relevant departments. This chapter covers three parts: 1) Knowledge of Student Affairs Administration 2) basic information of Jiangsu Electronics and Information Vocational College and 3) related research at home and abroad.

Knowledge of Student Affairs Administration

Student Affairs Administration

This study defines "student affairs administration" as: the school meets the growth demands of students through student affairs, included, standardizing, guiding and serving students' non-academic affairs and extracurricular activities, and implicitly penetrates the educational function into specific affairs, so as to pursue conscious and purposeful administration and organization activities for students' educational function and development function.¹³

Student affairs administration in higher Vocational Colleges was the planning, organization and leadership of student affairs. That is the administration of non-academic affairs and students extracurricular activities, including students'

¹³Guo-chun, C. (February 2000). Definition of the concept of Student Affairs Management in Colleges and universities . *Journal of Yangzhou University*: 56.

ideological education¹⁴, party and league construction, academic objectives¹⁵, environmental adaptation, life service, mental health¹⁶ and career development.¹⁷

In conclusion, the student affairs administration mean: the process for covering the activities of the students in school. That could help those students to meets the growth needs of students through student affairs. This process serves students' non-academic affairs and extracurricular activities, and covertly infiltrates the educational function into specific affairs, and pursues conscious and purposeful administration and organization activities for students' educational and development functions.

The significant of student affairs

The analysis and Research on the environmental background of colleges and universities was not only the basic theory that college student affairs administration effectively play its function, but also an important guarantee for the stable development of colleges and universities, the all-round development of students and the sustainable development of administration team, so as to have a deeper understanding of the importance of student affairs administration.¹⁸

1. It was conducive to forming a good pattern of education

With the development of society and the reform of education system, student affairs administration had been extended to the fields of mental health education, employment guidance, logistics services and so on. The lack of any aspect

¹⁴Hai-liang, G. (2006). *Introduction to ideological and political education in Colleges and Universities* .Wuhan: a book published by Wuhan University Press:180.

¹⁵Zhao, Z. (January 2013). "Research on the impact of College Students' academic goals and autonomy on academic achievement", *School Party Construction And Ideological Education*: 3

¹⁶Jing, Z. (2014) *Mental Health Education* .Beijing: Higher Education Press : 20.

¹⁷Jun-yi, H , Hua-yu,S and Xiao-wen, H. (2010). *Career Planning For College Students*. Beijing: Tsinghua University Press: 2.

¹⁸Zu-wang, C. (2008). *College Student Affairs Management Course* .Beijing: Science Press:40-60.

of school administration would restrict the smooth progress of student affairs administration. Student affairs administration also rich in content and covers a wide range, involving students' study, life, activities, safety and other aspects. Student affairs administration should establish an overall concept, strengthen comprehensive research, strengthen moral education in the whole school education and teaching, and focus on the process and achievement transformation of moral education research, which was conducive to the school's full implementation of the party's education policy, comprehensively improve students' quality and implement the goal of moral education.

2. It was conducive to ensuring the stable development of colleges and universities. Social development requires more citizens to receive higher education and enhance their social competitiveness and cooperation through higher education. One of the responsibilities of colleges and universities is to fully optimize the allocation of various resources, maximize the individual's desire for all-round development, and cultivate talents for the country. However, with the development of society, new problems also testing the student affairs administration of colleges and universities. Colleges and universities should seriously done a good job in student affairs administration and create a harmonious, healthy and positive campus environment, so as to ensure the stability of colleges and universities and promote the sustainable development of colleges and universities.

3. It was conducive to promoting the all-round development of college students.

College student affairs administration plays an important role in the growth and development of college students. In 2004, the No. 16 document of the State Council of China positioned administrators as "guides and guides for the healthy growth of college students" from the strategic height of cultivating socialist "qualified builders and reliable successors" with all-round development of morality, intelligence, physique and beauty. College Student Affairs Administration shoulders the important task of cultivating excellent talents with all-round development for the country and undertakes an arduous and glorious historical mission. Helping

students became people of all-round development that was the core goal of student affairs administration.

4. It was helpful to explore the law of student affairs administration

The importance of theory guiding practice and constructing a theoretical system of student affairs administration with Chinese characteristics was self-evident. The construction of the theoretical system needs to start from the background of the times, put forward strategies, the coordination, cooperation, research and analysis of various departments, and then carry out practical test, so as to enrich the theory and enhance the effectiveness in the continuous development. The establishment of college training objectives needs to improve the theory of student affairs administration, actively explore, innovate and master its laws, which would help the whole higher education to carry out various specific work in an organized, planned and step-by-step manner.

The student affairs administration process

Under the leadership of the school Party committee of Chinese higher Vocational Colleges, the student affairs administration organization was set up according to the two levels of "school college". Different higher Vocational Colleges might have different settings of some institutions and departments due to the differences of administration concept and administration content, but the settings of their basic institutions were the same. At the school level, a deputy secretary (vice president) usually in charge of student affairs. Each student affairs department must report to the Deputy Secretary (vice president) and be responsible for the Deputy Secretary (vice president). There are affairs centers and offices, such as Youth League Committee, school work department (Office), employment guidance center and psychological counseling center, to be responsible for the specific affairs of students. At the college level, a deputy secretary usually undertakes specific student work. The student affairs department generally corresponds to the student affairs administration organization at the school level. The college level student affairs department was under the leadership of the College (Department) in administration and the school level functional departments such as the school work office

(Department) and the school Youth League Committee in business. (see Figure 3 for details) as the administration teacher of the college level student affairs department, student administrators directly work on students and mainly responsible for the administration of students' daily affairs and ideological and political education.

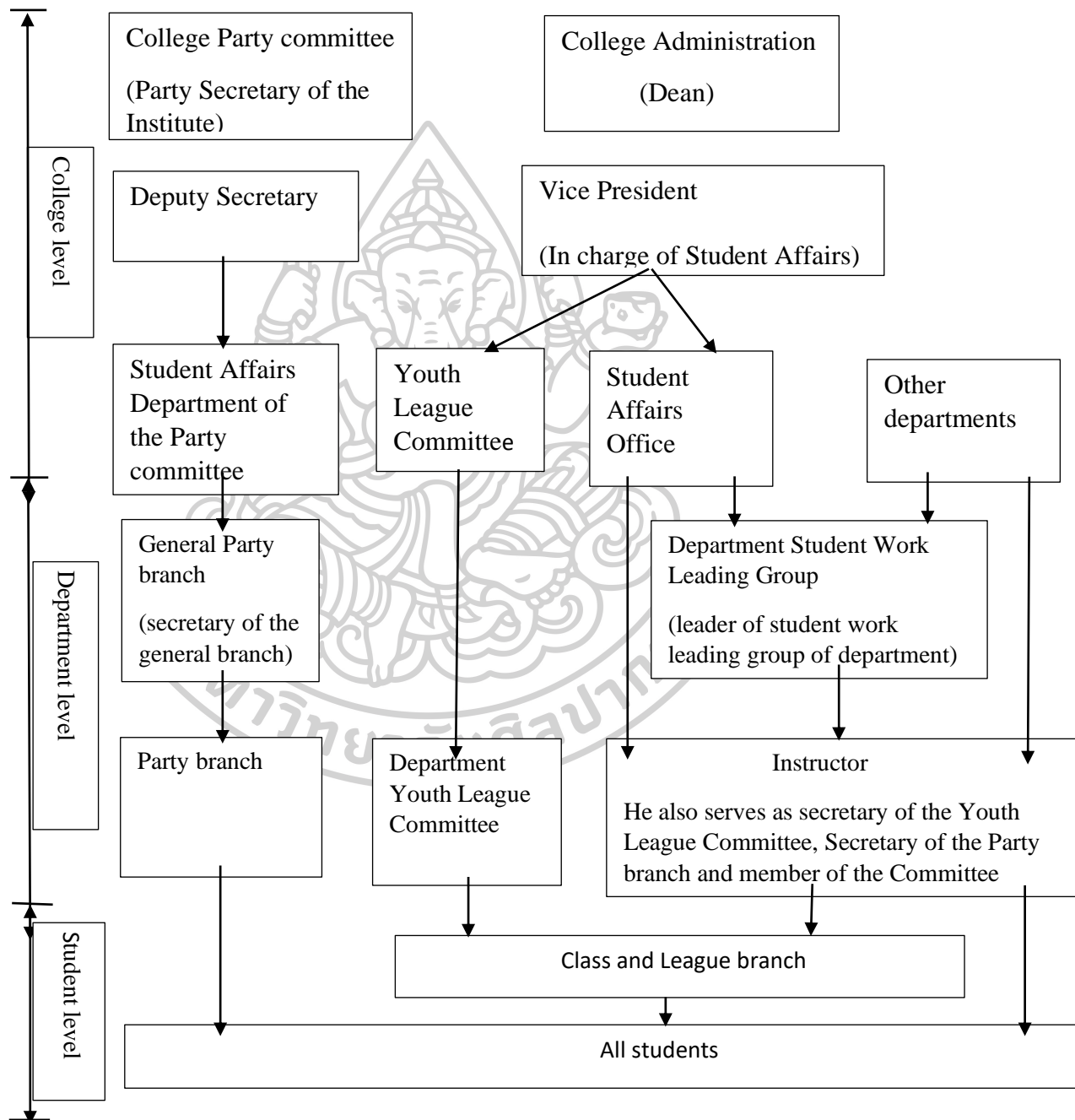


Figure 3 : Process of Student Affairs Administration

Source : Student affairs administration mode of Jiangsu Vocational College of Electronics and Information

Student affairs administration concept

Student affairs administrators should be "student-oriented". From the perspective of administration, "student-oriented" is to start from the actual needs and interests of students by transforming managing students into serving students, Changing the traditional opposition between schools and student work departments (Division) administration and managed pattern to solve various problems encountered in student administration. "Our college student affairs administrators should respect students, care about students, serve students and develop students in their specific work. In the process of carrying out student affairs, we should strive to enhance the awareness of serving students and provide more individualized services for students for the purpose of student development.¹⁹ This process could describe as follows:

Role positioning

The role positioning in student affairs administration is generally the personnel, teams and organizations specially responsible for student affairs administration in the school system environment. The school provides them with appropriate time and can adjust personnel in time for administration.

Working attitude

The working attitude, evaluation and behavior tendency in student affairs administration are the psychological tendency of administrators in all aspects of student affairs administration. It is reflected in the satisfaction of work performance, enthusiasm and working conditions satisfaction.

Sense of belonging

The sense of belonging in student affairs administration is the internal connection between the administrator and the school, the recognition and

¹⁹Xiao-ping, Q and Yan, T.(2005). *College student affairs administration* . Guangzhou: Sun Yat sen University Press: 50-80.

investment of the school where he works in ideology, emotion and psychology, the assumption of various responsibilities and obligations of the school as a protagonist, and the willingness to participate in the student affairs administration of the school.

Professional administration

The professional administration in student affairs administration is to make the school student affairs administration develop as a whole by cultivating professional talents. Reduce differences through standardized, standardized and scientific training, and improve the efficiency of student affairs administration by improving the administration mode.

Self worth

In student affairs administration, it means that administrators attach importance to themselves and think that their talents and personality are valued by the school. Managers enjoy a certain status and reputation, and are respected by people around them. The positive emotional experience generated by good evaluation usually shows self-confidence, self-esteem and self-improvement.

Related theory on student affairs administration

In the action plan for improving the administration level of Vocational Colleges (2015-2018), the "action for improving the administration informatization level" was one of the key tasks for improving the administration level of Vocational Colleges, and the specific requirements to strengthen the overall design of administration informatization, improve the operation mechanism of administration informatization and improve the application ability of administration informatization.²⁰ Student affairs administration was an important part of Higher Vocational College Administration and student administration. The degree of

²⁰Ministry of education of China. *Guanyu yinfa tigao gaozhi yuanxiao guanli shuiping xingdong jihua (2015-2018) de tongzhi*. [Notice on printing and distributing the action plan for improving the management level of Vocational Colleges (2015-2018)]. accessed June17, 2021. moe.gov.cn . http://www.moe.gov.cn/srcsite/A07/moe_950/201509/t20150917_208794.html

administration informatization affects the improvement of college administration level and the effectiveness of College Students' education, administration and service. Therefore, in the wave of informatization, higher Vocational Colleges should also promote the informatization of student affairs administration.

The legalization of student affairs administration means that within the scope stipulated by the Constitution and laws, in accordance with the requirements of relevant laws and regulations such as the state and education departments, formulate a sound legal operation mechanism and guarantee system, carry out student affairs administration according to law, and require student affairs administrators to carry out education and teaching within the scope authorized by law, Safeguard the legitimate rights and interests of students by means of the rule of law. The legalization of Student Affairs Administration in higher Vocational Colleges was an important embodiment of the concept of governing schools and teaching according to law in student affairs administration. Its core lies in the use of the administration power of Higher Vocational Colleges according to law, the correct handling of the rights and obligations between Higher Vocational Colleges and students, and the respect and protection of students' legitimate rights.²¹

As an important way to realize human development, education transformed into higher education to strengthen the exploration and Research on students' development. The administration of student affairs in Higher Vocational Colleges Based on student development should be to set up special institutions, equip full-time personnel, provide sufficient resources, take "student development theory" as the guiding ideology of work, and take the needs and interests of students as the starting point of work, so as to achieve the purpose of managing, educating and serving students and promoting the all-round and harmonious development of students.²²

²¹Hui, M. (March 2014). On some issues of legalization of Student Affairs Management in Colleges and universities . *Ideological And Theoretical Education*: 101-105.

²²Jie , Z. (June 2016). Research on Student Affairs Management in Higher Vocational Colleges Based on student development, *Vocational technology*:25.

The student affairs administration of Higher Vocational Colleges Based on the service concept refers to the student affairs administration mode with students as the main body, focusing on cultivating students with physical and mental health, all-round development and innovative spirit, and serving students' growth and success as the main work content. In the process of serving students, we should fully affirm the subject status of individual students in their development process, highlight the cultivation of students' subject consciousness, subject ability and personality quality, start from the concept of people-oriented, integrate education, administration and service, and run through the whole student affairs administration.²³

Higher Vocational Colleges

Higher Vocational College was the abbreviation of "Higher Vocational College". It belongs to the national education sequence officially filed by the Ministry of education of China. It was a unified recruitment school that implements specialized education level education and trains talents with both scientific and cultural knowledge and certain professional knowledge and skills. Together with colleges and universities implementing undergraduate level education, it constitutes an important part of Chinese higher education. The basic school system of higher Vocational Colleges is three years, and its enrollment target range is wide. There were not only ordinary high school graduates who have been selected through unified recruitment, but also social people who have worked. Higher Vocational Colleges aimed to transfer more excellent applied talents to the country and society on the basis of grafting middle school education. It was an important channel for the cultivation of applied talents. As a kind of ordinary colleges and universities, higher Vocational Colleges had the commonness of higher education. Some ideas, systems and methods commonly used in ordinary colleges and universities were also applicable in higher Vocational Colleges. At the same time, higher Vocational Colleges also had their own personality. While carrying forward the common ideas

²³Jie , Z. (2016). Research on student affairs management mode of Higher Vocational Colleges Based on service concept. *Vocational Education* no.22:36.

and implementing the common methods and systems, they combine their own personality characteristics to promote the long-term development of higher Vocational Colleges.²⁴

"According to the relevant regulations of the Ministry of education, from the end of last century, full-time colleges and universities that were not normal, medical or public security should gradually standardize their names, with the suffix 'Vocational and Technical College' or 'Vocational College.'" "Vocational and Technical College" or "Vocational College" was a special suffix of Higher Vocational Colleges and an important part of Chinese higher education.

By 2020, there were 1468 higher Vocational (junior college) colleges in China, with 5.2434 million students, 3.7669 million graduates and 14.5955 million students, accounting for 44.4% of higher education.²⁵ These higher Vocational Colleges were all over Chinese provinces and provide a steady stream of talents for local development.

Jiangsu Vocational College of Electronic and Information

Jiangsu Vocational College of Electronic and Information, abbreviated as "Jiangsu Institute of Electronics" located in Huai'an City, Jiangsu Province. It was a full-time college with the approval of the Ministry of education.

The predecessor of the school was Huaiyin electronic technology school, which was founded in 1978. In 1996, Huaiyin electronic technology school was approved by Jiangsu Provincial People's government to pilot five-year consistent higher Vocational and technical education. In 1997, Huaiyin electronic technology

²⁴ *Higher Vocational College*. (n.d.). accessed June1, 2021. Baike.baidu.com. <http://baike.baidu.com/link?url=zDqno13JPKhzaU9cSNDjZJPirVkoRcfpjpHhhf7JeU72d5ZD8GmfSStSzMO5skD65O3k7SODylUscOS-ktgMa>.

²⁵ Ministry of education of China. *2020nian quanguo jiaoyue shiye fazhan tongji gongbao*. [Statistical bulletin on the development of national education in 2020]. accessed May4, 2021. moe.gov.cn. http://m.moe.gov.cn/jyb_sjzl/sjzl_fztjgb/202108/t20210827_555004.html.

school was approved by the former Jiangsu Provincial Education Committee to recruit corresponding college classes. In 2001, Huaiyin electronic technology school was upgraded to Huai'an information technology college; In May 2020, the school officially changed its name to Jiangsu Electronics and Information Vocational College.

According to the official website of the school in June 2019, the school covers an area of 1080 mu, with a construction area of more than 300000 square meters and fixed assets of more than 720 million yuan. The library had a collection of 769000 books, more than 10 large professional databases such as CNKI and Duxiu database, with a total value of 150 million yuan of teaching and research equipment. There were more than 600 teaching staff and nearly 10000 students. The school had seven secondary colleges and three teaching departments. A total of 47 higher Vocational majors had been set up.

Related research

Zhang Jie found out in the article "Research on the student affairs administration mode of Higher Vocational Colleges Based on the service concept" that student affairs administration plays an important role in the educational administration of higher Vocational Colleges. Starting from the main body of student affairs administration, this paper points out the problems existing in the current traditional student affairs administration, and puts forward some measures, such as establishing the concept of student-oriented student affairs administration, constructing a perfect service system, creating a professional service team and so on.²⁶

Rong Wen-ting found out that in view of the problems existing in the current student affairs administration, such as unclear concept, insufficient system and imperfect mechanism, she used the social work theory to systematically analyze the construction mode of student affairs administration system in Higher Vocational Colleges from the aspects of concept construction, function construction and goal

²⁶Jie , Z. (2015). "Research on the management mode of student affairs in Higher Vocational Colleges Based on the concept of service." *Vocational Education: next ten days issue* no.11: 3

construction, Put forward the administration strategy with professional administration mechanism, strip administration mode, humanistic administration concept and legal administration requirements as the main content, so as to promote the all-round development of students from the path of case solution, subject development and social education.²⁷

Zhang Jie found out the problems existing in the current student affairs administration in Higher Vocational Colleges in China, such as lagging administration concept, weak administration team and single administration mode, and proposed to update the concept of student affairs administration and focus on student development, Strengthen the construction of student affairs administration team, optimize the team structure, innovate working methods, update work contents and so on, so as to better promote the development of Student Affairs Administration in Higher Vocational Colleges in China.²⁸

Lu Wei found out that Chinese higher Vocational education reform is deepening, and the needs of higher Vocational students are increasingly diversified. Therefore, the content of student affairs administration is increasing, so it is necessary to build a high-quality, professional and professional student affairs administration team and strive to improve the level of Student Affairs Administration in higher Vocational Colleges. By clarifying the work concept of student affairs administration team, establishing the common vision of the team, strengthening the construction of team culture and improving the team incentive evaluation system, we can strengthen the construction of student affairs administration team from multiple channels and aspects, and constantly explore the scientific way of administration in higher Vocational Colleges.²⁹

²⁷Wen-ting , R. (2015). "The construction of student affairs management system in higher vocational colleges." *Vocational and technical education* no.35: 4

²⁸Jie , Z. (2016). "Research on Student Affairs Management in Higher Vocational Colleges Based on student development." *Vocational technology* no.6: 3

²⁹Wei , L. (2016). "Research on the construction of student affairs management team in higher vocational colleges." *Economic Research Guide* no.20: 2

Ma Xiao-hui and Hu bin found out that student affairs administration in higher Vocational Colleges will not only affect students' study and life in school, but also affect the image of higher Vocational Colleges, and even affect students' future development. According to the current basic situation of Student Affairs Administration in higher Vocational Colleges, combined with their own practical experience, this paper points out that higher Vocational Colleges should establish the development concept of "student-oriented" and clearly position Student Affairs Administration in student affairs administration.³⁰

Dong Dong-ming and Wu Dan found that in the informatization construction and Countermeasures of Student Affairs Administration in higher Vocational Colleges that information technology has brought new opportunities and challenges to higher Vocational education. As an important part of higher Vocational College administration, student affairs administration had also undergone many changes, but there were still some problems, such as backward administration concept, imperfect information system, unreasonable organizational structure and so on. Higher Vocational Colleges should establish the student-oriented concept, build an information platform, simplify the organizational structure and reengineer the process, so as to promote the informatization of student affairs administration.³¹

Zhang Jun found out the current situation of low specialization of student affairs administration team in higher Vocational Colleges, heavy "blocking" rather than "sparse" administration concept, and few innovation in administration methods. He gave some improvement measures, such as strengthening the specialization of

³⁰Xiao-hui , M and Bin , H. (2017). "Exploration and Research on Student Affairs Management in higher vocational colleges." *Building materials and decoration* no.2:136-137

³¹Dong-ming , D and Dan ,W. (2017). "Information construction and Countermeasures of Student Affairs Management in Higher Vocational Colleges -- Taking Minxi Vocational and Technical College as an example." *Journal of Minxi Vocational and technical college* no.2: 6

administrators, perfecting the rules and regulations of student affairs administration, and people-oriented in student affairs administration.³²

Ji De-kui and Zhao Xiao-dan found that the influencing factors and Countermeasures of student affairs administration satisfaction in higher Vocational Colleges, put forward that student affairs administration was an important guarantee for students to realize the comprehensive development of various abilities, and its influencing factors could not be ignored. Through the investigation and analysis of students in five higher Vocational Colleges, individual variables such as gender, school, major and student cadre status have a significant impact on the satisfaction of student affairs administration, but grade and political outlook had no significant impact; Student development, institutional norms, campus service, democratic participation and teacher work had a significant impact on satisfaction. Based on this, we could improve the satisfaction of student affairs administration by changing from "educating people" to "being people", "governance" to "good governance", "form" to "ceremony", "minority" to "public" and "seeking career" to "dedication".³³

Xie Ying-qian found from the research on the informatization construction and Countermeasures of Student Affairs Administration in higher Vocational Colleges that higher Vocational Colleges were an important part of Chinese current education system. The construction and development of higher Vocational Colleges had an important impact on Chinese talent training, especially higher Vocational Colleges could cultivate a large number of practical talents for Chinese modernization, Therefore, its administration was very important. At present, in the administration of higher Vocational Colleges, student affairs administration was the basic work content. The main function of student affairs administration was to effectively manage

³²Jun , Z. (2016). "Analysis of student affairs management system in higher vocational colleges." *SME management and technology* no.9: 1

³³De-kui , J and Xiaodan , Z. (2018). "Influencing factors and Countermeasures of student affairs management satisfaction in Higher Vocational Colleges -- Based on the survey of students in five higher vocational colleges in Tianjin." *Vocational education research* no.4: 6

students, ensure students' normal study and life, and promote students' healthy development. At the present, with the continuous development of Chinese economy, science and technology, especially the development of Internet technology and information technology, the student affairs administration of Chinese higher Vocational Colleges also presents a new trend and faces more challenges. In this case, it was essential to innovate the student affairs administration.³⁴

In terms of monographs, Chinese representative works include Feng Pei's innovation of Chinese college student affairs administration mode, Chu Zuwang's course of college student affairs administration, Feng Gang's theory and practice of professional construction of administrators,³⁵ etc. These works were based on the general situation of western student affairs administration, in order to put forward guiding significance for Chinese higher education student affairs administration. We could search the works on student work in higher Vocational Colleges, and find the research on student work in Higher Vocational Colleges edited by Xu Jizun, Yang mountaineering and Zheng Jinguang in 2006³⁶ and the road of youth: Theory and practice of Ideological and political work for higher Vocational students edited by Qi Shu in 2008³⁷.

In the University Student Affairs Administration in the United States and other western developed countries, the relevant research has been relatively mature, and has constructed a relatively complete system theory and practice

³⁴Ying-qian , X. (2019). "Research on the informatization construction and Countermeasures of Student Affairs Management in higher vocational colleges." *Think tank era* no.6: 2

³⁵Gang , F. (2010). *Theory and practice of professional construction of counselors*. Beijing: China Renmin University Press :34-76.

³⁶Ji-zun, X , Li-feng, Y and Jin-guang , Z. (2006). *Research on Higher Vocational Students' work* .Dongying: China University of Petroleum Press:42-65.

³⁷Shu, Q. (2008). *The road of youth: Theory and practice of Ideological and political work for higher vocational students*. Shenyang: Northeast University Press:21-49.

system. In western developed countries, student affairs administration has always been an important part of colleges and universities, which has also become a concept corresponding to "academic affairs". Student affairs administration makes the administration of colleges and universities gradually standardized, systematic and professional. Foreign research on college student affairs administration originates from different historical development stages of Student Affairs Administration in western developed countries. In the United States, they had always paid special attention to the training of student affairs administrators. The major of higher education administration was also a particularly popular and popular major in the United States. As early as 1937, the personnel declaration jointly issued by the American Education Commission in Washington in 1937 marked the birth of modern student affairs in American colleges and universities.

In 1993, the American College Personnel Association (ACPA) formulated the guiding standards and principles for student development in a multicultural context, and elaborated the responsibilities and abilities required for learning and development. Pope (2000) constructed a cross-cultural competence framework consisting of consciousness, knowledge and skills on this basis. Under this framework, it defines the characteristics of student affairs from a cross-cultural perspective, and puts forward seven abilities that student affairs personnel should possess in the face of the challenge of internationalization. Include: 1) Administrative and Management Skills. 2) Theory and Translation. 3) Helping and Inter personal Skills. 4) Ethical and Legal Experience. 5) Teaching and Training. 6) Assessment and Evaluation. 7) Multicultural Awareness, Knowledge and Skills.³⁸

American scholar Christine Jen introduced the American student development theory in his book the application of student development theory in Student Affairs Administration - a brief introduction to American student

³⁸ Pope R L, Mueller J A. (2000). Development and initial validation of the multicultural competence in student affairs-preliminary 2 scale . *Journal of College Student Development*.41 (6) : 599-608.

development theory, and explained the application of student development theory in student affairs administration.³⁹

In Britain, the advantages of college student affairs administration were mainly reflected in the following points: first, respect for students as the premise of administration; Second, take familiar students as the starting point of administration; Third, give full play to the main role of students as the focus and key of work; Fourth, regard equality and diversity as a basic criterion of administration; Fifth, take student development as the purpose of administration. The British characteristic in student affairs administration was the establishment of a "personal tutorial system", even if student affairs and academic affairs are better integrated.⁴⁰

The foreign research on student affairs administration had a relatively long history, and advocates implementing the people-oriented concept in student affairs administration and exploring the all-round development of students through student affairs administration. At the same time, student affairs administration advocates specialization and professionalism, and can finally achieve the goal of complementing and integrating student affairs administration and academic affairs administration. These views and proRole positioning could be used for reference to the reform of Student Affairs Administration in Higher Vocational Colleges in China.

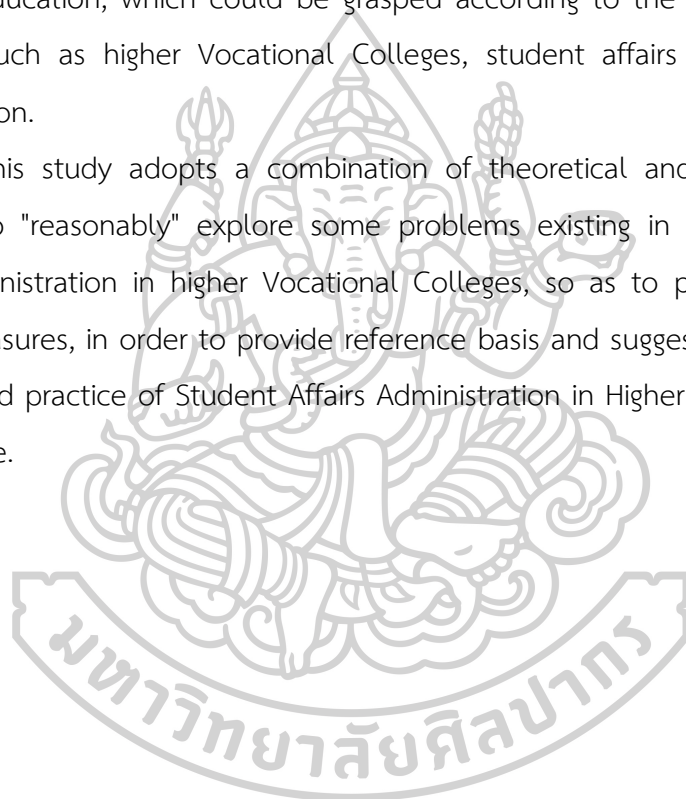
³⁹Christine B S, Hamm J V. (2005).Sense of belonging among higher education---based on student developmental theory. *Journal of Youth and Adolescent*.

⁴⁰Andrews R, Mycock . (March 2007). A Citizenship of student affairs management education in the UK: Divergence within a multi-national state, *Citizenship Teaching and Learning* no.1:73-78.

summary

In higher Vocational Colleges, the importance of student affairs administration could be seen. The good operation of its functions provides an indispensable guarantee for the school to create a good living and learning atmosphere and for higher Vocational students to enjoy and integrate into the colorful campus life. The connotation and content of Student Affairs Administration in higher Vocational Colleges had the commonness of Student Affairs Administration in higher education, which could be grasped according to the definition of related concepts such as higher Vocational Colleges, student affairs and student affairs administration.

This study adopts a combination of theoretical and empirical research methods to "reasonably" explore some problems existing in the current student affairs administration in higher Vocational Colleges, so as to put forward targeted countermeasures, in order to provide reference basis and suggestions for the reform research and practice of Student Affairs Administration in Higher Vocational Colleges in the future.



Chapter 3

Research Methodology

This descriptive research objectives were: 1) to study the student affairs administration of Jiangsu Vocational College of Electronics and Information, and 2) to compare the opinion of personnel on the student affairs administration of Jiangsu Vocational College of Electronics and Information based on study variables: gender, age, education background and position. The researcher conducted this research into 2 parts: Research procedure and research methodology which shown in the following details.

Research procedures

In order to achieve the purposes of this research, the researcher realized the research purposes according to the method of research design, and the specific research steps as divided into 3 stages which shown in the following details:

Stage 1: Preparatory

The researcher reviewed and analyzed the theories and concepts related to student affairs administration in higher Vocational Colleges from domestic and foreign documentaries, textbooks, research and academic articles, journals and websites, in order to determine the research direction and framework.

Stage 2: Research Process

Knowledge gathered from literature review had been applied in order to develop the instrument of this research. The content validity of the instrument is checked by using Items of Objective Congruence (IOC), and its reliability is analyzed by using alpha's Cronbach coefficient. The researcher distributed and collected the opinionnaires from the samples, after which the data was analyzed and interpreted.

Stage 3: Research Report

The researcher reports and presents the findings to the committee in order to receive the comments, suggestions, and approval. Then, submits the research to Graduate School.

Research methodology

In order to achieve the purposes of the study, research methods were established, including; 1) Research design 2) Population 3) Sample and respondents 4) Studied variable 5) Research instrument 6) Building and developing instrument 7) Data collection 8) Data analysis and, 9) Research statistics.

Research design

This independent study employs descriptive methodology. The research design that was applied in this independent study was a one-shot, non-experimental case study as the figure 4 below.

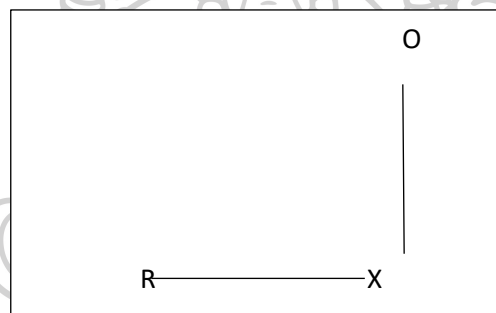


Figure 4: Research design

Note: R means sample from random sampling

X means studied variable

O means result/data of research

Population and Sample

Population

Population of this research is Jiangsu Vocational and Technical College of Electronic and Information has 39 Administrators and 67 Teachers with a total of 106 people.

Sample

According to Krejcie and Morgan on the sample size of research activities, the number of sample groups is 86. Using stratified random sampling method, the sample was divided into 32 Administrators and 64 Teachers as shown in the following table.

Table 1 : Population and Sample

Faculty/Department	Population	Sample
Administrators	39	32
Teachers	67	54
Total	106	86

Definition of variables

The variables of this study were composed of basic variables and studied variables as follows;

1.The basic variables were the personnel status of the sample, such as gender, age, education background and position.

2. Research variables include

1) Role positioning

The role positioning in student affairs administration is generally the personnel, teams and organizations specially responsible for student affairs administration in the school system environment. The school provides them with appropriate time and can adjust personnel in time for administration.

2) Working attitude

The working attitude, evaluation and behavior tendency in student affairs administration are the psychological tendency of administrators in all aspects of student affairs administration. It is reflected in the satisfaction of work performance, enthusiasm and working conditions satisfaction.

3) Sense of belonging

The sense of belonging in student affairs administration is the internal connection between the administrator and the school, the recognition and

investment of the school where he works in ideology, emotion and psychology, the assumption of various responsibilities and obligations of the school as a protagonist, and the willingness to participate in the student affairs administration of the school.

4) Professional administration

The professional administration in student affairs administration is to make the school student affairs administration develop as a whole by cultivating professional talents. Reduce differences through standardized, standardized and scientific training, and improve the efficiency of student affairs administration by improving the administration mode.

5) Self worth

In student affairs administration, it means that administrators attach importance to themselves and think that their talents and personality are valued by the school. Managers enjoy a certain status and reputation, and are respected by people around them. The positive emotional experience generated by good evaluation usually shows self-confidence, self-esteem and self-improvement.

Research instruments

The data collection tool was an opinionnaire. It consists of two parts:

The first part of the opinionnaire was a checklist, asking about the status of the sample, such as gender, age, education background and position . And the second part of the opinionnaire uses the scale to investigate the current situation of student affairs administration team in higher Vocational Colleges. The researcher weighted the scores of each scale as follows:

5 points means the student affairs administration is at the highest level

4 points means the student affairs administration is at a high level

3 points means the student affairs administration is at the moderate level

2 points means the student affairs administration is at a low level

1 point means the student affairs administration is at the lowest level

Data collection

In order to collect relevant data, 86 respondents from Jiangsu Vocational College of Electronics and Information were investigated by opinionaire. The data collection cycle was about 2 to 3 weeks.

Data analysis and statistics

The statistical data analyzed and used by the researchers were as follows;

1. Calculate the frequency and percentage to analyze the status of the sample.

2. Using arithmetic mean (\bar{x}) and standard deviation (**S.D.**) to analyze the current situation of the student affairs administration team in Jiangsu Vocational College of Electronics and Information, and comparing with the Criteria of Best⁴¹, the results were as follows:

\bar{x} 4.50 - 5.00 indicates that student affairs administration is at the highest level.

\bar{x} 3.50 - 4.49 indicates that student affairs administration is at a high level.

\bar{x} 2.50 -3.49 indicates that student affairs administration is in the moderate level.

\bar{x} 1.50 - 2.49 indicates that student affairs administration is at a low level.

\bar{x} 1.00 - 1.49 indicates that tudent affairs administration is at the lowest level.

3. To analyze the opinions of sample/respondents to the student affairs administration when compare by gender and position, research statistics was the t-test.

4. To analyze the opinions of sample/respondents to the student affairs administration When compared by gender, age, position and educational background, the research statistics are one-way ANOVA.

⁴¹John W. Best. (1970) *Research in Education* . Englewood Cliffs: Prentice-Hall Inc: 190.

Summary

In order to deeply understand the current situation of Student Affairs Administration in Higher Vocational Colleges in China, this study adopts the method of opinionnaire survey. First of all, through literature review, referring to the existing opinionnaire on Student Affairs Administration in higher Vocational Colleges, and according to the theoretical basis, connotation and content, operation mechanism and particularity of student affairs administration, this paper compiles and sorts out the "opinionnaire on the work status of student affairs administration team in Higher Vocational Colleges", which is distributed in Jiangsu Vocational College of Electronic and Information. An opinionnaire was sent out to collect data. Taking the data results of the effective opinionnaire as the survey sample, this paper explores the current situation of Student Affairs Administration in higher Vocational Colleges, and explores the problems and reasons existing in student affairs administration in higher Vocational Colleges, so as to provide the basis for the subsequent countermeasures.



Chapter 4

Data analysis and Interpretation

The research on student affairs administration in Jiangsu Vocational College of Electronic and Information is an independent research, which aims: 1) to Study student affairs administration of Jiangsu Vocational College of Electronics and Information. 2) to compare the opinion of personnel on the student affairs administration of Jiangsu Vocational College of Electronics and Information based on study variables: gender, age, education background and position. The researcher collected data from 86 student affairs administrators in Jiangsu Vocational College of Electronic and Information. This was 100% of the opinionnaire results returned to the researchers. These data were analyzed and interpreted in three parts.

Part 1: Current situation of samples or respondents

Part 2 : Perception on student affairs administration

Part 3: Comparison of independent variables in student affairs administration in Jiangsu Vocational College of Electronic and Information.

Part 1: The current situation of the respondents.

The sample group of this study were 86 student affairs administrators in Jiangsu Vocational College of Electronics and Information. The researchers analyzed and presented the status of the sample or respondents from five aspects: gender, age, educational background, job nature and marital status, as shown in Table 2.

Table 2 : Current situation of samples or respondents

Status	Frequency	Percentage
Gender		
- Male	46	53.49
- Female	40	46.51
Total	86	100.00
Age		
- 20-30 years old	23	26.74
- 31-40 years old	35	40.70
- 41-50 years old	18	20.83
- 51-60 years old	10	11.63
Total	86	100.00
Education Background		
- Lower than bachelor degree	3	3.49
- Bachelor degree holder	28	32.56
- Higher than bachelor degree	55	63.95
Total	86	100.00
Position		
- Administrator	20	23.26
- Teacher	66	76.74
Total	86	100.00

From table 2, it shown that the respondents were 86 administrators of student affairs administration in Jiangsu Vocational College of Electronics and Information, including 66 teachers and 20 administrators. In terms of gender distribution, 46 men accounted for 53.49%. 40 women accounted for 46.51%. In terms of age distribution, the highest number of age of consultants was the age of 31-40 years old, accounting for 40.70%. In terms of educational background distribution, 55 of them have higher than bachelor degree degrees, accounting for 63.95%.

Part 2: Perception on student affairs administration

Research question 1: What level of the student affairs administration in Jiangsu Vocational College of Electronics and Information?

Research hypothesis 1: The student affairs administration of Jiangsu Vocational College of Electronics and Information is at moderated level.

In this part, arithmetic mean (\bar{x}) and standard deviation (SD) were applied to measure the current situation of student affairs administration team in Jiangsu Vocational College of Electronics and Information in table 3 – table 8.

Table 3 : Total of average value (\bar{x}) and standard deviation (S.D.) of current situation of student affairs administration team of Jiangsu Electronics and Information

(n=86)

No.	\bar{x}	S.D.	Interpretation
1. Role positioning	2.110	1.115	low
2. Working attitude	2.877	1.146	moderate
3 .Sense of belonging	3.003	1.187	moderate
4 .Professional administration	3.333	1.159	moderate
5 .Self worth	2.795	1.178	moderate
Total	2.824	1.236	moderate

From table 3, it shown that the overall status of the student affairs administration team was at the moderate level (\bar{x} =2.824, S.D.=1.236), the arithmetic mean from 2.110 to 3.333, and the standard deviation from 1.115 to 1.187. The highest arithmetic mean is professional administration (\bar{x} =3.333, S.D.=1.159) and the lowest arithmetic mean is role positioning (\bar{x} =2.110, S.D. =1.115) , Only role positioning is at the low level (mean value \bar{x} is lower than 2.5), while professional administration was the highest arithmetic mean, and the other dimensions (work status, sense of belonging and self-worth) were at the moderate level, with the mean value of 2.795-3.333. The arithmetic mean values of the five components

from high to low were: professional administration, sense of being, working attitude, self worth, role positioning, respectively.

The arithmetic mean (\bar{x}) and standard deviation (S.D.) used for static processing to analyze student affairs administration team of Jiangsu Electronics and Information Vocational College, as shown in Tables 4 to 8.

Table 4 : Arithmetic mean (\bar{x}) and standard deviation (SD) of role positioning

(n=86)

No.	Student affairs administration in Jiangsu Vocational College of Electronics and Information	\bar{x}	S.D.	Interpretation
Role positioning				
1	The school arrign the person as a personnel ,or team or organization to responsible for student affairs.	1.745	1.139	Low
2	The school provide personnol or team of student affairs with appropriate time for their task.	2.160	1.220	Low
3	The school provide time to adjust personnol in time for student affairs administration.	2.425	1.302	Low
Total		2.110	1.115	Low

From Table 4 , it shown that the role positioning part was at the low level(\bar{x} =2.110, S.D.=1.115) .From the highest arithmetic mean to the lowest arithmetic mean: When the student affairs administration team is short of staff, the school can always timely mobilize other staff to take charge of the work of the student affairs administration team(\bar{x} =2.425, S.D.=1.302), The student affairs administration team has enough time to manage student affairs(\bar{x} =2.160, S.D.=1.220), The school has a special department responsible for student affairs administration(\bar{x} =1.745, S.D.= 1.139).

Table 5 : Arithmetic mean (\bar{x}) and standard deviation (SD) of working attitude

(n=86)

No.	Student affairs administration in Jiangsu Vocational College of Electronics and Information	\bar{x}	S.D.	Interpretation
Working attitude				
1	Student affairs administrators are satisfied with their work performance	2.934	1.333	moderate
2	Student affairs administrators are always enthusiastic about their work.	2.849	1.286	moderate
3	The school administrators are satisfied with the working conditions	2.849	1.209	moderate
Total		2.877	1.146	moderate

From Table 5, it shown that the working attitude was at the moderate level ($\bar{x}= 2.877$, **S.D.**=1.146) .From the highest arithmetic mean to the lowest arithmetic mean: I was satisfied with the performance appraisal process. ($\bar{x}= 2.934$, **S.D.**=1.333), I often took the initiative to do a lot of work($\bar{x}= 2.849$, **S.D.**=1.286), I was currently in a very good working condition($\bar{x}= 2.849$, **S.D.**=1.209).

Table 6 : Arithmetic mean (\bar{x}) and standard deviation (SD) of Sense of belonging

(n=86)

No.	Student affairs administration in Jiangsu Vocational College of Electronics and Information	\bar{x}	S.D.	Interpretation
Sense of belonging				
1	The school can make the student affairs administrators have a strong sense of belonging.	2.991	1.327	moderate
2	As a member of the school, the student affairs administrators undertake various responsibilities and obligations.	3.311	1.376	moderate
3	The student affairs administrators will be involved in the administration of the school.	2.708	1.373	moderate
Total		3.003	1.187	moderate

From table 6, it shows that the sense of being was at the moderate level ($\bar{x}= 3.003$, **S.D.**=1.187). From the highest arithmetic mean to the lowest arithmetic mean: I thought I am the master of the school (\bar{x} =3.311, **S.D.**=1.376), I have a strong sense of belonging to the school(\bar{x} =2.991, **S.D.**=1.327), I will work in my current school until I retire(\bar{x} =2.708, **S.D.**= 1.373).

Table 7 : Arithmetic mean (\bar{x}) and standard deviation (SD) of Professional

(n=86)

No.	Student affairs administration in Jiangsu Vocational College of Electronics and Information	\bar{x}	S.D.	Interpretation
Professional administration				
1	The school's student affairs administration team is very professional.	3.113	1.368	moderate
2	The school has provided sufficient training for student affairs administration personnel.	3.038	1.345	moderate
3	The school has improved the efficiency of student affairs administration by improving the administration mode.	3.849	1.315	high
Total		3.333	1.159	moderate

From table 7, it shows that the Professional administration was at the moderate level ($\bar{x}=3.333$, $S.D.=1.159$). From the highest arithmetic mean to the lowest arithmetic mean: Personally, I didn't think it is necessary to improve student affairs administration ($\bar{x}=3.849$, $S.D.=1.315$), I thought the current student affairs administration team of the university is very professional ($\bar{x}=3.113$, $S.D.=1.368$), I thought the school's training for students' affairs administration teachers is enough to deal with daily student work ($\bar{x}=3.038$, $S.D.=1.345$).

Table 8 : Arithmetic mean (\bar{x}) and standard deviation (SD) of Self worth

(n=86)

No.	Student affairs administration in Jiangsu Vocational College of Electronics and Information	\bar{x}	S.D.	Interpretation
Self worth				
1	The talent and personality of student affairs administrators are valued by the school.	2.642	1.205	moderate
2	The student affairs administrators have a good relationship with the people around him.	2.830	1.246	moderate
3	Student affairs administrators enjoy a certain status and reputation.	2.943	1.233	moderate
4	The student affairs administrators are full of confidence in the school work.	2.764	1.321	moderate
Total		2.795	1.178	moderate

From table 8, it shows that the Self worth was at the moderate level ($\bar{x}=2.795$, $S.D.=1.178$). From the highest arithmetic mean to the lowest arithmetic mean: I thought I have a bright future in my current school ($\bar{x}=2.943$, $S.D.= 1.233$), People around me respect me ($\bar{x}=2.830$, $S.D.=1.246$), I was proud of being a member of our school ($\bar{x}=2.764$, $S.D.= 1.178$), I have a good relationship with my colleagues($\bar{x}=2.642$, $S.D.= 1.205$).

Part 3: Comparison of the influence of independent variables in student affairs administration of Jiangsu Vocational College of Electronics and Information.

Research question2: Are there any Signiant difference of opinion of the personnel on student affairs administration among the study variables: gender, age, education background and position in Jiangsu Vocational College of Electronics and Information?

Research hypothesis2: There are significant differences of opinion of personnel on student affairs administration in gender, age, educational background and position in Jiangsu Vocational College of Electronics and Information.

In order to analyze comparison of the influence of independent variables in student affairs administration of Jiangsu Vocational College of Electronics and Information. In the term of gender, age, position, and education background, the t-test and One way ANOVA were used. Those analysing data were presented in Table 9-12.

Table 9 : Statistical differences between gender and student affairs administration in Jiangsu Vocational College of Electronic and Information

Student affairs administration in Jiangsu Vocational College of Electronics and Information	Gender	n	\bar{x}	S.D.	t-test. Value.
	Male	46	2.75	1.01	0.422
	Female	40	2.91	1.04	

From table 9, the t-test used to study the gender difference in the whole item of student affairs administration of Jiangsu Electronics and Information vocal college. From the above table, it could be seen that there are 57 males ($\bar{x}=2.75$, **S.D.**=1.01) and 49 females ($\bar{x}=2.91$, **S.D.**=1.04), In addition, different genders dose not show significant difference for all student affairs administration of Jiangsu Electronics and Information Vocational College ($p>0.05$), which means that different genders show consistency for all student affairs administration in Jiangsu Vocational College of Electronic and Information.

Table 10 : Descriptive analysis for testing of the difference between age and student affairs administration in Jiangsu Vocational College of Electronic and Information

Age	n	\bar{x}	S.D.	ANOVA			
					df.	f	Sig.
20-30	23	2.80	0.95	Between Groups	3	0.574	0.633
31-40	35	2.70	1.01				
41-50	18	2.93	1.14				
Over 50	10	3.10	1.05	Within Groups	83		
Total	86	2.82	1.02	Total	86		

From table 10 , a one-way ANOVA used to study the difference of age on the whole item of Student Affairs Administration in Jiangsu Vocational College of electronic and information. From the above table, it can be seen that 23 people aged 20-30 ($\bar{x}=2.80$, **S.D** =0.95), 35 people aged 31-40 ($\bar{x}=2.70$, **S.D** =1.01), 18 people aged 41-50 ($\bar{x}=2.93$, **S.D** =1.14), and 10 people aged over 50 ($\bar{x}=3.10$, **S.D** =1.05), In addition, there was no significant difference in student affairs administration in Jiangsu Vocational College of electronic and information at different ages ($p>0.05$), which means that there was no difference in student affairs administration in Jiangsu Vocational College of electronic and information at different ages.

Table 11 : Descriptive analysis for testing the difference between education background and student affairs administration in Jiangsu Vocational College of Electronic and Information

Education Background	n	\bar{x}	S.D.	ANOVA			
					df.	f	Sig.
Lower than bachelor degree	3	3.48	0.96	Between Groups	2	17.891	0.000**
Bachelor degree	28	3.51	0.91				
Higher than bachelor degree	55	2.44	0.87	Within Groups	84		
Total	86	2.82	1.02	Total	86		

From table 11, a one-way ANOVA used to study the difference of education background in one item of int. from the above table, it can be seen that: 3 people have a lower degree than the bachelor's degree ($\bar{x}=3.48$, $S.D =0.96$), 28 people have a bachelor's degree ($\bar{x}=3.51$, $S.D =0.91$), and 55 people have a higher than bachelor degree ($\bar{x}=2.44$, $S.D =0.87$), and the samples with different education backgrounds show significant effect on int ($p<0.05$), It means that samples with different educational backgrounds have differences for int. Specifically:

The educational background showed a significant level of 0.01 for int ($f=17.891$, $p=0.000$), and the specific comparison difference showed that the comparison result of the average score of the group with significant difference is " The difference between a bachelor's degree and a higher than bachelor degree was obvious; The difference between bachelor's degree and higher than bachelor degree was obvious."

Table 12 : Descriptive analysis for testing the difference between position and student affairs administration in Jiangsu Vocational College of Electronic and Information

Professional administration	n	\bar{x}	S.D.	ANOVA			
					df.	f	Sig.
administrator	20	3.25	0.84	Between Groups	1		
teacher	66	2.69	1.04				
Total	86	2.82	1.02	Within Groups	85	5.963	0.016*
				Total	86		

From table 12, a one-way ANOVA was used to study the differences of Student Affairs Administration in Jiangsu Vocational College of electronic and information. From the above table, it can be seen that there were 20 administrators ($\bar{x}=3.25$, **S.D.**=0.84), 66 full-time teachers ($\bar{x}=2.69$, **S.D.**=1.04). Moreover, different job samples showed significant ($p<0.05$) for student affairs administration in Jiangsu Vocational College of electronic and information, which means that different job samples have differences for student affairs administration in Jiangsu Vocational College of electronic and information. Specifically, the post showed a significant level of 0.05 for student affairs administration in Jiangsu Vocational College of electronic and information ($f=5.963$, $p=0.016$), and the specific comparison difference showed that the average value of administrators (3.25) would be significantly higher than the average value of full-time teachers (2.69).

Chapter 5

Conclusion Discussion and Recommendation

This independent study on the student affairs administration level of Jiangsu Vocational College of electronic and information had two purposes: 1) To study student affairs administration of Jiangsu Vocational College of Electronics and Information. 2) To compare the opinion of personnel on the student affairs administration of Jiangsu Vocational College of Electronics and Information based on study variables: gender, age, education background and position. The researchers collected data from 86 student affairs administrators of Jiangsu Vocational College of electronic and information. This is 100% of the opinionnaire results returned to the researchers. The statistical data used to analyze the data include: frequency, percentage, arithmetic mean, standard deviation, t-test and one-way ANOVA.

Conclusion

The results of this study were found within the scope of two research objectives. The conclusions are as follows:

1. The student affairs administration in Jiangsu Vocational College of Electronic and Information was at a moderate level. In terms of each aspect, the average value ranges from 1.745 to 3.849. When considering the situation of each aspect, only the role positioning was at the low level, while the professional administration, and the other dimensions (work status, sense of belonging and self-worth) were at the moderate level.

2. The student affairs administration in Jiangsu Vocational College of Electronic and Information had no significant difference in gender and age, but there were significant differences in education background and positioning at a .05 of significant.

Discussion

Based on the results of this study, researchers could discuss as follows:

1. The results show that the student affairs administration in Jiangsu Vocational College of Electronic and Information was at a moderate level. It is consistent with the assumption of this study that "the student affairs administration of Jiangsu Vocational College of Electronic and Information is at a moderate level". From the five dimensions, the overall situation of the student affairs administration team was at the moderate level ($\bar{x} = 2.822$, S.D.=1.236), the arithmetic mean from 2.110 to 3.333, and the standard deviation from 1.115 to 1.187. The highest arithmetic mean was professional administration ($\bar{x} = 3.333$, S.D.= 1.159) and the lowest arithmetic mean was role positioning ($\bar{x} = 2.110$, S.D. =1.115) Only role positioning was at the lower middle level (mean value \bar{x} was lower than 2.5), while professional administration was at highest arithmetic mean, and the other dimensions (work status, sense of belonging and self-worth) were at the moderate level, with the mean value of 2.795-3.333. From high to low, the arithmetic mean of the five components were: professional administration, sense of being, working attitude, self worth, role positioning, respectively. The results of this study were in line with the theory of college student affairs administration of Xiaoping, Qi and Yan, Tang. Lu Wei mentioned that "the concept of student affairs administration team construction in higher Vocational Colleges needs to be improved, and the sense of cooperation was not strong, resulting in unclear role positioning". This finding consistent with Zhang Jie's suggestion. Zhang Jie mentioned that "the service concept of student affairs administration team in higher Vocational Colleges was not deep enough, and the administration mode was single, so it was necessary to reshape the positioning of administrators". The findings of this study also consistent with Zhang Jie's research. Zhang Jie found that the level of Student Affairs Administration in higher Vocational Colleges related to the state of the administration team. In the exploration and research of Student Affairs Administration in Higher Vocational Colleges by Ma Xiaohui and Hu bin, they found that student affairs administrators

should have a clear job orientation in order to improve the level of student affairs administration.

2. From the findings of the second objective of this study, when considering the variables of gender and age of student affairs administrators in Jiangsu Vocational College of Electronics and Information, there was no significant difference in student affairs administration, but there were significant differences in education background and position variables. This finding was not completely consistent with the second hypothesis, that was, "there is no significant difference in student affairs administration when considering the variables of gender and age of student affairs administrators in Jiangsu Vocational College of Electronics and Information". This means that even student affairs administrators have gender differences, whether male or female, age was different, and they must carry out student affairs administration in the same way. However, when considering the variables of education background and position, there were significant differences in student affairs administration. In Jiangsu Vocational College of Electronic and Information, full-time teachers generally did not participate in student affairs administration other than teaching, and administrators only manage all student affairs other than teaching. When we considered each component of student affairs administration, the highest arithmetic mean of these components was teachers with a bachelor's degree. These teachers participate in work relatively early and had rich experience in student affairs administration. The lowest arithmetic mean value appears in teachers with higher than bachelor degree. First, teachers with high academic qualifications were generally relatively young and had insufficient experience in student affairs administration. Second, the school's requirements for teachers with high academic qualifications were more to let them engage in scientific research. This finding was consistent with Zhang Jie's research. When studying the business administration mode of higher Vocational Colleges, Zhang Jie found that the administration quality of administrators was significantly higher than that of full-time teachers, and highly educated administrators have insufficient experience in student affairs administration.

Recommendations

The suggestions put forward in this study had certain guiding significance for the student affairs administration of Jiangsu Electronics and Information Vocational College.

General recommendation

1. The College should clearly position student administration so that administrators can have a good grasp of their role positioning.
2. Schools should reform the incentive mechanism, strengthen internal incentives and improve the working state of administrators.
3. The College should start with cultural construction to improve the cohesion and sense of belonging of the student affairs administration team.
4. The College should strengthen the construction of student affairs administration team and further strengthen the student affairs administration mode combining training and practice.
5. The College should optimize and improve the student affairs administration system of higher Vocational Colleges, formulate the development plan of student affairs administrators, and create a good working atmosphere, so as to meet the self-worth of administrators.

Recommendation for conducting future study

1. The future study should focus on some variables that affect the work of the student affairs administration team, such as job satisfaction, morale, willingness etc.
2. The future study should use new media for information administration, especially student affairs administration under the new coronal epidemic.
3. The future study should start with the community model of social education path, and take social work theory as the theoretical guidance.

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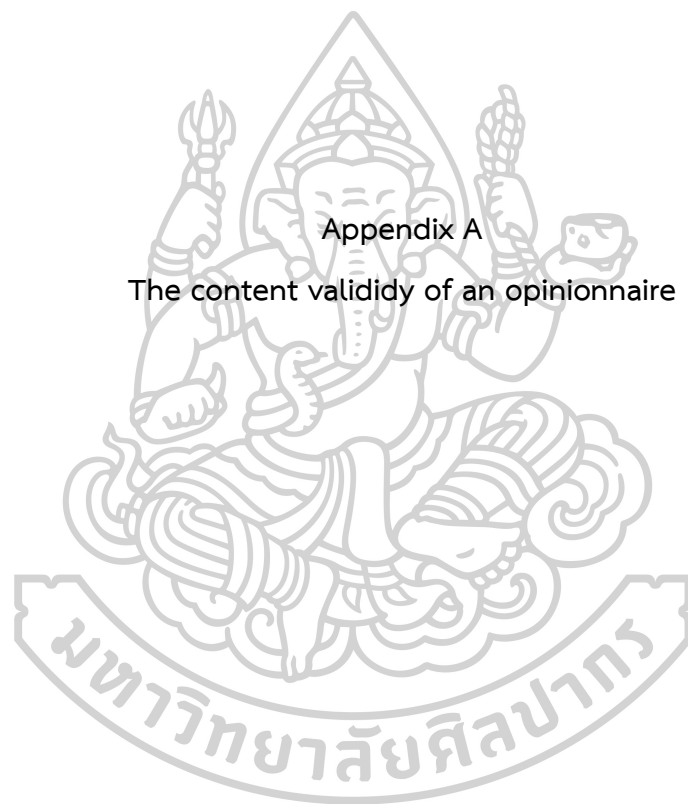
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Appendix



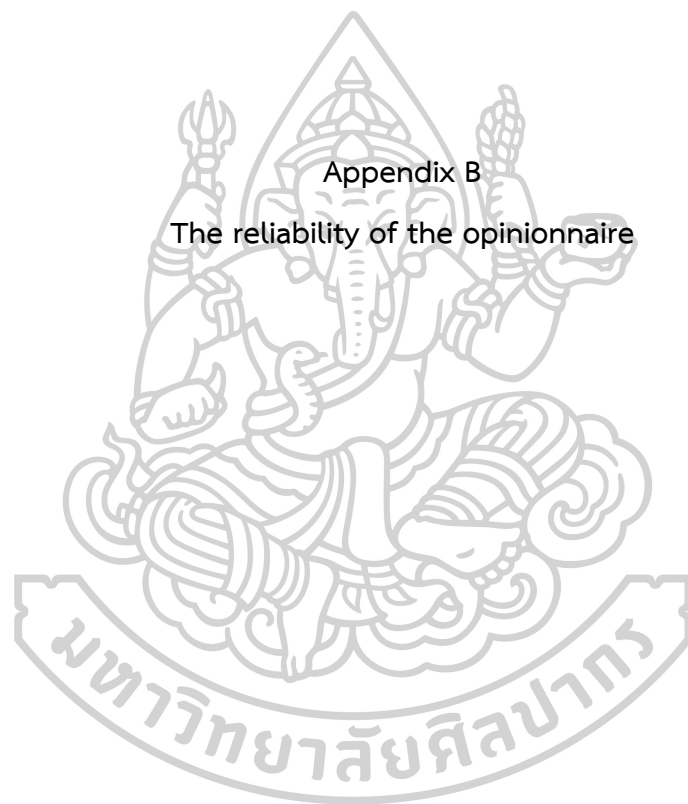
Appendix A

The content validity of an opinionnaire

The content validity (IOC) of opinionnaire
 “Student Affairs Administration in Jiangsu Vocational College of Electronic
 and Information.”

No.	Student affairs administration in Jiangsu Vocational College of Electronic and Information.	Expert			IOC	Yes No
		1	2	3		
1. role positioning						
1	The school assigned the person as a personnel ,or team or organization to responsible for student affairs.	+1	+1	+1	1.0	Yes
2	The school provide personnol or team of student affairs with appropriate time for their task.	+1	+1	+1	1.0	Yes
3	The school provide time to adjust personnol in time for student affairs administration.	+1	+1	+1	1.0	Yes
2. working attitude						
4	Student affairs administrators are satisfied with their work performance	+1	+1	+1	1.0	Yes
5	Student affairs administrators are always enthusiastic about their work.	+1	+1	+1	1.0	Yes
6	The school administrators are satisfied with the working conditions	+1	+1	+1	1.0	Yes
3. sense of belonging						
7	The school can make the student affairs administrators have a strong sense of belonging.	+1	+1	+1	1.0	Yes
8	As a member of the school, the student affairs administrators undertake various responsibilities and obligations.	+1	+1	+1	1.0	Yes

No.	Student affairs administration in Jiangsu Vocational College of Electronic and Information.	Expert			IOC	Yes No
		1	2	3		
1. role positioning						
9	The student affairs administrators will be involved in the administration of the school.	+1	+1	+1	1.0	Yes
4 professional administration						
10	The school's student affairs administration team is very professional.	+1	+1	+1	1.0	Yes
11	The school has provided sufficient training for student affairs administration personnel.	+1	+1	+1	1.0	Yes
12	The school has improved the efficiency of student affairs administration by improving the administration mode.	+1	+1	+1	1.0	Yes
5 Self worth						
13	The talent and personality of student affairs administrators are valued by the school.	+1	+1	+1	1.0	Yes
14	The student affairs administrators have a good relationship with the people around him.	+1	+1	+1	1.0	Yes
15	Student affairs administrators enjoy a certain status and reputation.	+1	+1	+1	1.0	Yes
16	The student affairs administrators are full of confidence in the school work.	+1	+1	+1	1.0	Yes



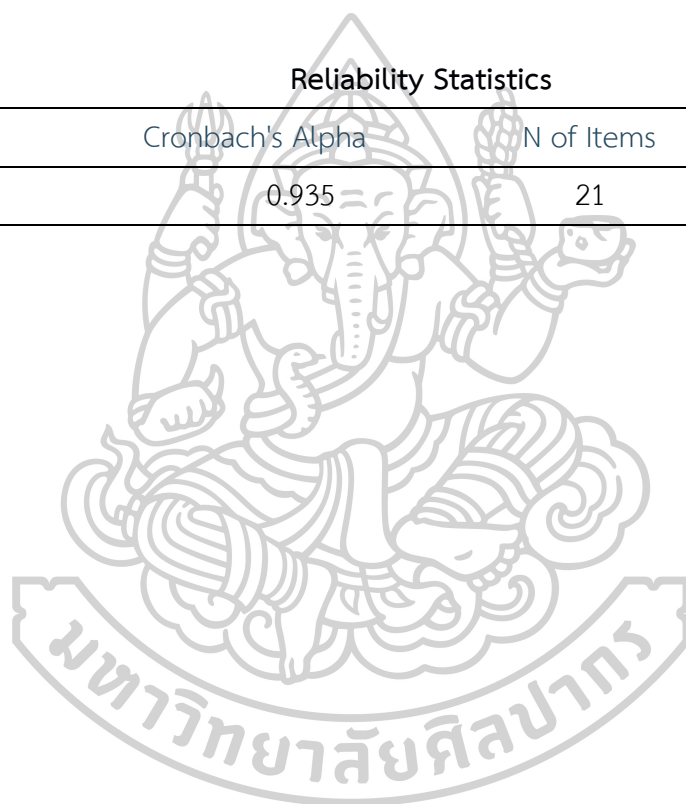
Appendix B
The reliability of the opinioinaire

		N	%
Cases	Valid	30	100
	Excluded ^a	0	0
	Total	30	100

a. Listwise deletion based on all variables in the procedure.

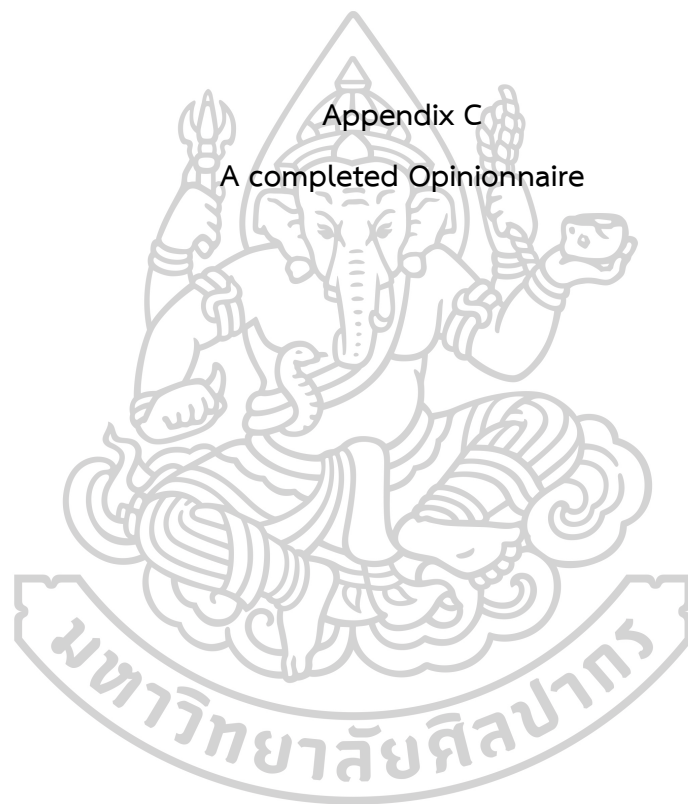
Reliability Statistics

Cronbach's Alpha	N of Items
0.935	21



Items of statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
A1	53.13	242.287	.453	.935
A2	52.72	237.405	.552	.933
A3	52.45	233.012	.627	.932
A4	51.94	223.349	.866	.927
A5	52.03	227.190	.794	.929
A6	52.03	229.742	.775	.929
A7	51.89	223.530	.865	.927
A8	51.57	225.753	.774	.929
A9	52.17	228.371	.708	.930
A10	51.76	223.268	.843	.927
A11	51.84	222.479	.881	.927
A12	51.03	236.142	.538	.934
A13	52.24	226.868	.863	.927
A14	52.05	226.198	.851	.928
A15	51.93	226.634	.848	.928
A16	52.11	224.539	.843	.928



Appendix C
A completed Opinionnaire



Student Affairs Administration Opinionnaire

This opinionnaire is used to collect the Student affairs administration in jiangsu Vocational College of Electronic and Information's opinions. Most of those opinions are very valuable and advantageous for the academic research summary. The researcher will complete secrecy, promised not to put your opinions provided to anyone else (such as leadership, students and parents, etc.), will not have any adverse impact to you. Therefore, I request you to answer all items. This opinionnaire consists of 2 parts:

Part 1: The Respondents' Status

Part 2: The Student affairs administration of Jiangsu Vocational College of Electronics and Information

Thank you very much for your willingness and participation.

(Mr Chen He)

An Acting Student of Master of Education (Educational Administration)

Department of Educational Administration,

Graduate School, Silpakorn University

Part 1: The Respondents' Status

Read the following questions carefully and select the response that best describes your opinions.

1.Gander

Male Female

2.Age

20-30 years old 41-50 years old

31-40 years old 51-60 years old

3.Education Background

Lower than bachelor degree

Bachelor degree holder

Higher than bachelor degree

4.Position

Administrator

Teacher

Part 2: The Student affairs administration of Jiangsu Vocational College of Electronics and Information

Please check the box for each statement below to show how much you agree or disagree with it.

5 points means the student affairs administration is at the highest level

4 points means the student affairs administration is at a high level

3 points means the student affairs administration is at the moderate level

2 points means the student affairs administration is at a low level

1 point means the student affairs administration is at the lowest level

	Student Affairs Administration in Jiangsu Vocational College of Electronic and Information	Opinion Level				
		5	4	3	2	1
Role positioning						
1	The school assigned the person as a personnel, or team or organization to responsible for student affairs.					
2	The school provide personol or team of student affairs with appropriate time for their task.					
3	The school provide time to adjust personol in time for student affairs administration.					
Working Attitude						
4	Student affairs administrators are satisfied with their work performance					
5	Student affairs administrators are always enthusiastic about their work.					
6	The school administrators are satisfied with the working conditions					
Sense of belonging						
7	The school can make the student affairs administrators have a strong sense of belonging.					

	Student Affairs Administration in Jiangsu Vocational College of Electronic and Information	Opinion Level				
		5	4	3	2	1
8	As a member of the school, the student affairs administrators undertake various responsibilities and obligations.					
9	The student affairs administrators will be involved in the administration of the school.					
Professional administration						
10	The school's student affairs administration team is very professional.					
11	The school has provided sufficient training for student affairs administration personnel.					
12	The school has improved the efficiency of student affairs administration by improving the administration mode.					
Self worth						
13	The talent and personality of student affairs administrators are valued by the school.					
14	The student affairs administrators have a good relationship with the people around him.					
15	Student affairs administrators enjoy a					

	Student Affairs Administration in Jiangsu Vocational College of Electronic and Information	Opinion Level				
		5	4	3	2	1
	certain status and reputation.					
16	The student affairs administrators are full of confidence in the school work.					



VITA

NAME Mr.Chen He

DATE OF BIRTH 17 Nov. 1985

PLACE OF BIRTH Jiangsu Province, China

INSTITUTIONS ATTENDED

1992	Jiangsu Fengxian Experimental Primary School
1998	Jiangsu Fengxian junior middle school
2002	Jiangsu Fengxian senior high school
2009	Bachelor of Arts (Chinese language and Literature), Xuzhou Normal University
2019	Has studied in Master of Education (Educational Administration), Silpakorn University

Full-Time Working Experience

2015-Present	Chinese language and literature teacher Jiangsu vocational college of electronics and information
2011	Director Secretary of customer service center Suning Tesco Group Co., Ltd

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