

The Performance Assessment for Student Affairs Management under University Student Unions in Guangdong Province

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Abstract

Student affairs management is one of the field for the specialization of university governance. It is not only an important content of educational administration in universities, but also the ultimate product of higher education in China. Based on it, this research aims to study the performance assessment for student affairs management under university student unions in Guangdong Province. And it is an explanatory sequential design of mixed methods in nature, which consists of both quantitative and qualitative researches at the same time. The research sample is 123 universities in Guangdong Province, the People's Republic of China(PRC). Research instruments includes both a questionnaire and a semi-structured interview. Data collection is completed through *Wenjuanxing*(www.wjx.cn)-a professional platform of survey online. Quantitative data analysis is conducted by SPSS 27.0, and qualitative data analysis is completed through content analysis by *Weiciyun* (www.weiciyun.com) -a powerful software of qualitative research. And research results found that: (1)mean scores of 103 items in the questionnaire ranges from 3.61 to 4.14, and Standard Deviation(S.D.) of 103 items in the questionnaire ranges from 0.76 to 0.97; (2)the performance assessment model for student affairs management under university student unions in Guangdong Province, P.R.China, mainly include 7 different components, namely: 1)organizational culture; 2)character education; 3)administrative support; 4)manpower management; 5)public relation; 6)information technology and 7) system innovation, respectively; (3)as a whole, 9 interviewees in semi-structured interview hold positive attitudes towards the impact of 7 factors in student affairs management in Guangdong Province, P.R.China. Based on the research results, we can draw conclusions that: (1)holistically speaking, the performance assessment for student affairs management under university student unions in Guangdong Province, P.R.China, is at a high level, even in an increasing status; (2)the application of the performance assessment model comprising of 7 factors, is found to be appropriate, accurate and in accordance with the conceptual framework of research.

Keywords: Performance Assessment; Student Affairs Management; University Student Unions; Guangdong Province

Introduction

Student affairs management is one of the field for the profession of university governance. Meanwhile, it also refers to the management of both “non-academic affairs of university students’ learning and development” and “all the extracurricular activities(Wang Xia & Guo Yuelan, 2019). To be more specific, it refers to educational impacts from university administrators on university students through “academic affairs” and “extracurricular activities”. The ultimate goal is to “regulate”, “guide” and “serve” those university students, so as to enrich the campus life of university students and finally to promote the development of

them. Its connotations mainly include three different sections as follows: (1)to educate university students. In addition to classroom teaching, administrators promote university students to be the “whole person” through approaches such approaches as “organizing activities”, “providing counselling” and creating atmosphere”; (2)to manage university students. It mainly refers to the management of those behaviors both within university campus or beyond classrooms”, aiming at maintaining the normal campus order; (3)to provide services to university students. It shows respect to the subject status of university students, and provides services for them to receive high education(Zhou Qian & Hu Zhixia, 2024). It is reflected in the whole process of cultivation for university students. In addition, it is closely related to the quality of talent cultivation. With educational informatization and internationalization, the higher education has further been popularized. There are both opportunities and challenges in the cultivation of university students. Accordingly, the educational value is becoming more and more prominent. Under such circumstances, campus environment of universities, therefore, is both complex and various. It has very significant meanings for both teaching and management activities(Peter F. Drucker, 2018). Moreover, the management of student affairs contributes to the cultivation of talents.

Student affairs management is not only an important content of educational administration in universities, but also the ultimate product of higher education(Sun Yan, 2019). Studies of student affairs management began at the end of 20th century. Under the reform of higher education system, it has gradually become the hot spot among scholars. From different perspectives, scholars have made a deep analysis on this research topic(Liu Jinli,2019). Studies on student affairs management of American universities is playing a leading role in the world(Zhou Qian & Hu Zhixia, 2024). Both connotative and high-quality development of higher education in China, contribute to improving the quality of student affairs management in universities(Jin Peipei & Nie Tingting,2024). Therefore, both administrators and managers focus more on the five research variables listed as follows: (1)performance assessment; (2) factors of performance assessment; (3)student affairs management; (4) organizational management and (5)university student union.

However, in the filed of student affairs management in China, there still exists many problems, which can be concluded in several different aspects. First of all, most studies on student affairs management focused on “autonomy”. However, they have neglected a realistic problem, namely, daily activities and all kinds of governance ways, needed to be conducted in a certain field. In other words, all the activities must be arranged through both scientific and reasonable approaches. It will surely builds up close relationships with other stakeholders. Otherwise, the goal of “autonomy” will be very difficult to reach. Both the practical operation of power relations among university students, professors, and managers, and restraint of relevant systems indicate that, there is no power with absolute freedom existing in student affairs management(Li Haoquan,2023). The development of student affairs management will surely be influenced by a certain of restriction. It can be noted that, “studies of student affairs management” does not discuss “autonomy” and “self-organized ability”, but study how to combine those factors such as “autonomy”, “managerial activities” and “industry cooperation” together. However, the practical controversies existed in all the universities of China. It mainly includes these aspects as follows: (1)“management of universities” and “performance of student affairs management” will possibly be in conflict; (2)in recent years, managers of Chinese universities, have begun to provide support to “student affairs management” and focus much on the managerial practice of university students. Nevertheless, practical problems still

exists. For example, there is a lack of autonomous learning ability for “university student union”; (2) “university student union” is restricted by resources, knowledge and skills, and go on an unbalanced development; (3) the system selecting backbone members of “university student union” is not open. Eventually, ordinary students will decrease their trust towards those authoritative organizations (i.e. university student organizations); (4) governance subjects are relatively unitary, since managers of universities undertake the whole thing of student affairs management. As a result, it is very difficult to stimulate the initiative of ordinary university students, since there is a lack of sense of participation and sense of achievement; (5) student organization culture in some universities is both administration- and bureaucracy-oriented, etc. As for those problems mentioned above, many researchers have not yet made a deep analysis on it. And their research methodologies are far from scientific. And scholars at home merely “graft” “Theory of Enterprise Organizations” to internal autonomy of student affairs management. They attempt to carry out case studies in the field of Management Science. For example, they apply those things such as “Equity Theory”, “Encouragement Theory”, “Projectization Management”, “Learning Organization” and “Human Resource Management Theory, etc, into the studies of both efficiency and effect within student organization (Zhu Jiexiao, 2018). However, they have not yet made a deep analysis on “performance of student affairs management” and interaction among all the factors in the process of governance. Based on both “emotional” and “experienced” summaries, each university just shares one kind of “experienced” story. Nevertheless, they can not popularize those performance studies of student affairs management. In addition, research methodologies of this kind contribute only a little to homogeneous studies.

In order to deal with those problems above, this article mainly focuses on the performance assessment for student affairs management under university student unions in Guangdong Province, the People’s Republic of China (PRC). And three key research questions are put forward by the researcher as follows:

- 1) What is the level of the performance assessment for student affairs management under university student unions in Guangdong Province?
- 2) What are the components of the performance assessment model for student affairs management under university student unions in Guangdong Province?
- 3) What are the guidelines for developing the performance assessment for student affairs management under university student unions in Guangdong Province?

Research Objectives

To properly answer those research questions listed above, the author then puts forward three specific research objectives in the following:

- 1) To study the level of the performance assessment for student affairs management under university student unions in Guangdong Province.
- 2) To analyze the components of the performance assessment for student affairs management under university student unions in Guangdong Province.
- 3) To propose the guidelines for developing the performance assessment for student affairs management under university student unions in Guangdong Province.

Literature Review

Bibliometric Analysis on Studies of Student Affairs Management in China

Studies on student affairs management in China began at the end of 20th century (Song Guangjun, 2020). In the deep reform of higher education system, it has gradually become the research hot spot in academic field (Wang Yaqiong, 2023). Scholars in China such as Liu Jinli (2019) and Zhang Qiang et al (2021), have made a systematic review on relevant studies from the perspectives of experience summary and theoretical analysis, through traditional review of literature (Jin Peipei & Nie Tingting, 2024). However, the author has found that, few authors in China have made a systematic study on student affairs management. Based on quantitative approaches, bibliometrics contributes to analyzing both information distribution of references and their changing rules (Zhu Jiexiao, 2018). It not only objectively reflects the status quo of relevant studies in different stages (Mullen P.R. et al, 2020), but also contributes to scientifically predicting the future trend in this field (Tang Haibo & Ding Yanhong, 2021).

476 articles in CNKI (*Note: China National Knowledge Infrastructure*) are considered as the data sources of research. And the time span of research is from 2015 to 2023. Based on the bibliometric analysis, the author has adopted visualization software CiteSpace 6.2.4, to make a visualization analysis of raw data: first of all, based on reference analysis of CiteSpace 6.2.4, the author has drawn the Line Chart on the Volume of References (including “volume of yearly publications”, “core authors”, “journals”, and “higher education institutions”); then, the author has analyzed the research status quo in this field through statistical data; secondly, based on such indicators as “frequency of words”, “cluster of keywords”, “bursts of keywords”, the author has made a deep analysis on research spots and future trend of this field; lastly, the author summarizes the research findings, discusses the research status quo of this field, and ultimately puts forward to some suggestions on relevant studies in the future.

Based on the status quo, hot spots and trend of student affairs management in China, we can conclude that, since 2015, the researchers have stepped further in both width and depth of studies in student affairs management in China. Besides, the number of researches are increasing and the quality of researches has already been improved to a greater extent as well. In this new era, both information technology and economic globalization are speeding up their pace (Fauziah A.H. et al, 2016). In addition, higher education in China is being popularized. Therefore, there are more and more latest characteristics in student affairs management in China (Wei Xiaoyu, 2022). Up till now, there still exists a series of problems in student affairs management in China. Summary of these problems, helps us to form a deeper insight into the development of this research field. Accordingly, it points out the direction for the researches at the next stage. To be more specific, what researchers should do are listed as follows: (1) to conduct more microscopic studies of student affairs management; (2) to conduct more longitudinal studies of student affairs management; (3) to holistically adopt more research methodologies in studies and (4) among comparative studies, researchers should take into consideration those indigenous factors in China, etc.

Bibliometric Analysis on Studies of Student Affairs Management Abroad

With the rapid development of both economic globalization and higher education internationalization, oversea students from all other countries in the world are increasing (Tosun.M.U.&Basgoze.P.,2015). Since universities in other countries (except “China”) around the world, are the main goals for oversea students (Haque Shahabul et al, 2022). Thus, it becomes more and more demanding for managers of student affairs

management(Rachel Brooks et al, 2016). All of these factors promotes the professional development of student affairs management(Adrianna et al., 2021), which draws more and more attention from external world(Zhang Xiaojing, 2018). Based on Web of Science(WoS) and CiteSpace.6.2.4, the author attempts to adopt bibliometrics to both analyze and summarize the hot spots on the studies of student affairs management abroad.

Based on the analysis of relevant knowledge graphs on student affairs management abroad, the author has found that, there are five major characteristics in this research field, which are listed as follows:(1)the research field is broadening, it focuses more on improving the quality of managers(Jeffrey Kennedy et al, 2023); (2)theoretical application is broad, and it attempts to deal with problems with new perspectives(Jetta Frost,2016). In the 21st century, the field of student affairs management abroad, is becoming more and more delicate(LJO' Toole Jr & KJ Meier, 2011). And researchers attempt to explore more common theories to guide practice(Barbara Sporn, 2006). Based on the studies of student affairs management abroad(2015~2023), the author has found that, in recent years, the three theories in the following are used frequently, namely: theory of self-authorship, academic resilience and developmental ecology(Justin Patrick,2022); (3)research methods are various, which combines both quantitative and qualitative research methods; (4)research forms are multiple, and student affairs management is facing up with new challenges; and (5)research topic focuses on one area, and "justice and equity" is still the eternal goal.

Implications on Studies of Student Affairs Management both in China and Abroad

A large scale of studies on students affairs management in China, began in the 1990s. Under the economy system of socialism market, both the theory and its practice began to reform(Catherine et al, 2023). Namely, the connotation of student affairs is becoming more and more rich; (2)the status of students' work is improved; (3)the dominant role of university students is becoming more and more prominent; and (4)students' activities are becoming more and more colourful. Accordingly, to study student affairs management abroad, and then to analyze the problems in both its theory and practice,contribute to providing some implications on the studies of student affairs management in China(Zhou Qian & Hu Zhixia, 2024). The specific summaries made by the author are listed as follows:(1)the research field should focus more on microscopic perspective and the practice of student affairs management; (2)to broaden the perspective of theoretical studies, and to start cross-disciplinary studies; (3)to advocate the diversity of research methods and then strengthen empirical studies; (4)to care for life and to focus more on the studies of mental health counselling and education;(5)research topics should be based on one's native country and focus more on the specialization of student affairs managers.

Research Methodology

This study is an explanatory sequential design of mixed methods in nature, consisting of both quantitative and qualitative researches at the same time. To realize three objectives listed above, the researcher has carried out the following four steps: 1) population, research sample, and research respondents; 2) research instrument; 3) data collection and 4) data analysis.

1) population, sample and research respondents

The population used in this research is 176 universities in Guangdong Province, the People's Republic of China. And the samples in this study are 123 universities, in which the researcher has determined the sample size by using the sample size estimation table of Krejcie & Morgan (1970, pp.607-610). The researcher has assigned 4 respondents in total to each university in Guangdong Province, the People's Republic of China, which consists of 2 respondents from administrators (246 respondents) and 2 respondents from university teachers (246 respondents), respectively. And there are 492 respondents in total.

2) research instrument

The instrument used in this research is a questionnaire on the Performance Assessment for Student Affairs Management under University Student Unions in Guangdong Province. And it is divided into two different sections as follows:

Part 1: Questionnaire on the Demographic Information of Respondents. It is in the form of a checklist to ask for the basic information of respondents, namely: (1) gender; (2) age; (3) the highest education and (4) working experience.

Part 2: Questionnaire on the Performance Assessment for Student Affairs Management under University Student Unions in Guangdong Province. And it is created by the researcher, and then is further divided into 103 items after IOC test by five experts. They are listed one by one (from "Q1" to "Q103") in the form of 5 level estimation scale (or "questionnaire"). And IOC values of 103 items are more than 0.6 (the threshold of IOC), which indicates that all the items are acceptable and can be used. Moreover, the value of KMO and Cronbach's Alpha (α) is 0.975 and 0.985, respectively. It further demonstrates that, the entire questionnaire has a high level of both validity and reliability.

3) data collection

The researcher has distributed questionnaires to sample group and collected data from 492 respondents with the following steps:

Step 1: Liaise with the staff to collect the data of: (1) administrators of educational administration; (2) university teachers; (3) academic experts from universities in Guangdong Province, China, to ask administrators and university teachers to assist to collect data and determine the data collection, and then bring questionnaires in person, and finally submit those questionnaire both online and onsite.

Step 2: Collect data from the sample.

Step 3: Bring questionnaires to verify their completeness. Those questionnaires are then encoded through EFA methodology to evaluate the final results of data with SPSS 27.0 software.

Step 4: Collect qualitative data by interviewing 9 interviewees.

4) data analysis

The researcher has taken all the questionnaires collected to check the completeness of every questionnaire and brought the obtained data for statistical analysis by using SPSS 27.0 software to calculate statistical values. And there are three steps to take:

Step 1: Analyze **Part 1** of the questionnaire on Demographic Information of Respondents by using quantitative variables, namely, Frequency and Percentage, which is presented in the form of an accompanying table.

Step 2: Analyze **Part 2** of the questionnaire on the performance assessment for student affairs management under university student organization in Guangdong Province by finding Mean(M) and Standard Deviation(S.D.) on each side and the overall picture. And the researcher further considers the average score obtained from informants' responses of the questionnaire.

Step 3: Present results of the analysis on analyzing **Part 2** of the questionnaire on the performance assessment for student affairs management under university student organization in Guangdong Province, by drawing conclusions from those questionnaires and interviews through content analysis.

Research Scope

The scope of the research is divided into: (1)scope of the content; (2)scope of the studied area; (3)scope of the variables and (4)scope of the population.

(1) Scope of the Content

The researcher has studied concepts, principles and theories related to: 1) performance assessment; 2) factors of performance assessment; 3) student affairs management; 4) organizational management and 5)university student unions. And they are mainly achieved by collecting academic resources during the past 8 years (2015-2023) from authoritative databases(such as "Scopus", "Web of Science(WOS)", "CNKI", and "CSSCI") online.

(2) Scope of the Studied Area

University student unions located in Guangdong Province, the People's Republic of China, are selected. However, others beyond that geographic area, are excluded.

(3) Scope of the Variables

The researcher has gathered content related to the research topic from various literature, documents and related research to summarize. Therefore, the scope of the variables(103 items) come from the five concepts and theories listed above.

(4) Scope of the Population

The population used in this research is 176 universities in Guangdong Province, the People's Republic of China. The sample group has adopted 123 universities there, in which the researcher has determined the sample size by using the sample size of Krejcie & Mogan(1970, pp.607-610). And the total of respondents is 492, which includes 246 administrators and 246 university teachers, respectively.

Research Conceptual Framework

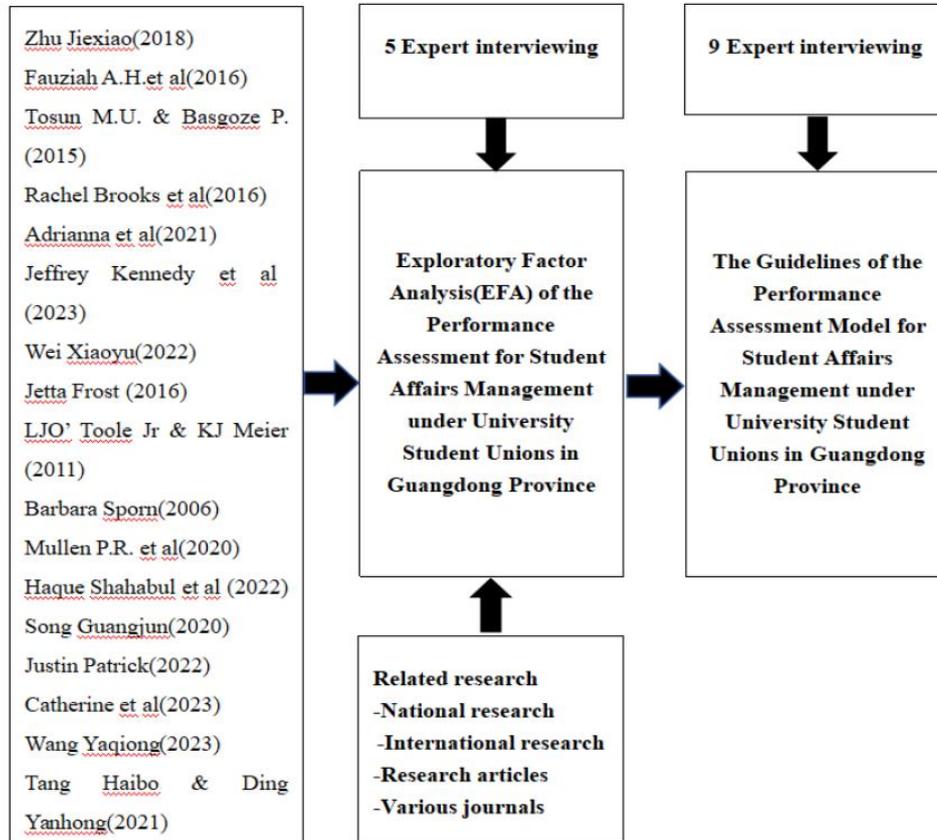


Figure 1: Research Conceptual Framework

Figure 1 is the Conceptual Framework of the research. On the left column of **Figure 1**, they are the 17 different references which are the most frequently cited in the **Literature Review** part of this research. On the top column of **Figure 1**, the researcher has interviewed 5 experts to testify whether or not some references can be used or not. On the bottom column of **Figure 1**, it is the related research, including: (1)national research(mainly in China); (2)international research; (3)research articles and (4)various journals. Based on these three parts, the researcher then elicited and finally summarized 103 different items(Q1~Q103) in the research questionnaire. This study is an explanatory sequential design of mixed methods in nature, consisting of both quantitative and qualitative researches at the same time. Through Exploratory Factor Analysis(EFA, quantitative research), the researcher explored and finally concluded 7 major factors influencing the performance assessment for student affairs management under university student unions in Guangdong Province,P.R.China. Concerning these 7 factors,the researcher designed 7 interview questions correspondingly and finally conducted a semi-structured interview among 9 experts (qualitative research). Eventually, the researcher proposed some guidelines of the performance assessment model for student affairs management under university student unions in Guangdong Province, P.R.China.

Research Results

After the experiment, the research results are summarized and then concluded as follows:

(1) For the Research Objective 1 “to study the performance assessment for student affairs management under university student unions in Guangdong Province”, it is found that, Mean of 103 items ranges from 3.61 to 4.14, and Standard Deviation (S.D.) of 103 items ranges from 0.76 to 0.97.

(2) For the Research Objective 2 “to analyze the components of the performance assessment for student affairs management under university student unions in Guangdong Province”, it is found that, the performance assessment model for student affairs management under university student unions in Guangdong Province, P.R.China, mainly include 7 different components, namely: 1)organizational culture; 2)character education; 3)administrative support; 4)manpower management; 5)public relation; 6)information technology and 7)system innovation, respectively.

(3) For the Research Objective 3 “to propose the guidelines for developing the performance assessment for student affairs management under university student unions in Guangdong Province”, it is found that, as a whole, 9 interviewees in semi-structured interview hold positive attitudes towards the impact of 7 factors in student affairs management in Guangdong Province, P.R.China.

Discussion

Contributions of the Research

Student affairs management refers to a non-academic organizational activities. It aims at both enriching the campus life of university students and promoting them to be successful through regulating, directing and serving university students based on non-academic and extra-curricular activities. To be more specific, it includes three different aspects: (1)educating university students; (2)managing university students and (3)providing services to university students. Student affairs management in universities of China performs the function of talent cultivation. It is not only the product of higher education development, but also an important content of educational administration in universities. With the rapid development of both informatization and internationalization, the educational value of university student affairs management is becoming more and more prominent.

Studies on student affairs management in China began at the end of 20th century. Under the background of both reform, opening up to the outside world, and even the deeper reform of higher education systems, it is becoming a research hot spot in the academic field. To make a further breakthrough on it, the researcher in this dissertation then attempts to study the performance assessment of student affairs management under university student unions in Guangdong Province, P.R.China. And the research results and findings are aforementioned, which are in accordance with the three research objectives, and properly answer the three research questions as well. Based on it, in this part, the author attempts to make a further discussion on both novelties and limitations of the research. For the former, to be specific, it includes both theoretical and practical contributions.

Limitations of the Research

This study has evaluated the level of the performance assessment for student affairs management under university student unions in Guangdong Province, P.R. China. Moreover, it has explored the components underlying it as well. And a mixed research method consisting of both quantitative and qualitative approaches was adopted. Eventually, a theoretical model of EFA was constructed and formed as well. Nevertheless, due to inadequacy of personal recognition and some objective factors within the research process itself, there are still some limitations which should not be ignored in this study.

First of all, the theoretical model constructed by the researcher consists of 7 common factors in total, namely, (1)organizational culture, (2)character education, (3) administrative support, (4)manpower management, (5)public relation, (6)information technology and (7)system innovation, respectively. However, this study does not focus on the impact of demographic factors(e.g. gender, age, the highest educational background, and working experience) of respondents on the performance assessment for student affairs management. Furthermore, the researcher did not compute scores and weights for each factor, neither did he list the comprehensive score and rankings of all the factors in EFA analysis. It means that, we don't know whether or not this research model is effective from the holistic perspective. Besides, we are still puzzled to what extent this research model is effective. Lastly, the interrelationship among these 6 common factors is not further discussed by the researcher, neither. Therefore, it is very difficult for us to know about the working mechanism of this research model in the end. The researcher further considers that, this research model may be influenced by other factors(both "external" and "internal" ones). Moreover, it does not take moderating effects into consideration. Therefore, further studies on the exploration of other components(or "variables") is greatly needed. In addition to the six common factors we have discussed, there may be other factors influencing the performance assessment for student affairs management under university student unions in Guangdong Province, P.R.China. Future studies are needed to further explore what other internal(or "psychological") and external factors are in this research topic, and what the relationship is among these different factors.

Secondly, this study has adopted the static data of student affairs management at the specific moment. And the research results obtained is mainly based on the views of both administrators and university teachers at the certain time. However, since the performance assessment of student affairs management is both a complex and dynamic process.

Thus, to some extent, the static data at a specific moment possibly can not fully or truly reflect the working mechanism of the performance assessment for student affairs management under university student unions in Guangdong Province, P.R.China. In this sense, it may exert a negative impact on both the objectivity and accuracy of the research results.

Thirdly, this study does not explore the applicability to different groups of student affairs management, nor does it compare the level of the performance assessment for student affairs management in other provinces of China or in other countries. It only considers both administrators and university teachers in universities of Guangdong Province as its research subject. However, the whole personnel of student affairs management mainly include:(1)university principal; (2) vice-chancellor; (3)manager of student affairs management departments; (4)manager of teaching affairs; (5)manager of security department; (6)dean of college; (7)vice-dean of college; (8)counsellor; (9)head teacher; (10)members of student

union; (11) manager of student association and (12) manager of volunteering team, etc. Currently, these different groups are the main driving force in student affairs management in Guangdong Province, P.R.China. And they have different life experiences and knowledge systems. Accordingly, they possibly have significant differences in student affairs management. Therefore, future studies should separately focus on different groups listed above to draw corresponding conclusions and to enrich this already-existing research.

Fourthly, the geographic distribution of sample needs further to be improved (Zhu Jiexiao, 2018). In Zhu(2018)'s study, she focused on the performance evaluation of college student organization governance and influencing factors---based on practice analysis of 13 undergraduates colleges in Shanghai and Zhejiang Region. And relevant results are as follows: (1)the three main factors influencing the governance performance of university student unions, are “basic constituent”, “environmental interaction” and “value promotion”, respectively; (2)these three main factors co-interact with each other and have an unified impact on the final governance performance of university student organizations; (3)relevant guidelines(both endogenous and exogenous guidelines) are put forward by three different groups of people, who are the subjects of governance of university student organizations, including: (1)student cadres of university student organizations;(2)university teachers and (3)administrative departments(governments), respectively. In addition, Zhu(2018) argued that, the research sample are mainly distributed in Shanghai and Zhejiang regions(southeastern part of China). Therefore, those research sample in other parts of China(e.g. Northern, Southwestern and Northeastern) are neglected. And relevant universities in different regions of China needed to be further compared, so as to make the research results more representative. The researcher argues that, we must pay much attention to the distribution range of research sample. The location of this study is restricted to be in Guangdong Province, P.R.China. Obviously, the limitation of geographic distribution can not be ignored, since it decreases both the generalization and applicability of the research results to some degree. Future studies should pay much attention to the balanced distribution of different provinces. Namely, the sample size of the research should continuously be enlarged and different sampling methods should be adopted at the same time. Moreover, different provinces with different levels of economy will surely result in differences in the working mechanism of the performance assessment for student affairs management under university student unions in Guangdong Province, P.R.China.

Last but not the least, this study is an empirical research in the context of Guangdong Province, China. And the scale(or “questionnaire”) is designed by the researcher himself mainly based on:(1)literature review; (2)related research and (3) interview of 5 experts. It means that, this research instrument needs to be further revised and improved. Otherwise, it may cause some limitations on cross-regional or even cross-cultural application of this scale adopted by the researcher. In the future, more repetitive and even duplicate researches should be conducted so as to find out the highest quality of research instrument for the topic of this kind.

In order to have a better understanding of this study, the researcher finally synthesized the overall finding as the mind mapping in **Figure 2**:

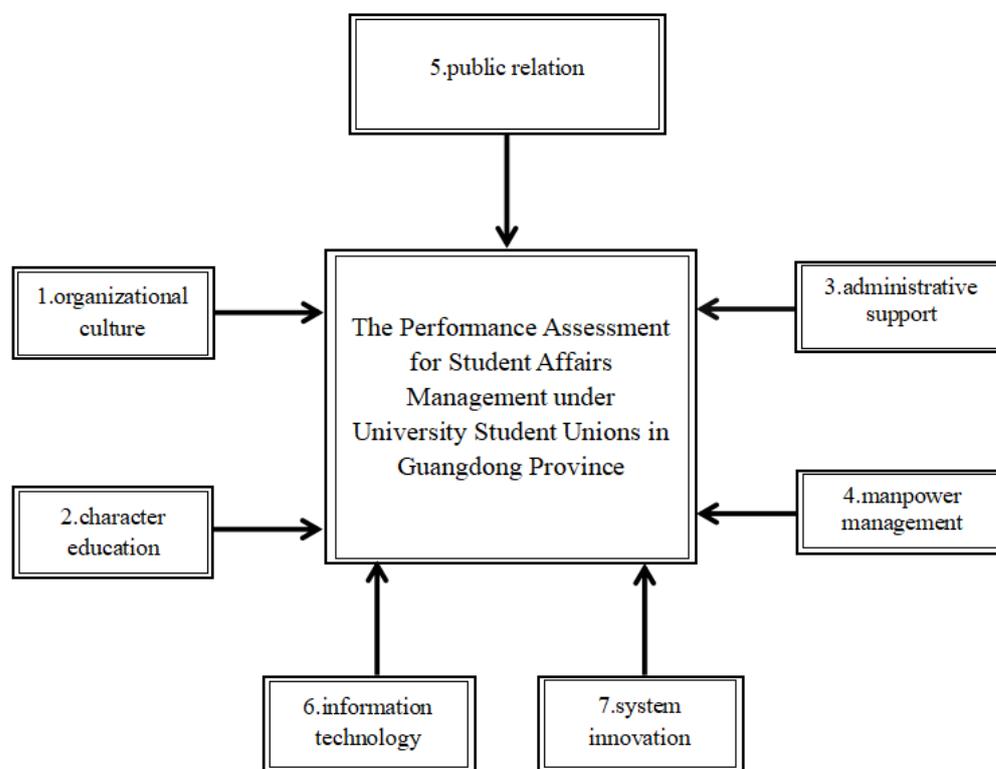


Figure 2: Names of Seven Factors and their Functioning Model

Through Exploratory Factor Analysis(EFA), the researcher explored 7 major factors based on the questionnaire(quantitative research). After the semi-structured interview among 9 different experts, this conclusion is further confirmed(qualitative research). Therefore, we can obtain **Figure 2**. It is on the names of these seven factors and their functioning model. Seen from **Figure 2**, we can know that, there are seven major factors influencing the performance assessment for student affairs management under university student unions in Guangdong Province, P.R.China, which are: (1) organizational culture; (2) character education; (3) administrative support; (4) manpower management; (5) public relation; (6) information technology and (7) system innovation, respectively. In addition, the functioning model underlying these 7 major factors is explicitly illustrated as well. In addition, the researcher concluded that, the application of the performance assessment model comprising of 7 factors, is found to be appropriate, accurate and in accordance with the conceptual framework of research.

Recommendations

Theoretical Recommendation

Based on what we have discussed above, the researcher further argues that, future studies should overcome the limitations of already-existing researches. In addition, more insights should be yielded into the performance assessment for student affairs management under university student unions in Guangdong Province, P.R. China.

The researcher in future studies should compute scores and weights for each factor. Based on it, the comprehensive score and ranking of all factors in EFA research should be listed accordingly. Furthermore, more homogeneous studies should be conducted to explore more factors underlying the theoretical model of this research topic (Zhu Wei, 2023). Since the researcher argues that, it is of great significance to continuously improve this research framework and explore more factors. Only in this way, can we possibly further enrich the working mechanism of the performance assessment for student affairs management under student affairs management in Guangdong Province, P.R. China. Besides, in the future, more longitudinal studies on student affairs management should be conducted. To be more specific, they are different aspects of student affairs management, such as historical evolution, excellent experience, and future prospect, etc. It means that, to ensure both the objectivity and accuracy of the research results, the researcher should carry out more dynamic and comparative studies based on more static data of student affairs management at different moments and even in different periods of time.

Policy Recommendations

Based on EFA and the performance assessment model of student affairs management, we can get to know that, there are 7 factors influencing the performance assessment for student affairs management under university student unions in Guangdong Province, P.R. China. They are listed as follows: (1) organizational culture; (2) character education; (3) administrative support; (4) manpower management; (5) public relation and (6) information technology and (7) innovation system, respectively. In other words, in order to improve the assessment performance for student affairs management under university student unions in Guangdong Province, both local governments and relevant sectors of higher education institutions should focus more on those 7 factors listed above. To be more specific, administrators and student cadres of university student unions should formulate relevant policies, aiming at creating both sound and colorful atmosphere and culture for student affairs management (Cindy Kane, 2017); university administrators should cultivate both the noble views of life and views of value of university students (Justin Patrick, 2022), aiming at carrying out the character education among ordinary university students; university administrators must provide relevant administrative supports (e.g. macroscopic policies, adequate funds and pitches, etc.); university administrators should optimize resource allocation and then provide high-quality talents for the operation of university student unions; administrators should build up and even maintain excellent public relations with other sectors within their universities; administrators must formulate a set of relatively complete and reasonable governing systems for university student unions (David Osborne & Ted Gaebler, 2016); it should be based on the information technology that both administrators and university teachers guide student cadres of university student unions and their ordinary members.

Practical Recommendations

In the future, relevant studies should be further based on other groups (or “research subjects”) in universities of Guangdong Province, P.R. China, such as: (1) ordinary university students; (2) cadres of university student union and (3) members of university student union, etc. Moreover, those studies focusing on the level of student affairs management and the factors underlying it, should be conducted within different groups (Zhang Xiaojing, 2018). Eventually, the differences on the performance assessment for student affairs management under university student unions in different provinces of China, or even in different countries around the world, can be compared as well.

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