Student Affair Management in Universities of Art in Shenyang Under Liaoning Province

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Abstract

The objectives of this research were: (1) to explore the components of artistic talents for student affair administration in Universities of Art in Shenyang under Liaoning Province, and(2) to propose guidelines for student affair administration in Universities of Art in Shenyang under Liaoning Province.

The research methodology was a qualitative research with Delphi method and student affair study. The key informants were 15 experts in student affair administration from Liaoning universities. They were all experts with rich student affair management and educational experience more than 10 years. The instruments used for data collection were researcher, semi-structured open interview forms, and five-point rating scale questionnaires. The statistics used for data analysis included median, mode, and Inter Quartile Range.

The research findings were revealed that: (1) the components of artistic talents for student affair administration are home school management, understanding management, academic management, cultivation management, incentive management, logistics service management, and employment guidance management; and (2) the guidelines for cultivation of artistic talents for students are organizing career planning and employment guidance activities, providing employment information and resources, proposing suggestions and measures for improving work, educating and dealing with students who violate discipline, and providing comprehensive support and services for students.

Keywords: Student affairs management; universities of art; Liaoning Province

Introduction
Background of the study

Since the reform and opening up, the proliferation of utilitarianism and materialism has greatly affected the learning and life of students, especially those in art schools. The influx of diverse ideas has a mainly negative impact on the art profession, as they challenge our traditional concepts and ideas.(Zhu, 2019) In addition to the characteristics of art students, the management of art student affairs in Chinese universities in the new era also faces severe challenges. The ability to meet this challenge has become the primary task for many ideological education workers in universities. Whether the student affairs management personnel (counselors) in art colleges can effectively respond to this challenge determines whether the ideological and political development of students in universities of art, can be healthy and good.

On the one hand, student affairs managers (counselors) need to keep up with the times, adapt to the requirements of the times, and meet the needs of globalization.

On the other hand, guiding students to learn how to seek benefits and avoid harm, cultivating their independent thinking ability, and being able to adhere to their own ideas and values in social development. The management of student affairs for art college students in China is also facing severe challenges. Strengthening and improving ideological and political work for college students is actually an extremely urgent task. This study aims to sort out and analyze the student affairs management of art majors in universities. Through research and argumentation, we can find a successful solution to improve student affair management in universities of art.

Conclude the research problems

1.What are the components of student affair management in Universities of Art in Shenyang under Liaoning Province?

2.What are the guidelines for for student affair management in Universities of Art in Shenyang under Liaoning Province?

Reason for presenting this paper

Since the reform and opening up, especially after China's accession to the World Trade Organization, with the continuous development of the economy and the continuous opening up of various fields of society, we have entered a period of social transformation with significant ideological influence. These ideological shocks can be seen as a "double-edged mirror". The proliferation of utilitarianism and materialism has greatly affected the learning and life of students, especially those in art schools. Of course, from the main aspect of the problem, the influx of diverse ideas has a negative impact on the art profession, as they challenge our traditional concepts and ideas. In addition to the characteristics of art students, the management of art student affairs in Chinese universities in the new era also faces severe challenges. The ability to meet this challenge has become the primary task for many ideological education workers in universities. Whether the student affairs management personnel (counselors) in art colleges can effectively respond to this challenge determines whether the ideological and political development of college students can be healthy and good. On the one hand, student affairs managers (counselors) need to keep up with the times, adapt to the requirements of the times, and meet the needs of globalization; On the other hand, guiding students to learn how to seek benefits and avoid harm, cultivating their independent thinking ability, and being able to adhere to their own ideas and values in social development. As early as the victory of the 16th National Congress of the Communist Party of China, the Central Committee of the Communist Party of China and the State Council held a meeting on October 14, 2004, and issued the "Opinions on Further Strengthening and Improving Ideological and Political Education for College Students (Part 1)", providing guidance for ideological and political education workers. The Opinion on Further Strengthening and Improving Ideological and Political Education for College Students also points out that "with the deepening of reform and opening up, the continuous development of the market economy, and the constant changes in the international situation, the management of student affairs for art college students in China is also facing severe challenges. Strengthening and improving ideological and political work for college students is actually an extremely urgent task. This work is not only related to the construction and achievements of college students, but also to the healthy and stable development of the country and the nation, and to the stable development of society. This is related to the governing

position of our party. The purpose of this study is to sort out and analyze the management of student affairs in art majors in universities, and analyze the existing problems. Through research and argumentation, we can find a successful way to solve the problems in art education in universities. Given the current period of social transformation and the generally impetuous situation in society, we can better provide ideological and political education for art majors, allowing them to learn professional knowledge under the guidance of correct values and make better contributions to society.

Research Objectives

The objective of this study were:

1.To explore the components of student affair management in Universities of Art in Shenyang under Liaoning Province.

2.To propose guidelines for improving student affair management in Universities of Art in Shenyang under Liaoning Province.

Research Conceptual Framework
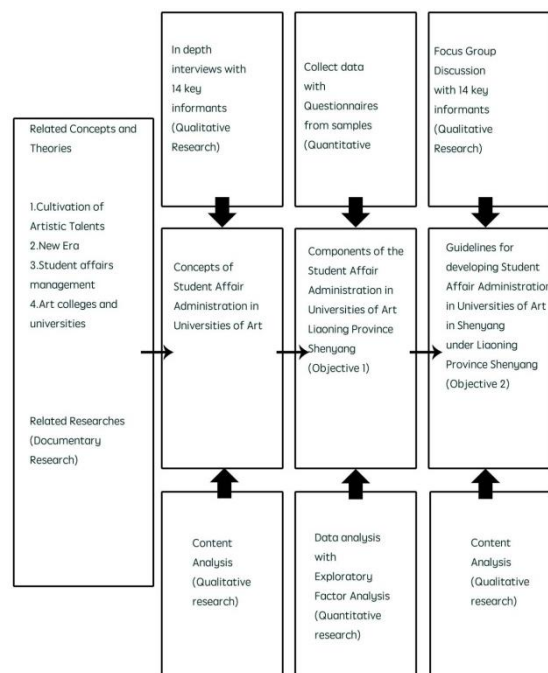
This study was limited by a certain range of regions, mainly in Liaoning Province, China. In the major cities of Liaoning Province, such as Shenyang and Dalian, one art university and one comprehensive university (including art majors) were selected to conduct field investigation and research demonstration. The most representative university selected in this study is Liaoning Lu Xun Academy of Fine Arts, which has campuses in Shenyang and Dalian, Liaoning Province. This research design will take Liaoning Province as the scope to investigate the main and secondary management methods used by student affairs management personnel of an art college in Shenyang under Liaoning Province when managing art students.

Research Methodology
Research Methodology
The researcher has studied related literatures about the concepts, principles, and theories, related research on student affair management in colleges and universities as well as in-depth interview from key informants. The research procedures consisted of 3 steps: (1) Determining the variables of students affair management, (2) Exploring the components of students affair management and (3) Developing the guidelines for improving of student affair management in university of art in Shenyang under Liaoning Province. Adopt a semi-structured interview form and record it. It involved the concept of student affairs management in art universities in Liaoning Province, such as the concept of students affair management, the composition of students affair management, the process of teacher management, and the effective implementation of students affair management.

The questionnaire used the Likert five point scale. The content validity of questionnaire, the researcher used the item objective congrnence index (IOC) rating given by 5 experts. For reliability of questionnaire. Cronbach's alpha was used to evaluate the reliability. The overall reliability of the questionnaire was 0.921. After the reliability test, the questionnaire was distributed to the samples. The researchers analyzed the collected data through SPSS version 26.0.

Population/Sample
The population was administrations and teachers in 5 universities of art in Shenyang under Liaoning Province,totaling 1,513. The key informants consisted of 3 senior management personnel from universities, 4 graduates from art and design majors, 4 management personnel from painting majors, and 3 decision-makers in student affairs management. In this study, the selection criteria were to have sufficient understanding and relevance to student affairs management in art majors in universities. Senior management personnel refer to the president or vice president of a university, who are not only Strengthen academic and leadership skill for students personnel of the university, but also have more than ten years of management experience. Art and design graduates are those who have excellent academic records and have won awards and additional honors in domestic and international design competitions during their university years. Painting professional management personnel refer to art professional student affairs managers who have sufficient understanding and familiarity with the talent ability standards required for the art major student affairs management. The student affairs manager is the director or deputy director of the relevant department of the provincial or municipal government responsible for the professional learning and life related work of students and qualified to participate in the formulation of relevant management regulations. A purposive sampling method was adopted. The sample obtained by stratified random sampling technique,totaling 330 teachers.In this study,the researcher divided into three stages.Based on the previous investigation and collection, conduct research survey on student affairs management personnel and corresponding art college students in a certain university in Liaoning Province within a reasonable range.Therefore, the frist stage:Data collection was performed by the research and get in touch with key informants, second stage: To explore the components of student affair management,by using Exploratory Factor Analysis, and third stage: To propose guidelines for improving student affair management,by using focus group discussion.

Research Tools
    Exploratory factor analysis (EFA)
    Survey questionnaire analysis
    Semi-structured interview
Data Collection
    Data collection was performed by the researcher.
    Get in touch with key informants and show their identity and willingness.
    Interview was performed by researcher.
Data Analysis
    1.The components of student affair management,the researcher used Exploratory Factor Analysis.
    Exploratory factor analysis (EFA)
    This research used Pearson correlation coefficient for measurement. KMO test is used to measure whether the correlation between observed variables is high enough to support factor analysis. The range of KMO values is between 0 and 1, and the closer the value is to 1, the higher the correlation between variables, making it suitable for factor analysis. Usually, KMO values greater than 0.7 or 0.8 are considered sufficient. If the KMO value is low (less than 0.5), it means that the correlation between observed variables is not strong enough and may not be suitable for factor analysis. The Bartlett test is used to test whether the covariance matrix between the original variables is an identity matrix. If the p-value of the Bartlett test is small, the null hypothesis that the covariance matrix is not the identity matrix can be rejected, indicating that there is correlation between variables and is suitable for factor analysis. From Table 1, it can be seen that KMO=0.921 and sig=0.0000. Therefore, the correlation between variables is high, and the obtained information is suitable for further factor analysis.

Table 1: Shows the testing of KMO (Meyer Olkin and Bartlett)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.921
Bartlett's Test of Sphericity	Approx.Chi-Square	27919.581
	df.	3593
	Sig.	0.000

    In this step, principal component analysis (PCA), orthogonal rotation, and maximum variance rotation were required to extract factors. The criteria used to consider factors were: When the factor load was higher than 0.55, it indicates importance; Kaiser believed that eigenvalues were greater than 2; More than three components (Hatchers) need to be extracted. When considering the above criteria, the number of components and variable variance were shown in Table 2.

Table 2: Shows the characteristic values, percentage of variance, and cumulative percentage of variance for components of Students Affair management in University of Art in Liaoning Province

Com pone nt	Initial Eigenvalues			Sum of squared extracted loadings			Rotation sum of square loadings		
	Total	%of Varian ce	Cumul ative%	Total	%of Varian ce	Cumula tive%	Total	%of Varian ce	Cumul ative%
1	29.351	40.502	40.502	29.351	40.502	40.502	12.371	14.853	14.853
2	12.275	14.633	44.797	12.275	14.633	44.797	10.722	14.129	26.973
3	9.052	11.118	47.632	9.052	11.118	47.632	10.019	14.020	30.091
4	7.148	10.116	48.957	7.148	10.116	48.957	9.262	13.913	41.386
5	3.733	5.982	51.076	3.733	5.982	51.076	8.529	9.989	49.634
6	2.901	5.365	58.813	2.901	5.365	58.813	6.094	9.065	55.237
7	2.556	4.733	62.384	2.556	4.733	62.384	5.570	7.645	62.179

Table 2 shows the specific components of the student affairs management in various art majors in Liaoning Province. Through analysis, it can be concluded that there were a total of 7 causal values greater than 1. When rotating the axis, a total variance of 62.384 was explained, and all 7 met the standard. Components 1-7 can explain the total variance of 62.179. In addition, in the rotation component matrix, the load coefficients and variables of each major component are shown in Table 3.

Table 3: Shows the components of student affairs management in art universities in Shenyang Liaoning Province

Order	Components	Number of Variables	Factor Loading
1	Component 1	4	0.769-0.927
2	Component 2	5	0.603-0.820
3	Component 3	9	0.719-0.945
4	Component 4	10	0.696-0.927
5	Component 5	10	0.775-0.890
6	Component 6	7	0.677-0.814
7	Component 7	5	0.744-0.792
	Total	50	0.603-0.927

According to the Table 3,there were a total of 7 components,as following: Component 1 contained a total of 4 management variables, with a factor loading range of 0.769-0.927. Component 2 contained a total of 5 management variables, with a factor loading range of 0.603-0.820. Component 3 contained a total of 9 management variables, with a factor loading range of 0.719-0.945. Component 4 contained a total of 10 management variables, with a factor loading range of 0.696-0.927. Component 5 contained a total of 10 management variables, with a factor loading range of 0.775-0.890. Component 6 contained a total of 7 management

variables, with a factor loading range of 0.677-0.814. Component 7 contained a total of 5 management variables, with a factor loading range of 0.744-0.792.There were a total of 50 variables,with a factor loading range of 0.603-0.927.

Figure 1: Summarize 7 Components of student affair management
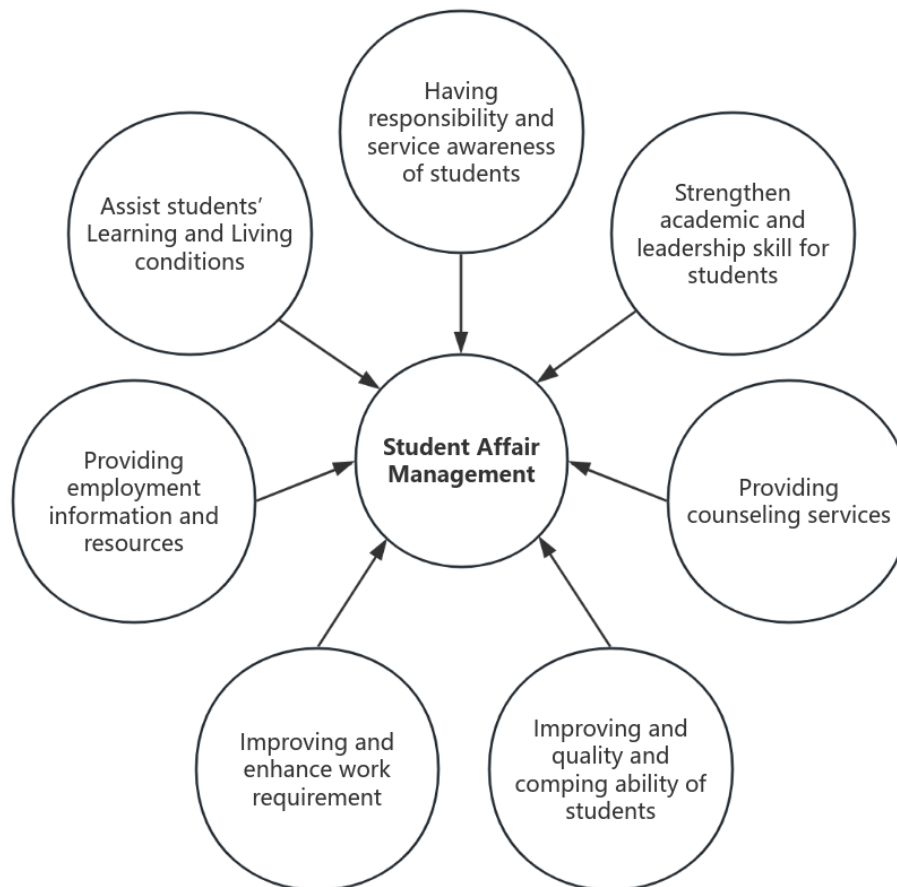
Source: By Researcher

        2.The guidelines for developing student affair management; the researcher used Focus Group Discussion.There were total 50 guidelines of student affair management in art universities under Liaoning Province. Details were as follows:(1)Component 1 Assist students' Learning and Living conditions is considered one of the most important components of student affairs management, and is the primary and most tedious task of student affairs managers. (2)Component 2 Having responsibility and service awareness of students is considered a professional competence that is consistent with psychology in student affairs management, and is one of the primary requirements that student affairs managers should possess. (3)Component 3 Strengthen academic and leadership skill for students is considered a more professional and tailored management model in student affairs management, and is a management discipline that student affairs managers should lifelong learn. (4)Component 4 Providing counseling services is considered a constantly evolving management model in student affairs management, and it is a task that student affairs managers should keep up with the times. (5)Component 5

Improving and quality and comping ability of students is a common management model in student affairs management, which is related to students' academic pursuit, understanding of learning, and future planning. (6)Component 6 Improving and enhance work requirement is one of the more tedious tasks in student affairs management. student affairs management personnel need to carefully observe the life and learning dynamics of students, fully communicate and think. (7)Component 7 Providing employment information and resources is one of the most valued affairs in student affairs management by students and parents, which is related to the employment, salary, and future personal development of students.

Recommendations

After completing the questionnaire survey and data analysis, the researcher analyzed the reasons for this situation from multiple perspectives, and combined with their own teaching experience, proposed specific strategies to improve the effectiveness of student affairs management based on the seven dimensions of the second stage questionnaire survey.

Student affairs management can cultivate leadership skills and teamwork spirit among art students by encouraging their participation in student organizations and clubs. Art students usually have an outgoing personality and high enthusiasm, but each student has different characteristics. The management of art students should implement differentiated emotional investment. Determine different conversation content and methods based on students' different interests, qualities, strengths, personality traits, and other factors. For example, for outgoing students, language should be vivid, clear, and straightforward; For students with stubborn personalities, language should be full of twists and turns; For backward individuals, language should be full of care and encouragement; For individual students, we must learn more, speculate more, and adopt different methods.

The cultivation and development of student affairs management in art universities in Shenyang, Liaoning Province cannot be separated from policy support. With the support of policies, the ability of student affairs managers in art universities can achieve the most effective long-term development. To this end, the following suggestions are proposed for policy formulation:

1. Art education resources: Ensure that schools or institutions provide sufficient art education resources, including equipment, materials, studios, and performance venues. This will help students fully develop their artistic talents.

2. Academic support: Provide specialized academic guidance and support for art students, including course selection suggestions, art portfolio preparation, organization of art competitions and exhibitions, etc.

3. Art mentor: Establish an art mentor system to provide students with professional art guidance and career planning advice.

4. Internship and Collaboration Opportunities: Collaborate with art institutions and companies to provide students with internship and collaboration opportunities, enabling them to learn and accumulate experience through practice.

5. Art exhibitions and performances: Organize regular art exhibitions and performances to provide students with a platform to showcase their works and talents.

Further Research

Based on the literature and theoretical basis, the researcher developed a questionnaire and interview outline, the major findings were revealed as such because the Assist students in resume creation and interview skills training.Student affairs managers can communicate with students to understand their educational background, internship experience, project experience, skills, and strengths.And maintain normal order on campus.Student affairs managers can help students identify and emphasize their strengths and achievements to attract the attention of potential employers. Encourage students to provide specific cases and outcomes to support their abilities. Timely feedback on students' learning and living conditions.Student affairs managers can cultivate effective communication skills among students, including clear expression, active listening, and good nonverbal communication. Maintain contact with student parents.Student affairs managers can cultivate effective communication skills among students, including clear expression, active listening, and good nonverbal communication.For the understanding and management of student affairs, being good at listening to the opinions of others.student affairs management personnel are able to handle pressure and emotions in their work, maintain a positive work attitude, and maintain a good psychological state.

This research requires regular self reflection, summarizing experiences and lessons learned, and continuously improving work methods and attitudes. Through these rationalization and further suggestions, student affairs managers can continuously improve the quality of their work, better meet the needs of students, and promote their comprehensive development.

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