GUIDELINES FOR AFFAIRS MANAGEMENT
IN AGRICULTURAL CAMPUS GUANGXI UNIVERSITIES

LONG TAO

A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Educational Administration
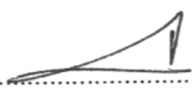Academic Year 2023

Thesis Title   Guidelines for Affairs Management in Agricultural Campus Guangxi Universities

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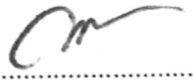
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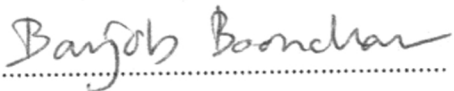---

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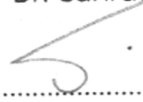
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ABSTRACT

The purpose of this study is as follows: 1) to investigate the current situation of affairs management in agricultural campus Guangxi universities, 2) to provide guidelines for the affairs management in agricultural campus Guangxi universities, 3) to evaluate the suitability and feasibility of the guidelines for agricultural college affairs in Guangxi. The sample included 269 managers from 4 agricultural campus Guangxi universities. Research instruments included questionnaire, structured interview and evaluation form. Data were analyzed by percentage, mean, standard deviation and content analysis.

The results are shown below: 1) The current situation of affairs management of agricultural campus Guangxi universities is at a medium level. 2) Guidelines for the affairs management of in agricultural campus Guangxi universities in six aspects, totaling 44 guidelines. There are 8 guidelines for Professionalism, 9 guidelines for improving network competency, 7 guidelines for improving Management Mode, 7 guidelines for Collaborative Management, 6 guidelines for Service Quality, and 7 guidelines for School Culture. 3) The suitability and feasibility of the guidelines for the affairs management of in agricultural campus Guangxi universities was at a high level.

Keywords: Guidelines for Improving, Academic Leadership, Middle-Level Administrators in Public Universities

ชื่อเรื่อง	แนวทางการบริหารจัดการงานธุรการของมหาวิทยาลัย ด้านการเกษตรในมณฑลกวางสี
ชื่อผู้วิจัย	หลง เทา
สาขาวิชา	การบริหารการศึกษา
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ปีการศึกษา	2566

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อสำรวจสภาพปัจจุบันของการบริหารจัดการงานธุรการ ของมหาวิทยาลัยด้านการเกษตรในมณฑลกวางสี 2) เพื่อเสนอแนวทางการบริหารจัดการงานธุรการ ของมหาวิทยาลัยด้านการเกษตรในมณฑลกวางสี และ 3) เพื่อประเมินความเหมาะสมและความ เป็นไปได้ของแนวทางการบริหารจัดการงานธุรการของมหาวิทยาลัยด้านการเกษตรในมณฑลกวางสี กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารมหาวิทยาลัยด้านการเกษตรในมณฑลกวางสี 4 แห่ง รวมทั้งสิ้น 269 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์แบบมีโครงสร้าง และแบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ การวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) สภาพปัจจุบันของการบริหารจัดการงานธุรการของมหาวิทยาลัยด้าน การเกษตรในมณฑลกวางสี อยู่ในระดับกลาง 2) แนวทางการพัฒนาการจัดการบรรยากาศในองค์กร ของมหาวิทยาลัยในมณฑลกวางสี ประกอบด้วย 6 ด้าน รวมทั้งสิ้น 44 แนวทาง ได้แก่ การพัฒนา ความสามารถด้านวิชาชีพ จำนวน 8 แนวทาง การพัฒนาสมรรถนะด้านเครือข่าย จำนวน 9 แนวทาง การพัฒนารูปแบบการจัดการ จำนวน 7 แนวทาง การพัฒนาการบริหารแบบความร่วมมือ จำนวน 7 แนวทาง การพัฒนาคุณภาพบริการ จำนวน 6 แนวทาง และ การพัฒนาวัฒนธรรมองค์กร จำนวน 7 แนวทาง 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการบริหารจัดการงาน ธุรการของมหาวิทยาลัยด้านการเกษตรในมณฑลกวางสี อยู่ในระดับสูง

คำสำคัญ: แนวทาง การบริหารจัดการงานธุรการ มหาวิทยาลัยด้านการเกษตรในมณฑล กวางสี

Acknowledgements

At the moment when I am about to complete my doctoral thesis, with immense excitement and gratitude, I extend my sincerest gratitude to all those who have shown me care, support, and assistance during my doctoral studies.

First and foremost, I would like to express my heartfelt gratitude to my advisor, Associate Professor Dr.Niran Sutheeniran. Throughout my entire PhD journey, you have been more than just an academic mentor; you have been a guiding light in my life. During the research process, you provided me with countless invaluable suggestions and guidance. When choosing the topic for my dissertation, you patiently discussed with me and helped me determine the research direction. In questionnaire design and data analysis, you meticulously pointed out the shortcomings in my work and offered suggestions for improvement. Your profound knowledge and unique insights have greatly benefited me in my academic research. You have not only been strict with me academically but also offered me meticulous care in my personal life. When I encountered setbacks and difficulties, you always encouraged and supported me, helping me regain my confidence. When I achieved success, you shared in my joy and gave me tremendous encouragement. Your care and support have enabled me to persist and forge ahead on my academic path. Your meticulous research spirit and rigorous work attitude have taught me the true meaning and value of academic research. You encouraged me to present my own ideas and perspectives, providing me with ample freedom during academic discussions. You taught me that scientific research should not only build upon the achievements of predecessors but also bravely explore unknown territories. This open and inclusive attitude has inspired me to innovate and continually challenge myself in the research process.

I would like to express my special thanks to Dr.Patchara Dechhome and Dr.Jittawisut Wimuttipanya. Throughout the entire process from my initial PhD studies to the completion of my thesis, they not only provided me with selfless guidance and assistance academically, but also showed me meticulous care in my daily life. Their profound knowledge and rigorous academic attitude motivate me to constantly strive for progress, and their encouragement and support prevent me from getting lost in the

face of difficulties. Without their guidance, this paper could not have been completed smoothly.

Thanks to all the professors and staff of Bansomdejchaopraya Rajabhat Univerity. Thank you for your support and assistance in the curriculum and various academic activities. Thanks to classmates. Thanks for your help and support in academic discussions, paper writing, and daily life. Every moment we spend together, every discussion, will become a precious memory of my life. Your friendship and support are my greatest wealth during my studies in Thailand.

Thanks to my family. Thanks to my parents for their selfless support and understanding, which allowed me to focus on my studies. Thank you to my lover Wang Zekun. Throughout my academic journey, you have always been my strongest support.

Finally, thanks to Thailand, this beautiful country. My academic experience here not only enriched my academic knowledge, but also allowed me to experience the diversity and inclusiveness of different cultures.

Long Tao

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Chapter 1
Introduction

Rationale

At present, international university management relies on information technology and digital tools, pays more attention to management efficiency, optimizes resource allocation, focuses on providing services and support, and emphasizes innovation and transformation of scientific research results. Several Opinions of the State Forestry Administration of the Ministry of Education and Agriculture on Promoting the Comprehensive Reform of Higher Agriculture and Forestry Education (2013) pointed out that higher agriculture and forestry education plays a basic, forward-looking and strategic position in the process of realizing agricultural modernization.

Administrative departments of education, agriculture and forestry at all levels and institutions of higher learning should give full play to the important role of higher agriculture and forestry education in solving the problems of "agriculture, rural areas and farmers", provide policy support and institutional guarantee for the reform and development of agriculture and forestry education, vigorously promote comprehensive reform, and further enhance the ability of higher agriculture and forestry colleges to provide talents and services for agriculture. To form a multi-level, multi-type and diversified system of higher agriculture and forestry education personnel training with Chinese characteristics. Article 5 of Chapter I of the Education Law of the People's Republic of China (the Third revision in 2021) stipulates: "Education must serve the socialist modernization drive and the people, and must be combined with productive labor and social practice to train socialist builders and successors who are fully developed in virtue, intelligence, physical fitness, the United States and labor." This is the goal of university management. In the Outline of the 14th Five-Year Plan for National Economic and Social Development of the People's Republic of China (2021), it is mentioned that higher education has entered the stage of popularization, the level of basic public services has been significantly improved, the level of education of the whole people has been continuously improved, a high-quality education system has

been built, the mechanism of school, family and society cooperation in educating students has been improved, and teachers' teaching ability and quality have been enhanced. Enhance students' civilization and social responsibility consciousness; We will deepen education reform and promote equality in education. We will comprehensively promote rural revitalization, basically realize agricultural modernization by 2035, and build China into an agricultural powerhouse by the middle of this century. China's agriculture is an industry that employs nearly 200 million people, and rural areas are the permanent homes of nearly 500 million farmers. Only when agriculture and rural areas are successful and the majority of farmers live and work in peace and contentment can they have a sufficient sense of gain, happiness and security.

Fan Duanchong (2009, p.47-51) showed Guangxi is located in the south of China, there are Zhuang, Han, Yao and other 12 ethnic groups, covering an area of 236,700 square kilometers, the population of about 56 million people, subtropical monsoon climate, breeding a large number of precious animal and plant resources, especially rich in fruit, known as the "land of fruit". There are nearly 400,000 college graduates in the region in 2023, 383,000 college graduates in the region in 2022 (of which 324,200 students account for 84.65%), 82,100, 13,400 graduate students, 146,500 undergraduates, 223,100 junior college students, and 471 graduate students majoring in agriculture. 1,015 undergraduates and 3,073 junior college students. The single structure dominated by grain has gradually evolved into an industrial structure dominated by planting for the comprehensive development of forest, animal husbandry, secondary production and fishery. With the continuous improvement of the commercialization degree of agricultural products, the market structure of agricultural products has also been optimized to promote the development of agricultural production. As early as in ancient times, agriculture has become the foundation for human survival. Human production and development start from agriculture, and industrial production and development are based on agricultural production and development. As a basic industry, agriculture plays an important role in politics, economy, society and all aspects of life. After more than 100 years of development, most of the agricultural colleges and universities in China have

developed into multi-disciplinary universities with distinctive industry characteristics. Dai Xingmei (2017, p.78-81) showed that in the current historical opportunity of building a new socialist countryside, agricultural colleges and universities should break the single talent training mode dominated by disciplinary research, incorporate more entrepreneurial and practical talents into the talent training target system, and strengthen students' hands-on ability and comprehensive knowledge application ability around the actual agricultural production.

Li Cuixia & Tan Yingjun (2010, p.175-176) showed in 2002, the gross enrollment rate of higher education in China reached 15%, the threshold of entering the popularization, and in 2019, the gross enrollment rate of higher education in China exceeded 50%, reaching 51.6%. In 2022, the gross enrollment rate of higher education in China will be 59.6 percent, and there will be 3,013 institutions of higher learning nationwide. Compared with the traditional working environment of student affairs management, the current working environment of university student affairs management has undergone great changes: First, the transformation of higher education from popular education to popular education has changed the original state of campus. The expansion of the number of students, the decline of the quality of freshmen, the shortage of educational resources and the increase of poor students make the management of student affairs in colleges and universities have higher requirements. Second, the changes in the social and economic environment, "Internet + era", "big data era", "new media era", "all media era" and other labels continue to emerge, "fast", "virtual" and "information explosion" has become the development characteristics of The Times. College students, as natives of the Internet era, have been greatly liberated in their thinking, showing strong self-awareness, outstanding personality, generally high comprehensive quality, strong learning ability, self-centered, weak team consciousness, lack of life experience and social experience, simplistic understanding of complex social issues, one-sided, and weak psychological quality. Third, the tasks and responsibilities of college teachers have undergone great changes. In addition to completing their own teaching work, teachers also need to participate in a variety of academic activities, conduct a variety of academic research, and complete a number of affairs management, including: thesis management, teaching

management, and scientific research management. Wang Min (2020, p.95-106) showed the development of the new era has made the work of university affairs experience unprecedented changes, and also put forward higher requirements for the work of university students. The affairs management system of a university is not limited to the special management department (such as the president's office, personnel department, etc.), but to the president as the highest head, the division of labor of each responsible (vice) president, the specific implementation and operation of the special functional departments, its tentacles into the various departments and branches of the university of a complete system. The system undertakes all the affairs management work of colleges and universities, and promotes and guarantees the smooth and effective conduct and coordination of several large businesses such as scientific research, teaching, finance, enrollment and discipline construction of colleges and universities.

Agricultural colleges and universities should break the single talent training mode based on subject research, bring more entrepreneurial talents and practical talents into the talent training target system, and strengthen students' practical ability and comprehensive knowledge application ability around agricultural production practice. College affairs management can promote the development of colleges and universities, send more and better agricultural talents to the society, and promote the economic development of rural areas. With the rapid changes   in China's social development and the continuous deepening of reform in the field of higher education, the concept, content and mechanism of college student work are facing renewal, expansion or transformation. Chu Zuwang & Liu Jinding (2008, p.62-64) showed the factors affecting the formation and development of college student work mission from a historical perspective. It is pointed out that the mission of college students' work in the new period is to promote students' all-round development, the core of which is to promote students' moral growth and improve students' intelligence, which is an integral part of university mission. Xing Guozhong (2007, p94-99) showed it is necessary to change the traditional Management Mode of university student affairs and "promote the development of personality by helping individuals learn" instead of "directly cultivating or shaping people". Under this background, the management of student

affairs in Guangxi agricultural universities must break through the traditional mode and change to the Management Mode conducive to talent training in the new era.

Research Questions

1. What is the current situation of affairs management in agricultural campus Guangxi universities?

2. What are the guidelines for affairs management in agricultural campus Guangxi universities?

3. Are the affairs management guidelines of agricultural campus Guangxi universities suitability and feasibility?

Objectives

1. To analyze the current situation of affairs management in agricultural campus Guangxi universities.

2. To provide the guidelines for affairs management in agricultural campus Guangxi universities.

3. To evaluate the suitability and feasibility of the affairs management guide for agricultural Guangxi universities.

Scope of the Research

Population and Sample Group

Population

The objects of this study are 468 affairs management staff from 4 agricultural universities in Guangxi.

The Sample Group

According to the Krejcie and Morgan sampling table, the sample included 269 administrators from 4 agricultural campus universities in Guangxi. The methods of stratified sampling and random sampling were used to select 4 universities.

Interview Object

The 8 respondents in this study are administrators of affairs work form 4 agricultural campus Guangxi universities, and they meet the following requirements:

1) they have worked as student administrators in agricultural colleges and universities for more than 3 years; 2) Have certain views on student management; 3) Able to truthfully fill out questionnaires and willing to participate in semi-structured interviews recorded.

Manage the Model Suitability and Feasibility Assessment Team

The evaluation experts of this study are 5 people from universities, who meet the following conditions: 1) have a doctor's degree; 2) Associate professor or professor title; 3) Researchers from universities in the field of educational administration.

The Variable

Affairs management is a variable in this study. In accordance with national laws, policies and talent training goals, and under the guidance of certain management values, university affairs managers use relevant professional knowledge and skills to coordinate the financial, material and information resources of teachers and students in the process of promoting academic development. 1) Professionalism, 2) Network Competence,3) Management Mode, 4) Collaborative Management, 5) Service Quality, 6) School Culture.

Advantages

1. The study systematically analyzes the current situation of affairs management at Guangxi Agricultural University, filling a research gap in this field. By utilizing multi-dimensional analysis methods, it comprehensively presents the strengths and weaknesses of campus affairs management, providing theoretical support and practical references for future affairs management practices.

2. Through a comprehensive analysis of the current state of affairs management, this study proposes a management guide tailored to Guangxi Agricultural University, filling a gap in existing research. By integrating modern management theories with local practical conditions, the study presents scientific and actionable management solutions that help improve the efficiency and effectiveness of affairs management, advance campus affairs management, and provide valuable references and lessons for other similar universities.

3. Through evaluation methods, this study systematically verifies the effectiveness and feasibility of the affairs management guide in practical operations for the first time, filling a research gap in this field. It provides a basis for future optimization of the affairs management guide and offers references and lessons for other universities in developing and implementing their own management guides.

Definition of Terms

Affairs Management: Affairs management is a process in accordance with national laws, policies and personnel training objectives, in accordance with certain rules and regulations, university affairs managers adopt certain measures and means to lead and guide teachers and staff, exert management and administrative functions, and coordinate the financial, material, information and other resources of teachers and students in the process of promoting academic development.

Affairs Administrator: The affairs manager in this study is the affairs manager with certain professional level and management ability who serves the learning and growth of students, the promotion and development of teachers and the realization of the development goals of colleges and universities.

Professionalism: Professionalism in this study refers to the role consciousness of affairs management workers who have stable emotions and respect for others; Creative thinking coordination ability; Be able to solve the affairs within the scope of their responsibilities as soon as possible, and be patient in explaining and guiding to the corresponding department; Management ability to coordinate authority and responsibility across departments and to clarify or streamline processes.

Network Competence: Network Competence of this study refer to the ability of colleges and universities to identify and acquire network knowledge and promote school development by identifying external network values and opportunities, maintaining, managing and utilizing network relationships at all levels.

Management Mode: Management Mode refers to the comprehensive system of basic working principles, working methods and systems of student education, management and service which can be recognized by teachers and students in order

to achieve the educational goals of the school under the guidance of certain educational concepts.

Collaborative Management: Collaborative Management refers to the attitude that teachers and students participate in and cooperate with affairs management, are willing to proactively understand the needs of teachers and students, and are willing to strive for the realization of school development goals.

Service Quality: Service Quality of this study refers to the service situation in which affair managers make teachers and students have a good service experience in the process of affair management, and the results of transaction management can meet the needs of teachers and students.

School Culture: School Culture of this study refers to the harmonious atmosphere in which teachers and students feel that the school can provide opportunities for teachers and students to grow up, and teachers and students feel that they are respected, trusted and needed in school.

Guangxi Full-Time Agricultural Universities: Guangxi full-time agricultural universities refer to the four full-time agricultural colleges and universities in Guangxi region, excluding the comprehensive universities with agricultural majors.

Research Framework

According to the analysis of related theories and research, characteristics of affairs management in agricultural campus Guangxi universities are as follow:

Affairs management in agricultural campus Guangxi universities
1. Professionalism
2. Network competence
3. Management mode
4. Collaborative management
5. Service quality
6. School culture

→

Guidelines for affairs management in agricultural campus Guangxi universities
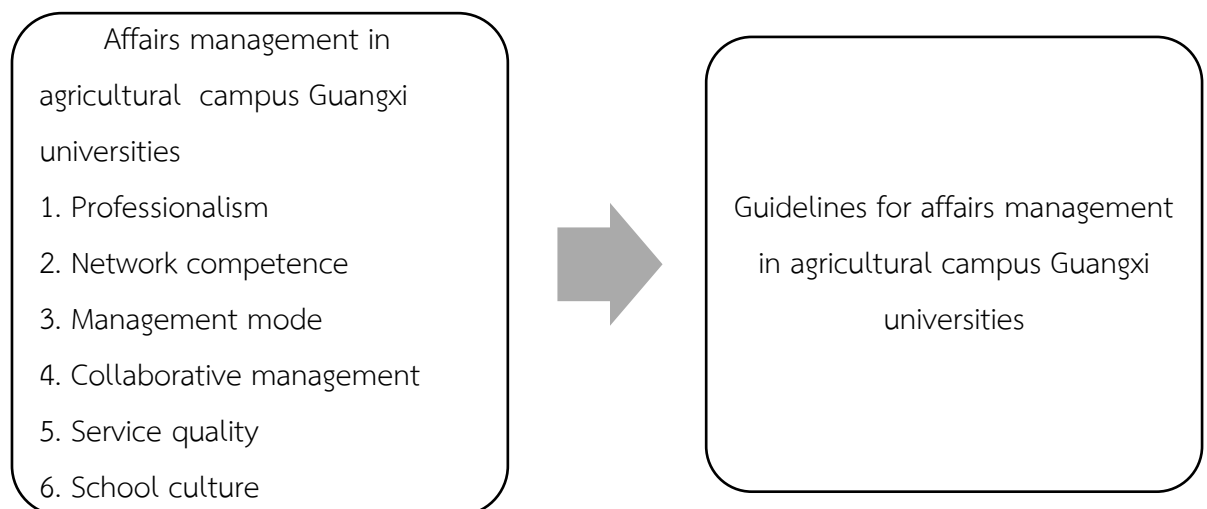
Figure 1.1 Research Framework

Chapter 2

Literature Review

This chapter will focus on the research issues raised in the first chapter, summarize the main theoretical basis of this research and relevant researchers, and clarify the theoretical inheritance, improvement and expansion of this research and existing achievements. In order to develop the affairs management in agricultural colleges and universities in Guangxi, this chapter combs education Administration University education management, university affairs management, Survey of agricultural universities in Guangxi and related research, lays a theoretical foundation for this study, and makes a brief comment on the above theories.

1. Concepts of education administration
2. Concepts of public affairs management
3. Concepts of affairs management in university
4. Related Research

The details are as follows.

Concepts of Educational Administration

Educational Administration is a comprehensive concept that encompasses planning, organizing, leading, coordinating, and controlling, aimed at achieving educational goals and improving the efficiency and effectiveness of educational organizations. educational management, as a broad concept, encompasses planning, organization, leadership, coordination, and control, all aimed at achieving educational goals and enhancing the efficiency and effectiveness of educational institutions. Starting from the early attempts at scientific management to its later diversified development, the theory of educational management has evolved significantly, gradually adopting characteristics of being people-oriented, diversified, and reflective. Modern educational management not only focuses on organizational structure and efficiency but also places greater importance on human values and ethics. Through ongoing theoretical innovation and practical optimization, educational management is

advancing towards a more comprehensive and effective approach. The evolution of educational management theory reflects the influence of various factors such as societal needs, school development, teacher growth, and student progress. There is a continuous need for learning and developing educational management theories to discover more efficient and suitable methods to achieve educational objectives in higher education institutions. By emphasizing decentralization, collaboration, and innovation, modern educational management aims to create a supportive environment that makes educational management more democratic and effective.

Jin Baohua (2014, p.30-36) showed that to promote people's free development, education depends not only on the educational work of professional educators, but also on the management work of educational administrators. In the 1950s, foreign scholars tried to build educational management into a rigorous science like engineering.

Sun Jintao (2006, p.18-23) showed Feigl. H.'s theory of drawing more empirical laws from these assumptions through pure mathematical logic analysis to define educational management, and regarded educational management as a theory to explain the problems of educational management. In the 1970s, postmodernists such as Greenfield (T.B.) began to question the scientification of educational administration, arguing that Figold's definition was too strict. It holds that educational management is an organizational activity in which educational administrators rationally allocate educational resources, guide and organize educational personnel to complete educational tasks and achieve educational goals by using certain theories and methods under specific conditions. This organizational activity includes educational management system, educational management mechanism, and educational management concepts. It is divided into macroscopic educational management -- educational administration. Micro education management -- Two aspects of school management.

Zhang Xinping (2004, p.48-52) showed the development trend of foreign educational management theory: From a single simplified system to a multiple comprehensive model, from a "management" -centered research to a "reason" -centered interpretation, from the assumption of materialized, passive and profit-

oriented people to the assumption of realistic mutual subjectivity, from the description and explanation orientation to critical reflection, from the pursuit of efficiency and rationality to the expression of value and ethics, It will be the five basic development trends of educational management theory in the new century.

Sokol, M., Rozlutska, G., Shaparenko, K., Hvozdyak, O., Gorodyska, V., & Svitlana, I. (2021) analyzes modern interpretations of educational management from a multidisciplinary perspective (including economics, sociology, psychology, pedagogy, management and culturology). The study reveals the determinants of educational management as a component of society's intangible and spiritual resources, and Outlines the similarities and differences between educational managers and educators in their management activities. Specifically, the research identifies the nature, origin, structure, type, and functional orientation of the communication culture of educational administrators. Through the analysis of scientific methods in different fields, this study identifies modern interpretations of "educational management", focusing on the role of communication culture in educational management. The study explores ethical, cultural and diversity issues in educational management and analyses how these factors manifest themselves in different education systems. Ultimately, the research shows that educational administrators need to effectively organize and utilize social resources through the practice of management principles in order to achieve set educational goals and respond to rapidly changing technologies, social structures, and cultures.

Liu Zichun (2010, p.3-4) showed although educational management originates from the administration of German public law and the management of American efficiency, its connotation is constantly developing and changing. In order to better understand the development of educational management theories, this study combs the main educational management theories. The main contents of modern management theory are shown in Table 2.1.

Table 2.1 The main contents of modern Educational Administration theory

No.	Theoretical	Start time	Representative	Main contents
1	Educational management theory of bureaucratic administrative organization	Late 19th century	Lorenz Von Stein, Max Weibo, H.Fayol	The rules, regulations and procedures of educational administration have been established and perfected. Gradually develop the job hierarchy; Construct a set of educational management system with management function.
2	Scientific educational management theory	Early 20th century	F.w. Tylor, C.I.B. arnard, H.A. Schimon, D.E. riffiths, Fred Luthans	The democratic and scientific management thought of whole-process decision making is committed to making educational management activities more objective, more reasonable and more efficient.
3	Humanistic educational management theory	The 1920s	E.ayo, A.H.Maslo, V.H.Vroom	It strengthens the main position and role of people in educational management and promotes the democratic nature of educational organization decision-making.
4	Postmodern educational management theory	The 1970s	A.W.Halpin, Thomas Greenfield	Emphasizing the spirit of reflection and criticism, the organization is changing and developing, and the management methods are diverse; There is no single correct educational management theory. Decentralization can expand power, and subordinates' participation in management can improve management efficiency.

As can be seen from Table 2.1, education management makes management more objective, reasonable and efficient by establishing and improving rules, regulations and procedures, developing job levels and constructing management systems. The thought of democracy and scientific management in the whole process of decision-making strengthens the main position of people in management and promotes the democratic nature of organizational decision-making. At the same time, the emphasis on the spirit of reflection and criticism, the diversification of management methods, the decentralization of power and the participation of subordinates in management jointly improve the management efficiency.

Sun Miantao & Kang Cuiping (2003, p.18-23) showed that the scientific view of education management, based on the positivism philosophy, pays attention to the organizational structure while ignoring the people in the organization, emphasizes only the rational factors of people while ignoring the irrational factors, and emphasizes the cognitive rationality of people while ignoring the value rationality in the rational factors of people. Based on the philosophy of subjectivism, humanistic educational management pays attention to the human factors in the organization and attaches importance to the value rationality of human beings while ignoring the cognitive rationality of human beings.

Jiang Lijun (2002, p.58-65) discusses the evolution and development of management models at the turn of the century. He analyzed the limitations of traditional management mode and the characteristics of modern management mode, and stressed the importance of innovation and change in the new century management. The article points out that the future management model will pay more attention to people-oriented management, information management and global vision to adapt to the changing social and economic environment. Jiang Lijun believes that in the hundred-year development process of management theory, different Management Models have put forward different management themes and management ideas, and have different contributions, but also have historical limitations.

Bai Ming & Li Qingmei (1992, p.210-211) discussed the development of management science in China and its unique theoretical system. This paper analyzes the origin, development course and present situation of management science in China, and points out its important role in social and economic development. The author emphasizes the formation process of management theory with Chinese characteristics and the direction of future research, and puts forward the importance of improving the level of management science by combining traditional culture and modern management concepts. The author pointed out that the scientific nature and effectiveness of management have been proved by many facts, but it is necessary to consider China's national conditions, establish a Chinese-style management theory and form a set of Chinese-style management methods.

Educational management is an organizational activity that needs constant adjustment and improvement in order to achieve educational goals. Scholars put forward the following views on how to improve educational management:

Chu Hongqi (2014, p.4-11) emphasized the adjustment and optimization of the power and responsibility relationship of co-governing subjects through decentralization and centralization, so as to solve prominent problems in education management such as insufficient social participation, insufficient autonomy of schools, insufficient macro management ability of the government, and imperfect internal governance structure of schools. Wang Ling (2008) argued that education is increasingly out of the closed campus and closely integrated with the society, and school education administrators must be guided by management science theories to effectively manage schools.

Zhang Xinping & Chen Xuejun (2011, p.80-86) explored the theoretical types of educational management research in China. This paper analyzes the main theoretical framework and classification of educational management research in China, and probes into the characteristics and application fields of different theoretical types. The author emphasizes the importance of the combination of theoretical innovation and practice, and puts forward the direction and suggestions of future research to promote the development and perfection of China's educational management theory. They showed that from the current research situation of educational management in

China, we need to strengthen the theoretical study of educational management and fully practice it.

Pan Hongjian (2016, p.14-15) showed that the innovation of education management structure is mainly reflected in the shift of management focus, and the flat, networked and horizontal distributed structure can reduce the marginal cost of education management and promote the democratization of education management. It can be seen that with the influence of many factors such as social needs, school development, teachers' development and students' growth, it is necessary for scholars to continuously learn and develop educational management, so as to find more efficient and appropriate educational management to promote the realization of educational goals in colleges and universities.

Zhu Shuaihe et al. (2024, pp.75-79) pointed out that administrative personnel are faced with problems such as high work pressure, heavy burden, high risk of accountability, lack of sense of accomplishment in work, and lack of social identification in their profession and position. The career plateau of hospital administrative personnel is influenced by aggravating factors, dissolving factors and convertible factors. The hospital provides regular vocational training to cultivate employees' sense of belonging to the organization; Hospital administrative personnel should make their own career planning and develop multi-work ability; The government coordinates the connection between hospitals and external systems and promotes the open connection of the medical system to the outside world.

To sum up, educational management, as a comprehensive concept, covers planning, organization, leadership, coordination and control, with the aim of achieving educational objectives and improving the efficiency and effectiveness of educational organizations. From the initial attempt of scientific management to the diversified development later, the theory of educational management has undergone a great evolution, and gradually formed the characteristics of people-oriented, diversified and reflective. Modern educational management not only pays attention to organizational structure and efficiency, but also attaches more importance to human values and ethics. Through continuous theoretical innovation and practice optimization, educational management is promoted to a more comprehensive and effective

direction. The development of educational management theory reflects the influence of many factors such as social needs, school development, teacher development and student growth. There is a need for continuous learning and development of educational management theories to find more efficient and appropriate methods of educational management to promote the realization of educational goals in colleges and universities. By emphasizing decentralization, cooperation and innovation, modern educational management aims to provide a supportive environment to make educational management more democratic and effective.

System management theory

The system management school, represented by Fremont E. Kast and James E. Rosenzweig, advocates using the category and principle of system theory to comprehensively analyze and study management problems, combining system theory with management theory, and managing through system to improve management efficiency. Applying system management theory to examine the basic functions of management, organizations can be regarded as an input-output system, in which materials, labor and all kinds of information are input, and products or services are produced. Using the system view, managers can not only pay attention to some special functions related to themselves but ignore the big goals. We should not neglect our own status and role in the organization, which helps to improve the overall effect of the organization. The basic elements of system theory are: Input, Process, Output and Impact. Input includes: human resources, financial resources, business resources and other information; The process includes: teaching process, management process, service process; Output: Feedback that stimulates the external environment system. The leadership process model of Dunham & Pierce (1987) points out that: leader, follower, environment (the environment in which a leader manages his team) and outcome (the result of any project or task carried out by followers under the guidance of the leader) play a role in the leadership process. The model shows that everything done under the leadership environment is important; Management is a system as a whole composed of related parts, each part of the system has an obvious relationship with the other parts.

Kast, F. E., & Rosenzweig, J. E. (1979, p.123-124) showed that in the system view of management organization, management organization is regarded as an open socio-technical system, which is composed of goal and value sub-system, technology sub-system, structure sub-system, social psychological sub-system and management sub-system. The organization receives input of energy, information and materials from the environmental supersystem, transforms it, and delivers products to the outside. University affairs management has the characteristics of service, decentralization, Professionalism, initiative and complexity. This study chooses the theory of organizational system science to examine university affairs management.

Hou Guangming (2006, p.22-26) pointed out that organizational system science originated from the systematic thinking of systematics and combined with the relevant principles of modern organization, aiming at the three major problems faced by contemporary social organization and research, namely, the uncertainty of people, the complexity and variability of situations, and the difficulty of expressing results, it takes complex people as the basic assumption and complex organizational relations and complex organizational environment as the logical starting point. With organizational system thinking as the core and main line of research, and the interaction mechanism between the whole and the part, the part and the part, and the system and the environment that make up the social organization system as the research object, social organization is regarded as an open giant system, human subjectivity and the purpose of social organization are emphasized, and the whole process and all-round systematic comprehensive research is carried out. In order to best understand the contemporary social organization and guide the practice of social organization, this paper deeply reveals the evolution law of the social organization system's emergence, development and contingency.

Liu Ju et al. (2011, p.26-32) discussed the progress and application of systems science in education research. This paper introduces the basic concepts and theoretical framework of systems science, and analyzes its application examples in educational research, including educational policy analysis, school management optimization and teaching system improvement. The authors emphasize the importance of systems science methods in solving complex problems in education and suggest directions for

future research and application. The study also showed that education is a complex field and a systematic project involving many elements.

Wang Xuesong (2022, p.66-68) under the guidance of the theory of open system management, explained the framework of talents training for connecting middle and higher vocational schools from four dimensions: external input, school conversion, school output and external environment feedback. On this basis, this paper analyzes the current situation of junior and higher vocational personnel training in Shaanxi Province, and puts forward four suggestions to improve the existing problems such as external policies, personnel training objectives, curriculum system and learning and employment quality. Improve the characteristic teaching process of "teaching and learning" and promote the connection of curriculum system; Multi-subject participation, the construction of a segmental talent quality evaluation system: the introduction of powerful policies to actively encourage secondary and higher vocational colleges to work together to do a good job of cohesion training.

Liu Ju et al.(2012, p.37-45) showed that the basic concepts and principles of self-organization theory. This paper expounds the application of the self-organizing system in the field of education, analyzes the complexity of the education system and its self-organizing characteristics. The author shows the application of self-organization theory in education management through concrete cases, such as the role of education policy making, school management and teaching reform. This paper emphasizes that self-organization theory can help education researchers understand the dynamic changes of education system, and puts forward some suggestions to improve educational management and promote educational innovation through self-organization theory. the article showed that the deep application of system science in the field of education will have a great impact on education research.

Waynhe K.Hoy & Cecil G.Miskel (1996, p.45-57) discussed the theory and practice of educational administration in detail. The book introduces the basic theory of educational administration, organizational behavior, leadership, policy making and so on. The authors demonstrate the importance of effective management in a complex educational environment through practical cases and research, highlighting the critical roles of leadership, decision making and communication. The book also proposes a

series of methods and strategies for improving educational management practices, aimed at improving the efficiency and effectiveness of educational organizations. the study showed that in the study of educational management, a theory can be considered as a set of interrelated concepts, hypotheses and generalizations that systematically reveal behavioral rules in educational organizations.

Liu Jian (2010, p.84-89) believes that educational management should be composed of two dimensions: "emphasizing organization" and "caring for people", and the process of educational management is a process of encounter, collision, infection and communication between the personalities and spirits of both sides. F.Luthans, an American management scientist, advocates the contingency theory, believing that there is no eternal principle of universality and that organizations are multi-variable and should be managed according to changes in specific environmental conditions with corresponding organizational structures. Generally speaking, a certain management theory can only solve one or several problems in the process of management activities according to the current environment, some of which focus on the human aspect and attach importance to needs and incentives; Some focus on the system, regulations, pay attention to structure and function; Some focus on the operation process, attach importance to decision-making and change.

Huang Qinglin (2023, p.4-10) based on the theory of system management, SYB entrepreneurship training surprise research was carried out in four provincial normal universities in Hubei Province from three aspects: human resources, material resources and environmental resources. The results show that: in terms of human resources, there is a serious shortage of teachers; in terms of material resources, the training site environment needs to be improved, and the funding support is insufficient; The teaching content lacks relevant sports related teaching cases; There are some problems of formalization and one-piece in the assessment method and promotion mode. In response to the above problems, the author tries to put forward countermeasures and suggestions, including: strengthening the training of full-time SYB teachers in sports majors, improving the cognition and learning motivation of SYB entrepreneurial training. To improve the emphasis of school leaders on SYB entrepreneurship training, and integrate SYB entrepreneurship training into physical

education teaching; Increase the financial support for the construction of professional site environment. Assessment and evaluation should be carried out in all directions; The promotion mode should run through the whole college career.

To sum up, the contribution of the systems management school and organizational systems science to management theory lies in providing a comprehensive framework to help managers understand and deal with complex organizational problems. These theories emphasize the interrelationships between the various parts of the system, as well as the importance of the environment and overall objectives, thereby improving the overall efficiency and effectiveness of the organization. The application of these theories is not only limited to business management, but also extends to the study of educational management and social organization, providing effective methods and ideas for solving complex problems. Through this systematic way of thinking, the administrators of university affairs can better cope with the various challenges faced by universities and realize the long-term sustainable development of universities.

Concepts of Public Affairs Management

Public Affairs

Public affairs refers to the social affairs corresponding to private affairs, involving the overall quality of life and common interests of the public. Economists usually classify social affairs according to two intrinsic properties of social goods: whether they are exclusive and whether they are competitive. Public affairs refers to a series of activities or behaviors carried out by an organization in order to achieve the public interest. These activities are aimed at public affairs and require the participation of everyone, but can only be directly carried out by a few professionals in the organization. This includes maintaining relevant liaison with government departments at all levels and effectively completing relevant publicity issues issued by government departments; Organize charity activities, social responsibility activities, volunteer activities and other grass-roots team activities.

B. Musgrave & A. T. Peacock (Eds.) (1958, p.68-176) showed that Lindahl (1919) first officially used the term "Public goods". Classics in the Theory of Public Finance brings together classic literature in the field of public finance theory, covering core topics such as taxation, government spending, and public debt. The book includes classic papers by important economists such as Adam Smith, David Ricardo, John Stuart Mill, and others, which laid the foundation for modern public finance theory. Through the detailed arrangement of these documents, the editors show the evolution and development process of public finance theory, and explore the impact of fiscal policy on economic activities. The book provides a valuable historical perspective and academic resource for the study of public finance theory and policy.

C. Paul A. Samuelson (1954, p387-389) defined public goods as: the consumption of such goods by each person does not reduce the consumption of such products by others, pointing out the non-competition of public goods. Paul A. Samuelson lays the foundation for public economics by presenting a pure theory of public expenditure. The article discusses the definition and characteristics of public goods, highlighting their non-rivalrous and non-excludable nature, and underscores the government's role in providing these goods. Samuelson uses mathematical models to analyze the optimal provision of public goods, introducing key concepts and principles that have profoundly influenced the development of public economics theory. Samuelson, in his classic textbook Economics, defined public goods as goods in which everyone's consumption of such goods does not lead to a reduction in the consumption of others. He believes that public goods have the following two characteristics: First, the non-competition of consumption, that is, the increase of one person's consumption does not reduce the characteristics of others' consumption; non-competition is relative to competition, which emphasizes that the availability of goods has nothing to do with the number of consumers of the goods, so the marginal cost of adding a consumer to the goods with non-competitive characteristics must be zero. The second is the indivisibility and non-exclusivity of the benefits."

Coase, R. H. (1974, p.356-357) pioneered the issue of private supply of public goods. Coase, R. H. defined public goods as those with non-competitive and non-exclusive characteristics, such as lighthouses, whose services are open to all and whose

use by one person does not diminish the use of others. He explores the role of market mechanisms in the provision of these public goods, emphasizing the critical role of property rights and transaction costs in the provision of public goods. Coase's work prompted a reassessment of the roles of government and markets in the provision of public goods, and had a profound impact on economic theory and policymaking.

D. Goldin, K. (1977, p.53-71) believes that there are "equal access" and "selective access" for public consumer goods, and that public goods cannot be fully provided to consumers through market means because the technology that cannot exclude non-payers has not been produced or is not economically feasible. The introduction of public goods enables public affairs to be expressed in the form of materialization. Goldin, K. made a critical analysis of the theory of public goods. The article defines public goods as those with non-competitive and non-exclusive characteristics, such as national defense and public broadcasting, that are equally accessible to all and that one person's use does not diminish the use of others. Goldin explores the difference between equal and selective access to public goods and points out the limitations of traditional public goods theory in practical application. He analyzes different types of public goods and how they are obtained, suggesting that selective access may be more effective than equal access in some cases. Through theoretical analysis and case study, this paper challenges the general applicability of traditional public goods theory.

Adam Smith (1976, p.870-875) first defined the connotation of "public affairs" (then called "social affairs"). In his book "A Study of the Nature and Causes of National Wealth", he pointed out that the division of government management authority is the result of social progress and the increase of social affairs, and held that such public affairs include three aspects: "First, to protect society from other independent societies; Second, to protect, as far as possible, all persons in the community from being abused or oppressed by any other person in the community; Thirdly, the construction and maintenance of certain public services and certain public facilities (which are never built or maintained for the benefit of any individual or any minority)."

Marx, K., & Engels, F. (1975, p.60-62) focused on the necessity of social public affairs management and the connotation of social public affairs when studying the causes of the emergence of the state. They believe that there are two reasons for the emergence of the state, one is the need to maintain private ownership and the interests of the ruling class, and the other is the need to manage public affairs. They point out that public affairs exist in primitive society, and that "in every such commune there exists from the outset a certain common interest, and the work of safeguarding this interest, though under the supervision of the whole society, cannot but fall upon the individual members of society: for example, the settlement of disputes, the suppression of the excesses of the individual; To supervise the use of water, especially in hot places: and finally, to perform religious functions in a very primitive state." "When the actual working population spends so much time on its necessary labor that it has no spare time for the public affairs of society, such as the administration of labor, state affairs, legal affairs, art, science, etc., there must be a class detached from labor to engage in such affairs."

Toth, E. L. (2006, p.103-106) defined public affairs as a public relations specialisation that is focused on building public policy relationships between organisations. A significant proportion of scholarship has been primarily interested in researching corporate contexts, which helps explain why Windsor, D. (2005, p.43-53) defined public affairs as the interface between corporations and their non-market environments. Toth, E. L. explores the challenges of guiding practice through theory. The article defines public relations as the practice of establishing and maintaining mutually beneficial relationships between organizations and the public through the management of communication. Toth emphasized that theory provides important frameworks and insights for practice, but in practice, complex realities make the implementation of theory challenging. The authors call for close collaboration between scholars and practitioners to ensure that theory can effectively guide practice, while practice also enriches and refines theory. Public goods are defined in the article as those with non-competitive and non-exclusive characteristics, such as clean air and national security, that all people can enjoy equally, and that one person's use does not diminish the use of others.

McGrath, C., Moss, D., & Harris, P. (2010, p.335-352) positioning of public affairs as being in the nexus of politics, management and communication. They discusses the evolution and development of the discipline of public affairs. The article defines public affairs as the practice of managing relationships between organizations and governments, the media, the public, and other stakeholders, with the aim of influencing policy and public opinion. The author analyzes the differences in the practice of public affairs in different countries and cultural contexts, and discusses the impact of globalization and technological progress on public affairs. The article emphasizes the importance of combining theory and practice, suggests the direction of future research, and suggests strengthening interdisciplinary cooperation to cope with the changing social and political environment.

Wang Huiyan (2002, p.67-71) pointed out that the manifestation of public affairs is public goods and public services, which are non-exclusive in consumption and can not only be enjoyed by the supplier, but will generally benefit members of society. Therefore, from a formal point of view, the beneficiaries of public affairs are the public in a certain range. Public affairs refers to a series of social activities carried out by the ruling class of the society to control the society within the scope of order and promote social development to meet the common needs and requirements of social members.

Zhou Yicheng (2007,pp.77-82) pointed out that the so-called public affairs refer to those affairs that meet the needs of all or most members of the society, reflect their common interests, and benefit them all. Liu Xirui (2005, p.21-25) believes that public affairs refers to affairs in the public sphere, which is generally related to the interests of most members of a certain regional community, such as public security, public service and supply of public goods.

Zheng Xiangyi & Chen Yongjie (2024, p.111-119) pointed out that in different fields of public affairs, there are obvious differences in the coordination effects of digital technology on the central, local and social sectors. This difference is mainly affected by two dimensions of the nature of public affairs: one is the flexibility of public affairs governance, and the other is the social risk contained in public affairs governance. In the field of government services, due to the flexibility required for governance and the low social risks contained in it, the integration and embedding

degree of digital technology is relatively high, which is conducive to coordinating the relationship between the central government, local government and society, and forming a governance model of "central supervision, local governance and social accountability". The coordination role of digital technology is not only affected by institutional and technical factors, but also deeply affected by the nature of public affairs itself, which is rooted in the institutional logic of national governance.

Li Xuefeng & Ding Yifan (2024, p.116-128) empirically analyzed the impact of grid management on villagers' participation in public affairs governance and its mechanism based on the dynamic survey data of China's labor force in 2018. The empirical results show that grid management significantly improves villagers' willingness to participate in public affairs governance, and this conclusion is still valid after a series of robustness tests. Mechanism analysis shows that grid management can enhance villagers' willingness to participate in public affairs governance by strengthening the accumulation of social capital represented by social networks, social trust and social norms. Further discussion shows that the full-time construction of grid team can improve the implementation effect of grid management. The analysis of village heterogeneity shows that grid management can play a more significant role in promoting villagers' willingness to participate in public affairs governance in villages with small population size and social organization.

To sum up, related research mainly focuses on the nature and scope of public affairs and the importance of public affairs in social development; How to improve the public acceptance of public affairs, satisfaction; How to clarify the distribution of power and responsibility in public affairs. public affairs refers to a series of activities or behaviors that an organization aims to achieve public interests, takes public affairs as its object, requires everyone to participate, and can only be directly engaged by a few professionals in the organization. Including maintaining the relevant contact with government departments at all levels, and effectively completing the relevant publicity affairs issued by government departments; Organize charity activities, social responsibility activities, volunteer activities and other grassroots team activities.

Public Administration

Public administrative is a component of public administrative, which is an activity of the state administrative organs to manage social public affairs and provide social public services. The government manages social public affairs by formulating special systematic social policies and laws, regulating social organizations, adjusting social interest relations, and maintaining social justice. Self-governing organizations, nonprofits, and citizens self-regulate their behavior according to specific rules and ethical norms. This intangible attribute of serving the public determines that university affairs management, which aims at serving the study of university students, promoting the development of university teachers and realizing the goals of universities, belongs to the category of public administration.

Liu Lanjian & Hui Xingjuan (2023, p.134-139) pointed out that public administration originated from the West. After the initial traditional public administration theory that simply pursued efficiency, it gradually evolved into a new public administration theory that focused on market rules and pursued efficiency through the development stage of the new public administration theory that took both efficiency and fairness into account. On the basis of the new public service theory in the 21st century, it finally develops into the new public governance theory. Since entering the 21st century, the Sinicization of public management has presented three characteristics, namely, the introduction of beneficial parts of western theories, the transformation of theoretical components suited to China's national conditions, and the Chinese innovation combined with local governance situations. In the future, China's public management should focus on governance practice, explore frontier issues, strengthen basic theories and encourage innovation and integration, start from public issues, and form a virtuous circle from practice to theory, and then apply theory to practice.

Hood, C. (1991, p.3-19) showed that the characteristics of public administration are as follows: (1) In the public sector, let professional management go, which means let managers manage themselves. (2) Objectives must be clear and performance must be measurable. (3) Placing particular emphasis on output control over actual results rather than procedures. (4) The transition towards decomposition.

Disaggregation means the fragmentation of large parts through the establishment of institutions in small policy areas. (5) Change to greater competition. (6) Attach importance to the management behavior of the private sector. (7) Restraint and economy in the use of resources.

Medina, L. F. (2013, p.259-283) showed that the assumption of "rational man" (people are rational, self-interested and short-sighted, always seeking the maximum benefit and the lowest cost) as the logical starting point. It believes that due to the free-rider phenomenon, the larger the group (industry, organization or specific group of people), the more difficult collective action will be. Proposes the need for "selective incentives" to solve dilemmas.

Ostrom, E. (1990, p.26-29) rejected the binary opposition between the state and the market and proposed the self-governance theory. He believed that people could organize themselves and solve problems by themselves through "self-financing contracts to implement the game", so as to avoid complete nationalization or privatization. To explore new ways of managing public affairs.

Provan, K. G., & Kenis, P. (2008, p.229-252) suggest that for all types of public organizations, network management skills are as critical to the success of the organization as staff management skills. They go on to say that the key task of managers is to build alliances of purpose in partnerships to avoid communication breakdowns, to overcome information deficits and capacity deficits.

Zhan Guobin & Chen Xinyue (2024, p.51-56) believe that after digital technology is embedded in the field of public administration, it not only improves the efficiency of public administration, but also causes the disadvantages of digital bureaucracy. The emergence and spread of digital bureaucracy has caused many harms, including deviating from the original intention of digital government construction, increasing the pressure and burden of grassroots work, weakening the effectiveness of digital government governance, damaging government credibility, and increasing the difficulty of government accountability. To this end, it is necessary to overcome and eliminate digital bureaucracy by balancing the relationship between people and technology, integrating digital network platforms, optimizing performance evaluation mechanisms, innovating government service models, and improving

government accountability systems, so as to enable high-quality development through digital government construction and help modernize the national governance system and governance capacity.

Yang Kaifeng, Chu Mengran & Liu Yang (2023, p.21-31) point out that since 1998, governance studies in the discipline of public administration have undergone three stages of discourse change. In the past ten years, the hot topics and mainstream textbooks of public administration have reflected the progress of national governance practice. Secondary disciplines such as emergency management, digital public governance, urban and rural public governance, and global governance have been included in the discipline catalog, indicating that the discipline structure of public management has actively adapted to the strategic needs of the modernization of national governance. Various academic organizations have made a positive strategic response to the modernization of the national governance system and governance capacity. In the future, it is still necessary to accelerate the construction of China's independent public management knowledge system, further complete the "national governance shift" of the discipline, improve the discipline's ability to solve major emerging issues of national governance, and realize the dialogue between China's independent public management theory and the international frontier.

Zhu Chunkui & Tong Peishan (2023, p.158-176) pointed out that administrative burden is an important research topic in the field of public administration. As an important form of friction cost, administrative burden provides a new perspective and interpretation space for the study of the interaction between the government and the people. Administrative burden is a series of obstacles or frictions experienced by citizens in the process of interacting with the government. Administrative burden is closely related to red tape, mire, torture mechanism and other related concepts. The origin of administrative burden includes multiple factors at the level of state, organization and citizen, and its influence shows a research trend ranging from individual attitude to behavior result, and from political and organizational level to individual level.

To sum up, relevant studies mainly focus on the necessity of public management, the nature of public management, and how to improve the effectiveness of public management and enhance the public's satisfaction with public management. It can be seen that the management of public affairs is a component of public management, which is an activity of the state administrative organs to manage social public affairs and provide social public services. The government manages social public affairs by formulating special and systematic social policies and regulations, standardizing social organizations, adjusting social interest relations, and maintaining social justice. Self-governing organizations, non-profit organizations, and citizens regulate their own behavior according to certain rules and ethics. It has the invisible attribute of serving the public, which determines that the university affairs management, which aims to serve the learning of university students, the promotion and development of university teachers and the realization of university goals, belongs to the category of public management, and it can learn from the relevant research on public management to develop university affairs management.

Concepts of Affairs Management in University

Affairs Management

Affairs management is an overall process in which affairs managers use relevant professional knowledge and skills to coordinate financial, material and information resources in the process of organizational development and carry out comprehensive management of financial, material and information resources according to national laws, policies and personnel training objectives and under the guidance of certain management values.

Ma Rong (2019, p.25-34) points out that "transaction" has four meanings in the modern Chinese dictionary: (1) something to do or to do; (2) worldly affairs, social conditions; (3) administrative chores in organs and units; (4) Simple and trivial specific work. So "business" is really a general term for all work things. The term "affairs" is widely used in the field of higher education. Such as Student Affairs, Academic Affairs, Teaching Affairs, Administration Affairs and so on.

Zhang Yingqiang (2006, p.16-18) pointed out that university management has a strong academic orientation and is fundamentally academically centered, with the purpose of promoting academic development and providing ideological, cultural and technical support for the society. University management is mainly divided according to the nature of affairs, such as educational administration, scientific research management, student affairs management, school-run industrial management, etc. University affairs are mainly academic affairs, and academic affairs are mainly produced by teachers and students.

Chen Shifeng (1995, p.54-55) pointed out that relative to the management subject, the management object refers to the management object entering the management activity field of the management subject, including human, financial, material, time, space and information resources. Whether it is a school or an enterprise, in the management activities, the management subject and the management object, the relationship between the two is well coordinated, can promote the development of management activities. The main body of management refers to the managers who are engaged in management activities and have certain virtues, talents and rights. The management object is relative to the management subject, which refers to the management object entering the management activity field of the management subject, including people, money, things, time, space and information resources. As the subject and object of management activities, they are not independent, isolated and irrelevant, but organically combined together, interdependent, interacting and transforming each other. Without the subject of management, there is no object of management, and there is no subject of management.

Li Fuhua (2008, p.19-25) pointed out that the object of transaction management is various resources such as human, financial, material and information. University management is a dynamic and creative activity. Under specific conditions, the manager optimizes the allocation of all resources of the organization through planning, organizing, directing, coordinating and controlling behavioral activities, so as to achieve the goal efficiently. When the university scale is small, the management function plays a leading role; But as the scale increases, the governance function becomes important and gradually replaces the management function. From the

perspective of system boundary, the premise of university governance is the diversification of interest subjects and the separation of ownership and management. However, effective governance requires a certain policy environment, otherwise its effectiveness will be greatly reduced.

Yang Yi (2013, p.112) pointed out that the management object in school management refers to the related factors such as people, money and things involved in management activities. This paper discusses some thoughts on deepening the comprehensive reform in the field of education. The author analyzes the necessity and urgency of educational reform, and puts forward the goal and concrete measures of reform. The core of the reform is to put people first, improve the quality of education, and promote the fair and all-round development of education. The authors emphasize the need to focus on systematic and coordinated policies during the implementation of reforms to ensure effective implementation of various measures. At the same time, the article also discusses how to stimulate the internal vitality of the education system and promote the sustainable and healthy development of education through system innovation and management optimization.

Lichterman, H., & Bloom, J. L. (2019, p.54-67) pointed out that affair management originated from the American college education with British tradition, corresponding to academic management. It is generally believed that affair management involves students' extra-curricular, residential life and emotional or personal problems, or refers to students' extra-curricular activities and non-academic management. The study found that participants felt the benefits of adopting a curricular approach included: a clear sense of departmental direction, better strategic standards and structures, and an enhanced voice for some employees. Participants also noted that shortcomings of the curricular approach include: not all student groups benefit from a one-size-fits-all approach, physical space constraints, and a lack of communication and clarity about the language of the curricular approach.

Zhou Gu et al. (2024, pp.185-188) pointed out that universities are important bases for the cultivation of high-quality talents. The large scale of personnel makes the management of students in colleges and universities complicated, complicated and disorderly, which brings many challenges to the management departments of

student affairs. The professionalization and institutionalization of student affairs management in our country need to be strengthened, and the quality of the management team needs to be improved. At present, all kinds of student affairs management work is transforming from offline to online, and the work process is more open and standardized. Information is the main direction of the development of student affairs management in our country.

The university affairs management in this study is as follows: according to national laws, policies and talent training objectives, university affairs managers use relevant professional knowledge and skills under the guidance of certain management values to coordinate financial, material, information and other resources of teachers and students in the process of promoting academic development. Its focus is on management, and the object of management is transactions. According to the particularity of university research and development, this study defines university affairs management as the overall process of financial, material, information and other resources of teachers and students in the process of promoting development by guiding and guiding teachers and staff with certain measures and means in accordance with national laws, policies and talent training objectives, and in accordance with certain rules and regulations.

To sum up, affairs management is a process in accordance with national laws, policies and personnel training objectives, in accordance with certain rules and regulations, university affairs managers adopt certain measures and means to lead and guide teachers and staff, exert management and administrative functions, and coordinate the financial, material, information and other resources of teachers and students in the process of promoting academic development.

Student Affairs Management

Student affairs management has evolved from a traditional university disciplinary role to an integrated support system that blends academic and personal development. This evolution reflects a broader understanding of the diverse needs of students and the importance of providing an environment that fosters academic success and personal growth. Over time, both theory and practice have emphasized

the critical role of student affairs in enhancing the overall educational experience and supporting the well-rounded development of students.

Li Jiaxin (2014, p.106-110) believes that the initial form of student affairs management originated from the "colleges" of European classical universities. In different periods of higher education development, student affairs management has different meanings. In the early years of classical universities, universities generally had no fixed location and were usually only academically associated with students. At the time, wealthy college students chose to rent nearby homes, while other students faced severe housing problems. In response to this situation, some religions or philanthropists donated houses and assets to the university for students to live and live, and developed a simple charter and management system, elected "guardians" and "inspectors" responsible for supervision and management, thus producing the early "college". On the one hand, the emergence of colleges has made universities have spatial stability, on the other hand, the association between universities and students is no longer limited to academic fields such as "knowledge transfer", and gradually established the relationship between "management" and "being managed", and developed into a diversified and complicated development, resulting in the initial "student affairs management". The core of "student affairs management" in this period was to discipline and discipline students.

Burton R. Clark & Guy Neave(1992, p.15-17) in The Encyclopedia of High Education(volume 2), the "four-stage theory" is proposed: The initial stage of student affairs management - "substitute parental system", the mature stage of student affairs management- student personnel work, the reform stage of student affairs management - student service, the new development of student affairs management - promoting student development.

Gao Hongyan (2011, p.26-28) showed that in 1994, The American College Personnel Association reported, "Student Learning" is Imperative: The Implications of Student Affairs. Imper-ative: Implications for Student Affairs, the report puts forward the view of student learning imperative: Students' learning is the top priority, and students' affairs should focus on promoting students' learning ability and personal achievement, reflecting the concept of "student-oriented" and "teaching-centered".

The mission of student affairs management under the SLI theory is as follows: the work of the student affairs department is a supplement to the academic work, and its fundamental purpose is to improve students' learning and personal development. The student affairs staff should perform their duties seriously - to help students learn and develop; Use strategies to encourage student learning and personal development; Student affairs staff should work with other agencies and departments to promote student learning and development; The field of student affairs includes many aspects of student issues, the expert, the environment and the teaching process; Student affairs policies and programs are developed based on information from a study of the student's time of study and a faculty-specific assessment. The relationship between student affairs and academic affairs is clearly discussed, creating a link between student learning and student development, thus, student staff and academic staff find common ground that they serve each other's interests, that is, work together to promote student learning and development.

Du Yu & Chu Zuwang (2020, p.75-77) pointed out that the quality of student affairs management refers to the level and effect of university student affairs management. It can be divided into four main dimensions: value concept, resource quality, process quality and result quality, and then divided into fourteen core elements. To improve the quality of student affairs management, it is necessary to adhere to people-oriented and construct a scientific and reasonable value concept of student affairs management. Adhere to overall planning to ensure the resources needed for student development and student affairs management; Adhere to process management, improve the quality of student affairs management process with the guidance of total quality management theory; Adhere to the orientation of student development and improve the quality of student affairs management results.

Zhou Junxiao & Wu Keyu (2023, p.75-77) pointed out that integrating ideological and political education into student affairs management is a product of university management practice with Chinese characteristics, and the two are closely related, complementary and mutually integrated in value. There are three ways to promote the integration of ideological and political education into student affairs management in Chinese colleges and universities. One is to improve the organizational

mechanism and build a linear functional organization system of student affairs management. The second is to grasp the solid team construction and pay attention to the comprehensive improvement of vocational ability of college counselors; The third is to coordinate the practice path to ensure the parallel of student affairs management and ideological and political education. Looking forward to the future, to promote the further integration of ideological and political education and student affairs management, we can continue to make efforts from three aspects: deepening the concept of "three-in-one education", strengthening the construction of "dual ability" of the work force, and optimizing the evaluation mechanism.

To sum up, the integration of student work and academic work promotes the overall development of students. This approach recognizes that academic learning and personal growth are interconnected and mutually reinforcing. As such, student affairs policies and programs are designed based on in-depth research into student experiences and assessments. This partnership ensures that student affairs and academic staff work together to support student success, coordinate their efforts and foster a supportive environment for the overall development of students. Student affairs management has evolved from the disciplinary role of a classical university to an integrated support system that integrates academic and personal development. This evolution reflects a broader understanding of the diverse needs of students and the importance of providing an environment that fosters academic success and personal growth. Over time, both theory and practice have emphasized the critical role of student affairs in enhancing the overall educational experience and supporting the overall development of students.

Development of Student Affairs management in China

Student management is divided into narrow sense and broad sense, narrow sense refers to "management of students", broad sense refers to "management of students (people) and management of student work (things)". The initial student management mainly involves student identity management, performance assessment, reward and punishment, etc. With the gradual standardization of student management, the dialectical relationship among education, management and service is the key to promote the all-round development of students. In the mobile Internet environment,

college student affairs management presents the characteristics of convenience, efficiency, specialization and socialization, but also brings new challenges, requiring innovation in management concept and platform construction.

Cai Guochun (2000, p.56-59) pointed out in his article that in China, student management was originally a term used in teaching management, mainly referring to student status management, enrollment and registration, performance assessment and recording methods, promotion, retention, demotion, suspension, resumption, withdrawal, attendance and discipline, reward and punishment, diploma issuance and assignment. In 1990, the State Education Commission for the first time to "student management" as the key word of the file name, promulgated the "Regulations on the management of students in ordinary colleges and universities", pointing out that "the student management referred to in these regulations refers to the management of students from enrollment to graduation in school, and is the standardization of students' learning, life and behavior in colleges and universities". Since the 1990s, the focus of work has included both "managing people" and "governing people." At this stage, the management work gradually changed from centralized management to comprehensive management, and the student management work changed from managing students to guiding students.

Liu Jingmin (2007, p.69-71) believes that student affairs refer to the fact that education functions implicitly run through the specific affairs of management and service to promote the comprehensive and healthy development of students. By comparing the student affairs management of Chinese and American universities, this paper analyzes the similarities and differences between the two countries in student affairs management. This paper discusses the relationship between "service and discipline", "main body and leadership" and "full-time and professional", and puts forward some suggestions on the improvement of student affairs in Chinese universities. There are many successful experiences in the management of student affairs in American universities in the aspects of humanization, individuation and specialization, which can provide reference for the improvement and innovation of student work in Chinese universities

Pan Shimo (2007, p.11-13) discusses the dialectical relationship between "education, management and service" in college students' work. The author analyzes the importance of student affairs in university management and points out that education, management and service are interrelated and mutually promoting. The article points out that the goal of education is to improve the overall quality of students, the purpose of management is to regulate the behavior of students, and service is to provide support and help. The organic combination of these three can effectively promote the all-round development of students. pointed out that the evolution process of student work from education, management to service function is in line with the current development trend of popularization, diversification and internationalization of higher education and the requirements of innovative talent training goals.

Cai Hongsheng & Li En (2018, p.82-84) pointed out that in the mobile Internet environment, university student affairs present the basic characteristics of disintermediation and flatness, convenience and efficiency, specialization and socialization. At the same time, mobile Internet brings new problems to university student affairs management, and it is urgent to adapt to the trend of mobile Internet in the aspects of student affairs management concept, student affairs manager ability and student affairs management platform construction. Under the background of mobile Internet, the innovation of university student affairs management should not only give full play to the advantages of technology, but also pay attention to the actual needs of college students and highlight the humanistic care of management. To realize the humanization and wisdom of university student affairs management.

Song Chuansheng & Xie Shoucheng (2020, p.63-65) pointed out that the management of university student affairs in the new era must be based on Chinese characteristics, implement the fundamental task of fostering morality and cultivating talents in universities, and closely focus on the mission of universities. Its logical positioning can be developed from three aspects: basic positioning, developmental positioning and innovative positioning. The basic orientation lies in the implementation of the task of cultivating talents and the improvement of the quality of personnel training; The development orientation is to promote the play of academic research

function and the inheritance and innovation of university culture; The innovative positioning is to promote the deepening of social service functions and accelerate the international exchange and cooperation process of universities.

Zhu Xunkun & Tang Yanan (2024, p.27-29) pointed out that from the perspective of "Internet plus", college student management refers to the use of modern information technology means such as the Internet, big data and artificial intelligence to provide efficient, accurate, personalized, all-round and whole-process management and services for college students' learning, life and employment. And then provide strong support for cultivating high-quality college students. This paper focuses on the practical significance and basic principles of college student management from the perspective of "Internet +", and studies the specific management measures. A personalized education system based on big data is proposed. Implement intelligent employment guidance and career planning; Implement intelligent health management and medical services; To build a diversified platform for academic exchange and innovation and entrepreneurship; Measures to optimize student affairs management and services.

To sum up, student management has undergone significant changes from its initial identity and discipline management to today's integrated management and service support. Modern student management pays attention not only to students' academic performance, but also to their overall development. Through guidance and service, modern student management strives to create a supportive environment for students that fosters their academic and personal success. With the popularization, diversification and internationalization of higher education, student management faces new challenges and opportunities, and needs to constantly innovate and adjust to adapt to the development of The Times.

The Development of Student Affairs Management Abroad

The history of higher education in the United States can be traced back to the birth of the first university in 1636 - Harvard College, which has been more than 380 years, but student affairs management is not accompanied by the emergence of colleges and universities. In the early days, American colleges and universities made no distinction between student affairs and academic affairs, and what is now called

student affairs management has experienced a long process of more than 200 years from scratch. The management of student affairs at home and abroad not only emphasizes the control, restraint and standardization of students, but also begins to pay attention to the guiding and service functions, such as student counseling service, economic aid, health education and so on. This change makes the management of student affairs from the past simple "education" to "education, management and service" trinity, service function is becoming more prominent.

Cai Guochun (2000, p.56-59) combs the development process of student affairs management in American colleges and universities in his article: the so-called "substitute parent system", as the name suggests, means that the school takes the place of students' parents to exercise responsibilities, teachers, principals and even directors to discipline and restrict students' activities in school, and punish disciplinary violations through mental, physical and economic means.

Fang Wei (1994, p.91-94) mainly discussed the development and evolution of student affairs management in American universities. The article points out that the management of student affairs has experienced many stages from the initial "surrogate parent system" to "student service", "student development" and then to "student learning". In the early days, American universities did not distinguish between student affairs and academic affairs, and school teachers, principals and even supervisors disciplined and punished students through various means. Over time, student affairs became independent, focusing on students' non-academic and extra-curricular activities. It is found that "student development" is always the core concept of student affairs management, and the management mode emphasizing participation and cooperation is helpful to improve the level of student affairs management. The author believes that student affairs in American universities refer to students' non-academic activities, or extra-curricular activities relative to classroom teaching.

Ma Jiansheng & Teng Jun (2008, p.45-50) selected the three major professional journals of "student affairs" in American universities as the research objects, and the research results showed that "students" were always the top priority in the development of "student affairs". Paying attention to "student development" is the core idea of "Student Affairs" major. The development of student affairs

professionals provides personnel security for "student affairs"; The Management Mode of "participation" and "cooperation" is the system guarantee to improve the management level of "student affairs".

Christine Ren & Li Kang (2008, p.19-23) introduced the development and application of student development theory in the United States. The article points out that the theory of student development has a profound influence on the management of student affairs in the United States, guiding the important fields of student dormitory management, academic counseling, psychological counseling and so on. It is found that "student development" is always the core concept of student affairs management, and the management mode emphasizing participation and cooperation is conducive to improving management level. The article also discusses how to promote students' academic and personal growth through professional management mode, and puts forward some concrete management suggestions and strategies to improve the effect of student affairs management. The author points out that the student development theory has profoundly influenced the student management practice in the United States, providing theoretical guidance for the important fields of student affairs management such as student dormitory management, academic affairs counseling, and psychological counseling.

Chu Zuwang & Jiang Hongchi (2009, p.86-90) pointed out that the concept of "university student affairs" and its management in the United States has roughly experienced the evolution process of "substitute parental system", "student personnel", "student service", "student development" and "student learning". However, each stage is not completely divided, but presents a phenomenon of "four overlapping, occasionally conflicting but co-existing".

Yu Yue & Han Zhiyue (2020, p.187-189) pointed out that university education in Singapore is based on what kind of talents the world needs in the future and how education should be set up today, and its education model of oriented training and whole-person education can bring certain enlightenment to the management of international students in Chinese universities. Learning from the advantages of Singapore's higher education, we should attach importance to university-enterprise cooperation, strengthen exchanges between China and foreign countries, infiltrate the

service consciousness into the daily work of student education management, and adopt a convergent training for international students. Strengthen the cooperation of international students' tutors and do a good job in educating all students; Understand the market demand, adopt the oriented training mode, and enhance the academic and career planning of international students; At the same time, we will organize a variety of Chinese and foreign cultural activities, and strengthen the contact and organization of international students and alumni.

Sun Yuwei & Han Ruiping (2022, p.53-58) pointed out that foreign universities regard student affairs management as an important part of higher education, which has received much attention and has special personnel in charge of management. Generally, institutions are only set up at the school level and directly responsible for dealing with student affairs management. Australian universities advocate the concept of "one-stop service", and most universities set up student affairs management agencies at the school level, generally by the school vice president or senior administrative leaders as the person in charge, responsible for operation, sound organization, clear job responsibilities, clear division of labor, high degree of functional.

Zhou Qian & Hu Zhixia (2024, pp.73-90) pointed out that university student affairs management is the product of the development of higher education, and the research on the theory and practice of university student affairs management in the United States is at the forefront of the world. Based on the Web of Science database and the bibliometrics method, this paper analyzes the relevant research progress of student affairs management in American universities with the help of keyword co-occurrence and emergence knowledge graph, and analyzes the research trend with the help of keyword time-zone distribution knowledge graph, and finally summarizes the five characteristics of the research: expanding the research field, focusing on improving the quality of managers; The theory is widely used to look at problems from a new perspective; Various research methods, breaking the quantitative research paradigm; The situation of research is changing, and student affairs are challenged by new challenges. Research theme focus, fairness, justice is the eternal goal.

To sum up, looking at the student affairs management at home and abroad, it can be seen that in addition to emphasizing the function of controlling, constraining and standardizing students, student affairs management has also begun to emphasize the function of guiding students and serving students, that is, student counseling services, student financial assistance and work-study, health education and other new content, and the "student affairs management" at this time has similarities with the "student affairs management" in the United States. In terms of function, it has expanded from the past simple "education" to the trinity of "education, management and service", and the function of "service" has become increasingly prominent. At present, the management of student affairs in Chinese universities has shown a trend of development from single education to the combination of education, management and service, and the connotation of student affairs management is increasingly rich.

University Administrative Affairs Management

The administrative affairs management of foreign universities adopts highly market-oriented bidding mode to promote the development of service market and self-improvement through competition mechanism. The administrative affairs management of domestic universities is still in the development stage, and the research mainly focuses on three aspects: administrative function, management operation mechanism and management improvement strategy. University administrative affairs need to be standardized and efficient, establish a harmonious working atmosphere, provide a perfect office environment, the application of information technology, such as mobile Internet, cloud computing, big data and artificial intelligence, help to improve the intelligence and efficiency of administrative management, and provide comprehensive services for teachers and students.

Benty, D. D. D. N., & Supriyanto, A. A. (2017, p.102-114) pointed out that foreign universities can outsource all kinds of administrative affairs, student affairs, libraries and activity facilities, etc. Office administrative affairs are no exception, and their forms are also flexible and diverse, but they are gradually established according to the characteristics of national conditions. In the relevant research on the administrative affairs of university offices, the administrative affairs of universities and colleges come from the collective entrustment of teachers and students, and the

administrative affairs of universities and colleges bear a lot of work content. Administrators should standardize their own words and deeds and clarify work ideas and methods in accordance with the principles of national laws and school regulations when dealing with administrative affairs. From the overall situation, we will create a harmonious working atmosphere of the school, provide a comfortable and convenient office environment with perfect functions for all teachers and students, and build a road and bridge for administrative system to support scientific research and talent training.

Xu Yantao (2017, p.34-37) pointed out that the new public service theory believes that the core function of management lies in service, the goal is to ensure that the public interest is dominant, and emphasizes the "people-oriented" service consciousness, rather than trying to control or control the managed. It is an inevitable requirement for the development of modern universities to apply the idea of service-oriented management to university administration. The connotation of service-oriented administration in colleges and universities is deeply analyzed from the aspects of management concept, management function, institutional structure and service objects. In terms of management concept, service-oriented administration believes that management is the nature of service in the final analysis, and the core of management is to help the majority of teachers and students in colleges and universities to clearly express and realize their public interests, rather than trying to control and restrict.

Li, X., & Xu, X. (Eds.) (2018, p.157-163) believes that in the process of administrative operation of university offices, it is necessary to strengthen the management ability of various administrative affairs in order to ensure the orderly and standardized operation of various work and improve work efficiency. Office administrative affairs should be handled in strict accordance with national laws and regulations, comprehensively and timely reflect and synthesize opinions and suggestions from all aspects, and provide high-quality and efficient services for the scientific and democratic leadership, which is an important prerequisite for improving the overall level of office administrative affairs in universities.

Liu Yidong, Du Ruijun & Zhou Zuoyu (2020, p.58-64) point out that there are several problems in university administration that need to be further discussed: First, the discourse of "de-administration" has obscured the effectiveness of university

administration to a certain extent; Second, the paradox of efficiency exists in university administration; Third, there is insufficient recognition of the important value of administration to promote the organizational commitment of universities, which is precisely the premise of effective administration of universities. Establishing the value logic with the community of cause and destiny as the core is the value foundation of building effective administration. Promoting the construction of university administrative discipline is the practical logic of carrying out effective administration. Specifically, the dynamic university administrative discipline of "serving the first order" should be constructed; Creating a coordination mechanism for academic, administrative and political communication of the University; The construction of administrative discipline leads the construction of a new type of organizational community. However, it is necessary to avoid the practice errors of administrative marginalization and administrative discipline isolation in this process.

Yan Bingxin (2024, p.175-177) pointed out that with the rapid development of information technology, the construction of administrative management informatization in private colleges and universities has gradually become the focus of the education industry. The present situation, challenges and future development path of the information construction of administrative management in private colleges and universities are deeply discussed. Through the elaboration of the theory and implementation methodology of information construction, the main problems in the construction of information construction of administrative management in private colleges and universities are obtained, such as the lack of top-level design, the lack of infrastructure and funds, and the lack of OA system function. On this basis, a series of countermeasures are proposed, including improving the information management system, strengthening the strategic position of the information department, improving the information ability of administrative personnel and optimizing the OA office platform system.

Li Lu (2023, p.37-39) pointed out that the administrative management system is an organic combination of administrative organs, systems, work and personnel, which has certain guidance, variability and overall characteristics and plays an important role in the development of the country and society. Intelligent administration is the

intelligence of the entire system of administrative management, which should include the dynamic and open intelligence of administrative management system, process, mode, and personnel. Based on the development trend of intelligent administrative management research, a variety of modern technological means such as mobile Internet, cloud computing, big data, artificial intelligence and 5G network have been applied to the administrative services of colleges and universities, and the intelligent service hall of university administration has been built to serve the efficient and multi-channel comprehensive service system of teacher training, student training and administrative management.

To sum up, foreign university affairs management mostly belongs to the category of public service, and adopts the highly market-oriented bidding method to decide. The market-oriented mechanism forms the competition situation of the service market and the external pressure of self-improvement and development of service entities. Domestic administrative affairs management is still in the development stage, and scholars mostly study from three aspects: functions of administrative management, management operation mechanism and management improvement strategies.

Affairs Management Under System Theory

The basic elements of system theory are: Input, Process, Output and Impact. Through the application of system theory, we can systematically analyze and optimize every link in the process of educational management. From input, process, output to impact, each link needs to be carefully managed and optimized to ensure the realization of educational goals and the improvement of educational quality. Principal leadership, school culture and teacher performance have significant effects on school effectiveness, while community involvement and school financing have small or negative effects on school management. By improving curriculum and learning management, student management, school culture and environment, educational management can better promote the overall development of students.

Hao Zhikang (2010, p.5-15) combined the basic principles of system theory in his research, took the contemporary Chinese university student affairs management as an open system, and made a comprehensive analysis of the system from four aspects:

goal theory, element theory, operational cybernetics and environmental adaptation theory. By analyzing and discussing the advantages and disadvantages of the current university student affairs management, and according to the basic principle of system theory and the advanced aspects of the foreign university student affairs management system, this paper puts forward the aspects of improving the Chinese university student affairs management system. To better understand the management of university student affairs by using system theory, in order to achieve the goal of promoting the perfection of university education and the all-round development of students.

Supriyatna, Y., Nugraha, N., & Ramdhany, M. A. (2016, p.579-584). pointed out that the effectiveness and quality of education are systematically imaged through client/supplier, input, process, output, and consequences/customers (CIPOC). Client is an organizer of education, namely the Department of Education, Ministry of Education and Culture, and the Foundation. Input education is everything that should be available for the implementation of the learning process that is effective and efficient in vocational school, such as policy administration, vision and mission of the school, human and financial resources, materials and methods, as well as equipment and learning facilities. The education process is the implementation of the implementation of the teaching and learning process, in which the components of school leadership, School Culture, community participation, and teacher performance related to each other in creating effective schools. Output can be science education, information, technology, changes in the attitude and character of the students who appear in a quality school. Consequences/Customers look at what the impact of educational output to the graduates, parents, and society in general. The questionnaire was distributed to 1200 respondents (teachers and principals) in 60 public and private VHS in the 20 Cities/Regencies. Data were analyzed using SEM-PLS. Results of the progress of the first phase indicate that the Principal Leadership, Culture School, and teacher performance have a significant influence on Effective School, while the Community Participation and School Financing have no significant effect, even for Schools Financing is negative.

Benty, D. D. D. N., & Supriyanto, A. A. (2017, p.138-142) uses a quantitative approach and is included in the type of descriptive research, as for the sub-variables in this study are all the components in the school-based management program that includes: curriculum and learning management, students, educators and education personnel, finance schools, facilities and infrastructure, public relations, and culture and environment school. The findings suggest that curriculum and learning management, students, School Culture and environment need to be improved.

Xiao Zhihui (2018, p.8-17) takes the student affairs management of private vocational colleges as an open system from the perspective of system theory, and builds an analytical framework from the two dimensions of the system's goals and elements (concept, subject, object and carrier). Through the empirical investigation, this paper discusses the problems in the objectives and elements of student affairs management in civilian-run vocational colleges, and finds that there are some problems in civilian-run vocational colleges' student affairs management, such as unclear goal determination, insufficient ideological concept to keep up with the development needs, insufficient management ability of managers, serious student turnover, organizational structure optimization and management system improvement. Using the viewpoint and method of system theory, it puts forward clear education goal and improves management content. Grasp the characteristic of opening, change the idea; Strengthen orderly management, forge management team; Attach importance to feedback control and adapt to students' needs; Optimize the organizational structure and innovate the management system.

Jin Mengping (2020, p.165-166) pointed out that university educational administration is an important part of the daily management activities of universities, one of the important indicators to measure the comprehensive strength of universities, and also a dynamic system involving multiple processes. However, at present, there are some problems in the educational administration of colleges and universities, such as uneven quality level of educational administration personnel, imperfect educational administration system, serious division of educational administration work and poor communication, which make the efficiency and quality of educational administration of colleges and universities low. Based on the system theory, the author analyzes the

internal mechanism of university educational administration, and studies the path to improve the quality of university educational administration from the perspective of the openness, integrity and feedback of the system.

Zhao Jing (2022, p.29-32) pointed out that system theory is a science that studies the whole based on the hierarchical structure of the system, including the principles of wholeness, hierarchy, openness, mutability, stability and self-organization. System theory is highly consistent with the process and system of university security governance. From the viewpoint of system theory, the security concept of colleges and universities has changed from management to governance, promoting the systematic and modern development of security governance, from administration-led to the change of subject needs, and emphasizing the prevention and early warning in advance. It puts forward the effective ways to improve the top-level design, improve the security governance mechanism, build a four-in-one security governance network of "physical defense, civil defense, technical defense and heart defense", use modern information technology means to improve the level of smart security, improve the effectiveness of student safety education, and realize diversified cooperative governance models.

To sum up, in the input process, the manager should have certain skills, and the organization should provide relevant resources and platforms. The professional quality of the manager and the Network Competence of the organization are used as the measurement dimension. Process: In the management process, reasonable management methods and methods are needed to ensure smooth management; Output link: can feedback the effectiveness of management; Impact links: need to reflect the interaction between management effectiveness and the organization. In summary, the introduction of business management methods into school management, especially school-based management (SBM), has been shown to be an effective way to improve school performance.

Professionalism

Management work is developing from a single education to a combination of education, management and service, which needs standardization and legalization, and needs to train a team suitable for business management. Managers need cognitive

skills, interpersonal skills, technical skills, as well as professionalism, responsibility, passion for service and cooperation. For university affairs management, managers should emphasize leadership, personnel management, financial management, communication skills, and professional development, although there is a general need for improvement in research and evaluation. High management ability to coordinate authority and responsibility across departments and to clarify or streamline processes; Emotional stability, respect for the role of the affairs management workers; Creative thinking coordination ability; The management quality of being able to solve the affairs within the scope of responsibility as soon as possible, and patiently explain and guide the corresponding departments is what the university affairs managers need to have.

Robbins, S. P. (1997, p.13-28) emphasized seven professional qualities that managers need to possess. First, managers must have decision-making skills and be able to make effective decisions in complex environments. Secondly, good communication skills are key to ensure information transmission and teamwork. Interpersonal skills are also essential, and managers need to deal effectively with relationships and conflicts within the team. In addition, leadership is crucial, and managers should have the ability to motivate and guide their teams to achieve their goals. Time management and self-discipline help managers work efficiently and allocate resources. Adaptability enables managers to respond quickly to market and technological changes. Finally, strategic thinking skills help managers set long-term goals and lead the organization to success in the competition. Together, these qualities improve managers' effectiveness and team performance.

Yu Guoliang & Wang Hao (2023, p.206-211) investigated the cognition and evaluation of the implementation and management activities of mental health education by university education administrators, full-time and part-time teachers of mental health education and students, and put forward suggestions to improve the effectiveness of education implementation and education management. The author emphasizes that mental health education in colleges and universities needs the participation of all parties, including students, teachers, administrators and parents, etc. Through multi-subject interaction and collaboration, the effect of mental health education can be evaluated and improved more comprehensively. The paper

emphasizes the importance of mental health education in promoting students' mental health and overall development, and puts forward measures to strengthen the publicity of mental health education, provide more comprehensive support services, and improve evaluation methods.

Sermersheim, K. L., & Keim, M. C. (2005, p.36-49) showed that the skill requirements of middle-level student affairs managers Ordered highest in leadership (M=3.95), which was rated very important. Also Ordered as very impo rtant were Personnel Management (M=3.86), Fiscal Management (M=3.66), Communication (M=3.64), Student Contact (M=3.63), and Professional development (M=3.43). The lowest Ordered skill was Research and Evaluation (M=3.18), which was classified as important. By analyzing the importance of professional development skills perceived by these managers, the authors compare their needs for further skills development. The results show that financial management is the skill most in need of further development, while research and evaluation skills are considered the least important. Research suggests that attending conferences, discussing with colleagues and attending seminars are effective ways to enhance professional competence.

Huang Xiaobo (2009, p.71-76) pointed out that the management of student affairs in Chinese universities shows a trend of development from single education to the combination of education, management and service. Therefore, the work consciousness of standardization and legalization should be further enhanced and a student management team adapted to the work of student affairs management should be actively cultivated.

Chen Wuyuan & Hu Ke (2018, p.79-85) pointed out that the construction of "double first-class" requires high-level university governance, which cannot be separated from the construction of school administrative management team. However, at present, there are some problems in the construction of administrative management team in colleges and universities, such as insufficient attention, few learning opportunities, difficult career promotion and insufficient development motivation. In response to these problems, some domestic universities, such as Peking University, Renmin University of China, Shandong University, etc., have successively issued relevant systems or policies to strengthen the training or training of administrative

personnel, and have achieved remarkable results. Referring to the experience of universities at home and abroad, the way to improve the ability of administrative personnel is to provide them with learning opportunities and learning support, and stimulate their development motivation. At the same time, colleges and universities should establish learning and training system, improve the evaluation system, improve the incentive mechanism and so on to improve the ability of administrative personnel.

Wang Huimin (2019, p.12-15) pointed out that the growth and development of young people is a necessary condition for the free and comprehensive development of human beings, but this process of growth and development is not achieved overnight or independently, but needs careful guidance and cultivation. The author proposes to help students establish correct values and career outlook through systematic education and guidance, and provide rich opportunities for practice, so that students can improve their own ability in actual operation. It is also suggested that universities need to establish a sound support system, including psychological counseling services, career planning guidance, etc., to fully support the growth and development of students.

Zhou Xianglin (2014, p.25-30) believes that educational management in the era of big data will highlight the characteristics of timeliness, foresight, differentiation, integration and power change in the process of performing the functions of educational management, which will bring great opportunities for the reform of educational management. This requires affairs workers to practice, take the lead in practicing theory, organically unify saying and doing, not only to explain the truth but also to pay attention to practice, confidently and freely in the work to guide and help college students establish a correct world outlook, outlook on life, values.

Evetts, J. (2006, p.133-143) showed that Professionalism is the internal norms and requirements of occupation, and it is a comprehensive quality that people show in the process of career development, including ethics, skills, behavior, style and consciousness. According to the core of this study, the professional quality is defined as the professional and professional ability of transaction management workers. Transaction administrator is a comprehensive position integrating education, management and service, which requires transaction administrator to have high

management and crisis response ability, planning and organization ability. The affairs administrator needs to be responsible for the school's government participation, affairs management, comprehensive coordination, document writing, conference report organization, communication and reception, work plan formulation, contract management, legal affairs, etc., which integrates education, management and service in one, and requires the affairs administrator to have high management, response ability and planning and organization ability. At the same time, affairs managers should take the development goals of the university as the premise, and the needs of college teachers and students as the guide. They need to have a good role positioning, be both managers and communicators at work, respect others, pay attention to the sense of service, and help teachers and students grow into talents.

Liang Jingjing (2024, p.151-152) pointed out that the professional level and competence of administrative personnel are the backbone of high-quality development of schools. Compared with teaching and scientific research positions in schools, administrative positions vary greatly due to the different departments and job responsibilities of individuals, and the deployment and end work content of superiors vary greatly, resulting in great differences in the responsibilities of managers. Therefore, there are the following difficulties in performance appraisal, such as inconsistent assessment standards and lack of quantitative indicators; The assessment content is not comprehensive; The problem of insufficient use of assessment results and timely feedback. Based on this, the following measures are proposed: the effective combination of quantitative assessment and qualitative assessment; Establish effective and complementary assessment mechanisms.

To sum up: Professionalism in this study refers to the role consciousness of affairs management workers who have stable emotions and respect for others; Creative thinking coordination ability; Be able to solve the affairs within the scope of their responsibilities as soon as possible, and be patient in explaining and guiding to the corresponding department; Management ability to coordinate authority and responsibility across departments and to clarify or streamline processes.

Network Competence

Network Competence refers to the ability of universities to identify and acquire network knowledge and promote school development by identifying external network values and opportunities, developing, maintaining, managing and utilizing network relationships at all levels, which can be divided into three dimensions: network planning ability, resource management ability and relationship management ability. Among them, network planning ability refers to the ability of colleges and universities to find new partners and establish appropriate networks to obtain higher organizational efficiency; Resource management ability refers to the ability of the university to obtain the resource base required by the university through the extraction and replication of the existing resources, knowledge and information by using the existing external network relations; Relationship management capability refers to the ability of an enterprise to handle and coordinate direct and indirect partner contacts in external network relationships.

Moller, K. K., & Halinen, A. (1999, p.413-427) it is pointed out that the concept of network competence comes from the increasingly networked living environment of enterprises, and emphasizes that enterprises can acquire resources and create value more effectively by developing and using network and network relations, which is a dynamic capability to enhance the competitive advantage of enterprises. For the connotation and dimension of Network Competence, scholars have given different definitions and dimension divisions according to their own research needs.

Ritter, T., Wilkinson, I. F., & Johnston, W. J. (2002, p.119-138) showee that network capability is defined as a company's ability to develop and manage relationships with key suppliers, customers and other organizations. Specifically, cyber capabilities include the core competencies to handle interactions in these relationships and to manage them. This network capability has a direct impact on a company's competitiveness and performance. Several key measures are proposed to improve network capabilities: First, companies need to effectively manage relationships with key suppliers, customers and other organizations; Second, dealing with the interactions in these relationships is a core component; In addition, the company should regularly evaluate and improve its network capabilities in order to maintain a competitive

advantage; Upgrading employees' network management skills through training and development programs is also critical; Finally, closely aligning network capabilities with a company's overall strategic goals is key to long-term success.

Chiu, Y. T. H. (2009, p.46-55) pointed out that Network Competence refers to the ability to conduct a series of network construction and network management activities driven by network orientation using certain relationship skills and cooperation skills, including three dimensions of network orientation, network construction and network management. Network capabilities include not only simple relationship management, but also dealing with the interactions in these relationships and using them effectively to enhance the company's innovation capacity and market competitiveness. Measures to improve network capabilities include enhancing relationship management skills, optimizing communication strategies, actively participating in industry events, utilizing technology tools, and establishing internal training and development programs.

Shen Ziyou & Chen Jiannan (2010, p.210-211) pointed out that the current mass media, especially the Internet, enable college students to obtain various information faster and more accurately. Compared with the past, great changes have taken place in today's situation. Relying only on the original simple methods, without actively exploring and innovating methods to adapt to the new situation and requirements, it is certainly unable to meet the practical needs. The educational effect is not guaranteed. The author proposes to integrate new media tools to enable counselors to contact students more effectively, making ideological and political education more attractive and relevant; Focusing on students' overall development, including psychological support and career guidance, can help counselors address students' diverse needs; Counselors need ongoing professional development and training to keep up with new educational trends and technologies.

Peng Xiaoqin (2023, p.76-78) pointed out the integration of "Internet Plus" with the education management of colleges and universities, analyzed the problems existing in the reform of China's higher education Management Mode, and analyzed the necessity of promoting the reform and innovation of Management Mode under the background of "Internet Plus" era. The article points out that with the development of

Internet technology, higher education management needs to improve management efficiency and education quality through information means. Specifically, it includes: the introduction of big data, cloud computing and Internet of Things and other technologies to realize the automation and intelligence of management processes; Through the analysis of students' learning data, make personalized learning plan, improve the teaching effect; Promote the mixed teaching mode combining online and offline, make full use of Internet resources, enhance teaching flexibility and students' enthusiasm; In addition, the role of teachers has changed from knowledge imparted to learning instructor and resource integrator, so it is necessary to continuously improve technical literacy and educational ability.

Che Ronghua (2014, p.135-137) pointed out that the network platform can improve the effectiveness of college student affairs management. The article points out that the realization of information management through network capability improves the efficiency and accuracy of transaction processing, promotes the active participation of students, and enables students to have more autonomy and interaction in the management process. In addition, through the collection and analysis of student data, the platform helps administrators make more scientific and data-driven decisions, provides personalized services, better meets the individual needs of students, and improves student satisfaction and management effects. On the whole, these measures have significantly improved the efficiency and quality of college students' life affairs management, and provided beneficial reference for the innovation of university management mode.

Khan, S., & Alqahtani, S. (2020, p.36-46) emphasized the significant impact of big data on the development of educational management, providing scientific decision-making and strong technical support for educational management. The emergence and development of big data technology affects the development of colleges and universities as new knowledge and resources, and the ability to acquire new knowledge and resources is conducive to promoting the affairs management of colleges and universities.

Li Gang, Chen Jingjing & Yang Xue (2017, p.59-68) pointed out that enterprises can use network capabilities to acquire new key knowledge from external networks, which can promote service innovation and improve innovation performance. Using 298 sample data and structural equation model, this paper conducted an empirical study on the interaction mechanism between network capabilities, knowledge acquisition and service innovation. Resource management ability and relationship management ability can promote the acquisition of external knowledge, but network planning ability has no significant influence on knowledge acquisition. Network scale has a negative moderating effect on the relationship between resource management ability and knowledge acquisition, and a positive moderating effect on the relationship between relationship management ability and knowledge acquisition ability. Enterprises can improve their own financial and non-financial performance of service innovation by using Network Competence to obtain external key knowledge.

Ritter, T., & Gemünden, H. (2003, p.744-755) showed Network competence is a crucial factor for enhancing competitive advantage. By establishing and utilizing relationship networks, organizations can more effectively acquire resources and create value. Network competence is defined as the ability to initiate, maintain, and utilize relationship networks and includes multiple dimensions such as task execution, qualification, network orientation, network construction, and network management. In higher education management, the application of big data technology and "Internet Plus" has improved the intelligence and effectiveness of educational management, providing strong technical support for scientific decision-making. Additionally, universities can use network competence to acquire key knowledge from external networks, thereby promoting service innovation and enhancing innovation performance.

To sum up: Network Competence of this study refer to the ability of colleges and universities to identify and acquire network knowledge and promote school development by identifying external network values and opportunities, maintaining, managing and utilizing network relationships at all levels.

Management Mode

Management models should include the integration of education, service, and management, professional specialization, information management, and comprehensive student-centered support models to ensure the overall development of students and the effective operation of universities. Management Mode is a specific way or method adopted by an organization or institution in its operation and decision-making process. It includes the arrangement and regulation of organizational structure, decision-making process, work distribution, communication methods, etc., to achieve organizational goals and tasks. The Management Mode usually reflects the management philosophy, culture and value orientation of the organization. The Management Model of this study refers to a comprehensive system of basic working principles, working methods and systems of student education, management and service that can be recognized by teachers and students in order to achieve school education goals under the guidance of certain educational concepts.

Xiang Xianming (2004, p.5-11) pointed out that in the whole process of the development of the internal management system of colleges and universities, we must firmly remember the fundamental characteristics of universities as humanistic institutions, pay attention to the important differences between culture and knowledge transmission, production and economic production, and establish scientific and reasonable management concepts. Based on the behavioral science management theory.

Liu Keli & Zheng Kaiwen (2013, p.49-52) proposed that the management concept of "student-centered and service-oriented" should be established in the management of student affairs in colleges and universities, and the flexible incentive method should be fully used to create a flat Management Model of student affairs, optimize the management evaluation system, and then establish a Management Model that balances hardness and softness.

Wu Ming & Lin Haixia (2014, p.96-100) pointed out that the American universities that initially implemented one-stop service concentrated departments related to student economic affairs, to provide one-stop service. Trying to change the past lack of cooperation between various departments, while achieving cost reduction

and efficiency. The author points out that the one-stop service center of American universities usually adopts the management mode of cross-functional team cooperation and focuses on customer service experience, while Chinese universities rely more on the traditional functional division of labor mode and pay attention to the standardization and consistency of service. By comparison, the paper suggests that Chinese universities learn from the successful experience of the one-stop service center in American universities and further improve their student service system to improve service quality and efficiency.

Lu, C. (2009, p.15-20) analyzed the management system of Canadian vocational education and concluded that all vocational colleges in Canada enjoy greater autonomy and initiative. The members of the board of directors, council and other management bodies at the school management level will generally absorb personnel related to vocational education inside and outside the school (including high-level representatives of industries and communities, as well as representatives of students, teaching staff, administrative staff and support staff, etc.), and they will independently appoint the school president to specifically manage the internal affairs of the school. This relatively independent internal management mechanism is conducive to mobilizing the enthusiasm, initiative and creativity of the school running, and is conducive to the characteristics of the school running.

Xu Wenxiu & Liu Xuezhi (2019, p.117-122) after analyzing the reform of teacher education in the United Kingdom over the past 30 years, it is found that the British government interferes excessively in teacher education, placing teacher education completely under policy management, which weakens the autonomy of universities and other higher education institutions in the field of teacher education, and the "instrumentalized" Management Mode of teacher education will restrict the development of disciplines and disciplines.

Li, J. (2018, p.91-111) in order to adapt to the requirements of globalization, China's higher education management should implement the following reform strategies: first, establish the concept of "people-oriented" and "harmony without diversity" in higher education management; Second, the construction of "macro-control", "independent and flexible" higher education management system; The third

is to improve the higher education management system of "rigid and soft" and "internal communication and external communication"; The fourth is to create "information sharing", "efficient and transparent" higher education network Management Mode.

Yang Xianmin (2014, p.29-34) proposed green and efficient education management. The management business of education needs to "reduce the burden", streamline the management process, abolish or optimize some outdated management systems, and constantly improve the operating efficiency of the education management business system. The article points out that the intelligent education system realizes the efficient allocation of educational resources and personalized teaching through advanced technologies such as big data, artificial intelligence and the Internet of Things. The specific content includes the architecture of intelligent education system, which is composed of data acquisition, data processing, intelligent analysis and application layer, and supports the intelligence of education management and teaching activities.

In order to better sort out the Management Mode of affairs, this study combs the main Management Mode of affairs. The affairs Management Mode is shown in Table 2.2.

Table 2.2 Management Mode

No.	Management Mode	Specific content	Time	Author
1	Education-oriented affairs Management Model	The management of student affairs is regarded as an important means to educate students, and the physical and mental development of students is promoted through the management of student affairs.	2014	Li Jiaxin
2	Service oriented affairs Management Model	Consider student affairs management as a means of providing services and support to students, and protect the rights and interests of students as "consumers" by meeting the reasonable needs of students.	2010	Liu Xing
3	Management-oriented affairs Management Model	The management of student affairs is regarded as a means to restrict students' behavior and carry out collective management of students. Through proper management, students' physical and mental health and the normal order of the school are guaranteed, and the talent training of the school is supported and guaranteed.	2014	Li Jiaxin

Table 2.2 (Continue)

No.	Management Mode	Specific content	Time	Author
4	Special division of labor affairs Management Model	In order to meet the different needs of students, the implementation of a clear and fine special division of labor according to the actual work content, on the basis of the professional training of student management personnel, through diversified and standardized training, so that the division of labor of student affairs management is more refined.	2014	Zhu Ningbo, Shi Renmin
5	management and adhere to the education, service, management "three-in-one" oriented model	The concept of student-oriented and student development, the construction of a flat Management Model, the organic unity of education, management and service, the concern of students' individual differences, subject status and free public space, as well as professional, professional and sustainable student affairs management system.	2015	Dong Huanmin, Li Zhijun

Table 2.2 (Continue)

No.	Management Mode	Specific content	Time	Author
6	Educational Management Model supported by big data	With "subject, object, resource, and goal" as the core elements, a complex education management system is constructed, cloud technology is used to process big data in the education cloud, and all-weather multi-terminal education resource services, and comprehensive quality development services are provided to education public service institutions, teachers, and students to improve the allocation of education resources Rationality and fairness.	2015	Zheng Lihai
7	Student grid education Management Model	The student dormitory area is divided into grids, students are incorporated into the basic unit grid, and all kinds of student information data platforms are integrated with modern information technology to realize the goal of student management informatization and life service community.	2017	Hong Lei, Zhang Pei

Table 2.2 (Continue)

No.	Management Mode	Specific content	Time	Author
8	Embedded research management service model	Referring to the life cycle of scientific research projects and the process of scientific research management business, at each stage of scientific research projects, scientific research managers actively participate in the scientific research team, communicate with scientists, establish a good relationship, understand their needs and share the resource network, experience and skills they have mastered with the scientific research team, so as to solve their problems.	2017	Wei Wei, Zhang Huiying
9	University student affairs Management Mode from the virtual society perspective	Construction of professional student affairs management virtual community, construction of virtual social network security early warning and intervention mechanism, use of virtual society to carry out college students' mental health support.	2017	Liu Jia

Table 2.2 (Continue)

No.	Management Mode	Specific content	Time	Author
10	University "one-stop" student community education Management Model	Education management information as the means, to meet the actual needs of students as the purpose, through the improvement of mechanism, team construction, optimization of functions, service personality, connotation development and other strategies, improve the safety of college student communities, ideological education, academic counseling, cultural construction, life services, norms of behavior and other aspects Potential sum action.	2019	Li Diao, Chen Zhi
11	Developmental student work model	Under the guidance of the idea of quality education, it emphasizes the principal position of students, takes the three functions of student education, management and service as the means, and promotes the comprehensive development of college students' quality and ability as the core goal, and forms a method system about the structure and operation of students' work in the course of educational practice.	2019	Wang Min

Table 2.2 (Continue)

No.	Management Mode	Specific content	Time	Author
12	"Three-body two-channel" mode	It takes the subject, object and carrier as the core node of the "three-body", takes the internal and external channels of colleges and universities and the internal and external channels of classrooms as the "double channels" operating path, and takes the key content of student affairs management as the operating scene.	2020	Money range
13	Support process co-governance and sharing mode	Let students move from the edge of university governance and learning outcome assessment to the center, and construct and grow the identity of "student-centered"; Student evaluation feedback drives continuous improvement of work.	2023	CAI Mengmeng, WANG Xia, Ni Ying

University affairs management needs to reflect not only the concept of people-oriented and fine service, but also the thinking of management according to law and power and responsibility countermeasures, which can well integrate the two concepts of "people-oriented" and "rule first" to avoid falling into the logical trap of "law" and "emotion". The proposal of many Management Models reflects the objective fact that researchers find the existing Management Model is not suitable for the current development status and do not fully agree with the existing Management Model. This study intends to use the organizational identification scale to test the degree of recognition of university managers to the existing Management Model. Organizational

identity generally refers to the consistency of organization members' behaviors and concepts with those of the organization they join. They feel that they have a rational sense of contract and responsibility in the organization, as well as an irrational sense of belonging and dependence, and the results of their dedication to organizational activities on this psychological basis. University affairs management workers are both managers and managed in the university environment, and their identification with the university Management Mode can reflect the fit degree of the university affairs Management Mode in the university affairs management. The approval questionnaire for transaction Management Mode was revised using the organizational identification scale used by Mael, F., & Ashforth, B. E. (1992, p.103-123) in organizational and institutional research and social behavior research.

Zhou,Z (2020, p.234-250) showed that university management must remember its fundamental characteristics as humanistic institutions, focusing on the differences between cultural transmission and economic production, and establishing scientific and reasonable management concepts. By utilizing flexible incentives and flat management structures, the service level of student affairs management can be enhanced. The application of big data and "Internet Plus" technologies has improved the intelligence and efficiency of educational management, enabling universities to acquire key external knowledge, thereby promoting service innovation and performance enhancement.

To sum up: Management Mode refers to the comprehensive system of basic working principles, working methods and systems of student education, management and service which can be recognized by teachers and students in order to achieve the educational goals of the school under the guidance of certain educational concepts.

Collaborative Management

The construction of university affairs management cannot be separated from democratic management. To realize the democratic management of university affairs, we must attach importance to the procedure of university management and guarantee the real participation of stakeholders in the decision-making and implementation process through due procedure. Collaborative Management in this study refers to the management method in which teachers and students participate in and cooperate

with affairs management, are willing to take the initiative to understand the needs of teachers and students, and are willing to strive for the realization of school development goals. As a social organization, universities need to use various management means and methods to construct a harmonious environment conducive to academic activities. All departments, teachers and students attach importance to and participate in affairs management, which can effectively improve the efficiency of affairs management.

Zhang Hua & Tang Yuan (2008, p.118-120) believe that the key point of scientific management is to improve workers' labor productivity; The essence of human-oriented management is the management idea and Management Mode on the basis of self-management, with the fundamental purpose of promoting the comprehensive development of human will, brain, intelligence and physical strength.

Hu Zixiang (2006, p.61-67) believes that the management of institutions of higher learning should adhere to customer (or stakeholder) orientation and student-oriented, and establish a quality evaluation and management mechanism involving stakeholders to comprehensively, continuously and stably improve the quality of higher education services. The research points out that the evaluation of teaching quality includes teachers' teaching level, curriculum and teaching resources; Management service examines the efficiency of school management, the timeliness of service and professional quality; Campus environment evaluation includes the perfection, safety and comfort of facilities; Student support services include psychological counseling, career guidance and life services. Through these comprehensive evaluations, the aim is to help universities improve their service quality and meet the expectations of students and society

Zhou Hao(2022, p.150-153) considering the working conditions of local colleges and universities, standardized management of student affairs is considered through systematization and data, and real-time sharing of management processes is realized through mature and easy-to-use personal cloud space, so as to make the complete closed-loop, controllable and time-efficient management of students' daily affairs. The advantages of cloud platform in data security and privacy protection, through encryption and permission control and other technical means, to ensure the

security of student data. These measures not only improve the efficiency of student affairs management, but also improve the satisfaction of students and the management level of the school.

Li, X., & Zhao, G. (2020, p.65-87) pointed out that university student affairs management is the most closely related activity in college life, and democratic participation in it has become a trend. This is not only conducive to the improvement of college students' own quality, but also conducive to the management of college students' affairs.

Yang Tianping & Deng Jingfen (2011, p.102-106) pointed out that the most important link to strengthen the management of universities in Germany is to flatten the structure model, strengthen the management responsibilities of departments, strengthen their responsibilities by extending the tenure of department heads, weaken the institutions at the school level, and strengthen the management functions of departments.

Middlehurst, R. (2004, p.258-270) analyzed the development of the internal governance structure of French university students and concluded that the value pursuit of the internal governance structure reform of French universities always insists on shifting the focus of governance down and ensuring the governance status of senior academic staff.

Higham, R., & Earley, P. (2013, p.701-717) pointed out that in the process of management of educational affairs, the government should exercise control over the management of educational affairs by means of list management, and the educational power that should be given to schools should be given to schools. The government should lead the development of educational undertakings through the construction of educational standards system, promote schools to run schools independently according to law, and strengthen the supervision during and after the development of educational undertakings. We should give society the educational power that should be given to society, guide and cultivate social organizations to participate in the cause of education, purchase professional educational services from social organizations, and serve the development of schools, teachers and students. As for schools, they run schools independently according to law, ensure the operation of school power through

scientific and reasonable systems and mechanisms, standardize the internal power relations of schools through school regulations, improve the internal governance structure of schools, mobilize all teachers, students, parents and social (community) resources to participate in school running, serve the independent development of schools, and form an effective supervision force.

Yu Shengquan & Wang Axi (2016, p.1-9) showed that China is in the stage of modernization transformation. Education should be transformed from "pursuing achievement and unity" and "emphasizing hard work and obedience" in the past to "pursuing quality and individuality" and "emphasizing happiness and dignity", and educational equity should be transformed from realizing allocation equity and opportunity equity to realizing access equity.

Sun, J., & Song, Y. (2016, p.562-573) showed that the construction of university affairs management requires democratic management, involving stakeholder participation in decision-making and implementation. Effective management should focus on improving labor productivity, promoting human-oriented development, and ensuring customer and student orientation. The use of systematic, data-driven processes and real-time cloud sharing can enhance the efficiency of student affairs management. Flattening administrative structures, extending department head tenures, and strengthening departmental responsibilities are crucial for effective governance. Government oversight should balance control with granting autonomy to schools, encouraging social organization involvement, and ensuring educational equity. Collaborative management, where teachers and students share common goals and actively participate in management, is essential for creating a harmonious academic environment and improving management efficiency. This study introduces the concept of Communal Goal Strivings to measure collaborative management, emphasizing social interactions and participation in positive interpersonal behaviors. Collaborative Management is a management approach that emphasizes cooperation, communication, and coordination among team members to achieve common goals and tasks. Collaborative Management is typically applied to team projects, cross-functional collaboration, and collaboration between levels within an organization to improve productivity, creativity, and team cohesion. Collaborative Management also

focuses on building a good working atmosphere and team culture, encouraging mutual respect, trust and support among members, thereby improving job satisfaction and employee loyalty. Emphasizing knowledge sharing and learning, by facilitating knowledge exchange and learning among members, teams can better respond to challenges, innovate solutions, and continuously improve overall performance levels.

Collaborative Management in this study means that teachers and students support and participate in affairs management, and teachers and students have common goals for school development. In assessing the situation of Collaborative Management in colleges and universities, this study intends to introduce Kenny W. T.An's (2015) Communal Goal Strivings as the core measurement. Communal Goal Strivings refer to goals that a new employee should have in order to influence and connect with colleagues during the socialization process. Communal goal strivings highlight the social aspects of the work environment and thus increase members' participation in positive interpersonal behaviors.

To sum up: Collaborative Management refers to the attitude that teachers and students participate in and cooperate with affairs management, are willing to proactively understand the needs of teachers and students, and are willing to strive for the realization of school development goals.

Service Quality

Service Quality mainly focuses on available resources, service processes, and user needs, emphasizing its importance in maximizing the knowledge value of core competitiveness. High-quality educational service is the core for schools to form advantages in educational services, and student affairs management should start from a conceptual shift, establishing a student-centered service guiding concept, and implementing student work reforms at multiple levels and in various directions. Transaction managers need to execute instructions from superior departments vertically, serve teachers and students downward, and maintain contact, coordination, and communication horizontally with local governments, sister colleges, and various functional departments of the school. The student affairs management service refers to the various services provided by the school for students covering all aspects of students' study, life and development. The teacher affairs management service is to

meet the teaching and scientific research needs of teachers, promote their professional development and improve the quality of education and teaching. The school affairs management pays attention to the growth of students, improves the quality of students' learning and life, and promotes the all-round development of students; Pay attention to the professional development, working environment and treatment of teachers, help them integrate into the school education cause, and promote the overall development of the school. The quality of service is reflected in the timeliness, Professionalism, personalization, flexibility, effectiveness and other aspects of service.

Jin Xibin (2003, p.44-47) believes that educational service is an educational product with use value and exchange value, and high-quality educational service is the core to form the advantages of school educational service. The author believes that the value of education service is embodied in four aspects: promoting individual development, improving social benefits, realizing equity and justice, and cultural inheritance. Through educational services, students not only acquire knowledge and skills, but also fully develop their intellectual, emotional and social abilities; Quality education services can cultivate responsible and creative members of society, promote social progress and economic development; Education services should ensure equal access to education for all, in particular support for vulnerable groups, reflecting social equity; At the same time, educational services play an important role in cultural inheritance and innovation.

Fang Xiaochun (2005, p.199-200) pointed out that the post appointment system in colleges and universities, which is mainly based on scientific management theory, not only promotes the improvement of work efficiency, but also shows some institutional factors that ignore the social psychological needs of faculty and staff, which need to be solved by auxiliary means.

Ding Dongyu (2006, p.122-124) pointed out that university student work must start from the concept change, establish the personality-centered service-oriented guiding work concept, and implement the student work reform at multiple levels and in all directions. The affairs manager faces the instructions of the superior department vertically, serves the teachers and students of the school downward, and maintains contact, coordination and communication with the local government, sister colleges

and various functional departments of the school horizontally, which is highly dynamic. Based on SERVQUAL theory, this study intends to measure the Service Quality of transaction managers by Tangibles, Reliability, Responsiveness, Assurance and emotional involvement of Empathy.

Liang Ru, Li Jianxia & Liu Ying, et al. (2015, p.38-46) showed that most of the scholars' descriptions of the concept of service capability focus on the available resources, service process and user needs, and highlight its significance in maximizing the knowledge value of core competitiveness. The author emphasizes the importance of service quality in evaluating the comprehensive service ability of digital resources in university libraries. They propose that service quality evaluation includes the quantity and quality of resources, user satisfaction, resource utilization and service response speed. Specifically, these indicators are designed to measure the library's performance in digital resource management and services, such as the richness of resources, user satisfaction with resources, frequency of use of resources, and how quickly the library responds to user needs. Through these evaluations, the library's service quality and user satisfaction can be comprehensively improved, and its supporting ability in education and scientific research can be enhanced.

Lin Shangping (2020, p.80-84) pointed out that the academic system and administrative management system of universities have unclear responsibilities, the administrative management system has unclear positioning of "service", the lack of quantitative assessment system constraints, the narrow channels for job title evaluation and promotion lead to the lack of motivation of administrative personnel, and the nature of administrative work leads to the sense of job burnout of administrative personnel. These problems make the service quality of university administration system unsatisfactory. Colleges and universities should establish mature and stable administrative mechanisms to clarify duties and obligations, establish quantitative mechanisms and assessment reward and punishment mechanisms to locate the "service" role of the administrative management system, establish scientific and reasonable career promotion systems to enhance the subjective initiative of administrative personnel, strengthen the application of information technology means

and humanistic care for administrative personnel to eliminate their sense of job burnout, and then improve administration Management system service quality.

Kan Yue & Zhang Ningshan (2024, p.1-9) pointed out that British universities build a framework system of overseas students' service quality by perceiiting international students' expectations, formulating service quality standards, implementing overseas education services, perceiiting service quality gaps, and continuously improving service quality. Effective measures have been taken in cross-cultural adaptation management, academic support management, life support management, employment support management and so on. With reference to the experience and practice of the UK, China can further strengthen the construction of the service quality management process, system and culture of overseas students in universities and colleges, so as to promote the brand construction of "Study in China", expand the opening up of higher education, and accelerate the construction of the world center of higher education.

To sum up: Service Quality of this study refers to the service situation in which affair managers make teachers and students have a good service experience in the process of affair management, and the results of transaction management can meet the needs of teachers and students.

School Culture

School Culture refers to the unique cultural atmosphere and cultural form formed by the values, norms of behavior, traditional customs and spiritual atmosphere inside a school. It reflects the mutual relationship, common values and common identity among the members of the school, and is the spiritual home and cultural brand of the school. The School Culture in this study refers to the harmonious atmosphere in which teachers and students feel that the school can provide growth opportunities for teachers and students, and teachers and students feel that they are respected, trusted and needed in the school. In this study, School Culture is defined as a process in which schools seek development based on school tradition and practice, and constantly achieve a state of harmonious coexistence with the surrounding environment.

Hargreaves. A. (1994, p.35-47) believes that School Culture is the sum of the ideological and cultural forms gradually created and formed by schools and school staff in pursuit of and realization of common goals in the course of teaching, education and organizational management in a certain social and historical environment. It includes values, codes of conduct, ethics, psychological orientation, rules and regulations, school spirit, school image and so on. Hargreaves. A. explores the changes in teachers' work and culture in the postmodern age. He argues that globalization, technological advancements, and shifts in social structures have profoundly impacted educational systems. Hargreaves emphasizes that teachers need not only to adapt to the ever-changing educational environment but also to redefine their roles and professional identities. He provides an in-depth analysis of teachers' working conditions, professional development, and the challenges they face in a rapidly changing society. Through rich case studies, the book illustrates how teachers respond to these changes and offers constructive suggestions to help teachers succeed in the postmodern context.

Hoy, W.K. & Miskel, C.G. (1996, p.54-68) believed that School Culture was the ideas and behaviors that all or some members of the school had learned and shared. School Culture is the overall state of school civilization achieved by all school personnel through joint efforts. It includes not only the material wealth and environmental resources of the school, but also the school consciousness of the school members, and is a comprehensive reflection of scientific culture, educational culture and traditional culture. The culture of a school is composed of its tradition, atmosphere and code of conduct, focusing on the spiritual form, School Culture transmits the school's values, outlook on life, beliefs, ideals, etc. to the teachers and students and produces positive significance for them. School Culture can also refer to the spiritual norms created and followed by school members in long-term practice, as well as the behavior, psychological orientation and style of school members under the guidance of these norms. School Culture is a multifaceted and complex composition, which is the school values, school beliefs, school norms and so on that unite teachers and students together. Every school has its own characteristics and characteristics, which can be reflected by the daily life of the school, the life state and

lifestyle of the teachers and students, can not be touched by hand, but need to be understood by heart.

Fullan, M.G (2001, p.25-32) showed Scholars differ on the definition of School Culture: School Culture refers to the values and behavior patterns related to teaching and other activities in the school. Fullan, M.G explores the complexity and necessity of educational change. He argues that educational change is not merely about adjustments in technology and structure but involves deep transformations in school culture, teacher professional development, and leadership. Fullan, M.G emphasizes that successful educational change requires a comprehensive understanding of how schools operate as complex systems and that the implementation of change requires strategic planning and sustained effort. Additionally, Fullan, M.G points out that teachers play a critical role in educational change, and their attitudes, knowledge, and skills directly affect the effectiveness of the change. The book discusses in detail the various obstacles to educational change and methods to address these challenges, providing rich case studies and theoretical support.

Zhou Zhaoguang (2011, p.60-65) pointed out that universities should guide students through campus culture and improve their ideological and moral quality, scientific and cultural quality and health quality. The Ministry of Education of China and the Central Committee of the Communist Youth League emphasized in the Opinions on Strengthening and Improving the construction of Campus Culture in Colleges and Universities: "Strengthening the construction of campus culture is of great significance for promoting the reform and development of higher education, strengthening and improving the ideological and political education of college students, and comprehensively improving the comprehensive quality of college students."

Li Lilan & Yang Xinquan (2013, p.199-200) based on students' psychological growth, it is proposed that student affairs administrators should establish correct psychological growth guidance concept, strengthen team building based on the principle of "full participation", create a positive psychological mutual aid campus environment, and carry out mental health extracurricular activities and other

effectiveness building strategies with psychological growth guidance room as a platform.

Zhang Jian & Chen Shu (2023, p.146-148) pointed out that universities shoulder the important mission of educating people with culture and culture. Based on the analysis of the role of campus culture construction, through carrying out a variety of spiritual and cultural activities, integrating the socialist core values, aiming at cultivating innovative talents, integrating red culture into campus culture construction, promoting the cross-disciplinarity of multiple disciplines, enhancing the penetration of aesthetic education elements and other measures, it is proposed to build a characteristic campus culture of vocational colleges. And then comprehensively improve the quality of vocational college education, promote the "era of new soul casting project" landing effective, and strive to train the era of new people who play the role of national rejuvenation.

Chen Juan (2024, p.106-108) pointed out that the rapid rise of high-quality education in colleges and universities in the new era is closely related to cultural construction, which not only affects the internal management of colleges and universities, but also affects the reputation and attractiveness of colleges and universities across the country. High-quality education in colleges and universities in the new era is synchronized with the high-quality development of the country. The construction of high-quality campus culture should explore its own connotation, and implement innovative strategies in college management, education and teaching, scientific research and innovation, and social services.

School Culture is measured from four aspects: participation, conformity, mission and suitability. The school culture is defined as a process of seeking development based on school traditions and practices while achieving harmonious coexistence with the surrounding environment. The study uses the "Organizational Culture Model" created by Daniel Denison, combined with the organizational culture assessment tools of K.S. Creon and R.E. Quinn, to measure school culture from four aspects: involvement, consistency, mission, and adaptability.

To sum up: School Culture of this study refers to the harmonious atmosphere in which teachers and students feel that the school can provide opportunities for

teachers and students to grow up, and teachers and students feel that they are respected, trusted and needed in school.

Survey of Agricultural Universities in Guangxi

The research of agricultural colleges in Guangxi mainly focuses on the cultivation of innovation ability, employment problems, the combination of production, university and research and personnel training, but there are few studies on the management of student affairs. The main challenge of higher education in Guangxi lies in the mismatch between curriculum structure and regional talent demand. To solve this problem, universities need to reform the talent training system according to the local economic and social needs, adjust the curriculum, and strengthen practical and interdisciplinary education; Adopt a new approach to human resource management and innovate the way agriculture and forestry personnel are trained to meet modern needs.

Zhu Xia (2006, p.296-267) analyzed the current situation of higher education in Guangxi and the characteristics of the development of social demand, and believed that the type structure, regional structure and quantity structure of the specialty offering of ordinary colleges and universities in the region were unreasonable, which could not solve the problems existing in the demand for talents in Guangxi. This paper proposes to reform the existing problems in the training of talents in colleges and universities in Guangxi, take the five economic regions as the blueprint, rely on regional economic, scientific and technological development and social needs, add the urgently needed majors, increase the number of urgently needed talents, and train the people needed for the economic and social development of Guangxi.

Tian Huipeng, Wang Limin & Jiang Haijuan (2011, p.71-74) in the context of pan-Beibu Gulf economy, this paper puts forward some suggestions on the reform of talent training mode of Guangxi universities and believes that Guangxi universities should focus on localization and establish the guiding ideology of running schools. To meet the needs of the society as the guidance, design talent training objectives; Adjust the structure of disciplines and specialties based on regional economic development; To promote the integration of professional education and humanities education with the idea of interdisciplinary integration; To cultivate students' innovative ability as the

core, strengthen practical teaching; To serve Guangxi Beibu Gulf Economic zone as the guidance, to build an international and export-oriented talent training model.

Ji Lingkai & Zhou Xiaojuan (2012, p.89-92) conducted a random investigation on professional commitment among 191 undergraduate students of different grades and majors in an agricultural university, and found that the level of professional commitment in agricultural colleges is generally not high, and the distinct professional characteristics and atmosphere of agricultural colleges may be more conducive to the development of professional commitment in agricultural college students.

Deng Yuan (2015, p.25-27) collected the relevant data of human resource management in 9 universities in Guangxi through in-depth interviews and questionnaires, and found the evaluation model of human resource effectiveness in universities based on exploratory factor analysis.

Liu Fang, Luo Yingji & Zhang Jianhua (2016, p.15-16) Taking a university in Guangxi as an example to explore the construction of university laboratory. It is proposed that strengthening laboratory construction project management, improving laboratory security system, improving laboratory hardware equipment management, improving laboratory basic environmental conditions, expanding off-campus practice and training bases, standardizing laboratory fund management, accelerating laboratory information process and other measures can improve the construction and development level of university laboratories and maximize the effectiveness of university laboratories.

Qi Chunchun, Wang Liukun, Zeng Guang & Lei Zekui (2021, p.134-142) based on the research on the cultivation of new agriculture and forestry talents in the whole agricultural industry chain of China, the new requirements for the cultivation of new agriculture and forestry talents under the background of "new agriculture science" are summarized according to the requirements of modern agriculture and forestry for compound, innovative and applied talents.

Zhang Li (2022, p.6-8) by analyzing the development status of vocational undergraduates in agricultural vocational colleges in Guangxi and the demand for construction engineering talents, from the aspects of personnel training mode, orientation and goal of personnel training, construction of curriculum system, reform

of education and teaching methods, assessment and evaluation mechanism, construction of "double-qualified" teachers, integration of production and education and coordination of education, this paper explores ways to cultivate talents for professional undergraduate architectural engineering majors.

To sum up: The current state of higher education in Guangxi faces challenges due to the misalignment of program structures with regional talent demands. To address this, universities need to reform their talent training systems by focusing on local economic and social needs, adjusting program offerings, and enhancing practical and interdisciplinary education. Improving professional commitment among students, particularly in specialized fields like agriculture, is crucial. Strengthening university infrastructure, such as laboratory facilities, through better management and resource allocation, is essential for maximizing their effectiveness. Additionally, new approaches to human resource management and innovative methods for cultivating talents in agriculture and forestry are needed to meet modern demands. Emphasizing localization, integrating professional and humanities education, and fostering an international perspective are key strategies. Ultimately, these reforms aim to align higher education more closely with regional development goals, ensuring a well-prepared and adaptable workforce. The research of agricultural colleges and universities in Guangxi mainly focuses on the cultivation of innovation ability, employment problems, industry-university-research, personnel training and so on, but there are few related studies on student affairs management.

Related Research

Effective higher education management is essential for achieving national education goals and must be aligned with national education policies to enhance the quality of education and meet societal expectations and needs. Existing research shows that universities need to reform the talent training system, pay attention to the all-round development of students, and adapt to local economic and social needs. This includes adjusting the discipline structure, strengthening practical teaching, integrating professional and liberal education, and enhancing innovation capacity. It is also key to improve the scientific and democratic nature of school management,

simplify the organizational structure, ensure the equality of responsibilities and rights, and promote independent school running according to law. Modern education management should make full use of digital tools and platforms to enhance information processing and administrative efficiency. Continuously assess and improve the quality of educational management through internal self-assessment, third-party assessment and student participation. Strengthening leadership and professional development, promoting collaborative management, optimizing service processes, and building a positive campus culture are the key strategies to enhance the effectiveness of university management. Effective higher education management needs to combine scientific management principles, modern technology tools and humanistic spirit, constantly improve the quality of education and management standards, and finally cultivate high-quality talents who meet the needs of society.

Ning Xingwang (2014, p.77-79) emphasizes the importance of college education management. Universities give individual college students the status, but college students still have to face relatively complex social conditions, which makes it inevitable for college students to have physiological and psychological fluctuations in the key stage of individual growth, which raises a problem for university education administrators: how to ensure that college students can successfully complete their studies and enter the society. College is a crucial stage in individual development, and students often face pressures related to learning, living, and working, which may lead to varying degrees of adaptability issues. Peer tutoring, as a counseling model that focuses on individual psychology, has been introduced into the growth education of college students. Its timeliness, emotional inclination, and flexibility can significantly help students grow, playing a positive role at various stages of their development. Peer tutoring serves as an external stimulus and, to some extent, a source of motivation for individuals to overcome difficulties. Conversely, if the stimuli are excessive, individuals may develop a dependency mentality. Therefore, the influence of the peer tutoring model on college students' individual growth manifests in both positive and negative impacts.

Guo Jianru (2019, p.1-10) summarized the development of education management in China in the past 40 years. The research on higher education management and the development of the higher education management discipline must address the relationship between the discipline and the research field. The construction and development of the discipline should be based on the continuous deepening and expansion of the research field, rather than building the discipline for its own sake. It is encouraged to study higher education management issues based on different social science foundations, thereby developing different perspectives and styles of higher education management research, such as economic research, sociological research, and policy research in higher education management. Specialization in different areas of higher education management research is also encouraged, such as organizational system research, institutional impact and student development research, leadership research, decision-making research, strategic planning, policy, and resource allocation efficiency research. In the first two decades, some scholars built the discipline for its own sake, publishing various textbooks on higher education management and limiting the research and development of the discipline to the theoretical guidance of management science and its three theories. In the latter two decades, the theoretical foundation of higher education management research was positioned within the basic disciplines of social sciences (management science itself is an applied discipline developed from basic disciplines). The research methods adopted a theory-oriented empirical research paradigm, and almost all major areas of higher education management research achieved significant development and further specialization. The accumulation and development of knowledge have greatly surpassed or dismantled the knowledge framework established by early textbooks; almost every major research area and every significant research perspective in higher education management can now produce specialized textbooks. Higher education management, as a way and process by which administrative departments (governments or university departments) influence higher education activities, involves planning, leadership, decision-making, organization, policy, personnel selection, resource allocation, motivation, management techniques, and efficiency and

effectiveness evaluation. Research on each major management link or each important management element can develop into specialized research fields.

Zhang Yingqiang & Cheng Ying (2008, p.37-38) pointed out that colleges and universities should, according to the reform idea from "management" to "governance", establish the compound reform goal of "quality" + "efficiency", establish the "simple" organizational structure of colleges and universities and the internal power structure of "quality" combination, and realize the unification of responsibilities and rights in colleges and universities within the legal framework. Truly build colleges and universities into legal entities that face the society and run schools independently according to law. With the progress of the reform and opening-up policy, the internal management system of higher education institutions in China has undergone 30 years of reform, spanning three major stages: pilot programs, comprehensive reforms, and continuous deepening. The main areas of reform have focused on five key themes: decentralization of university autonomy, socialization of university logistics, reforms in personnel and distribution systems, improvement of the president's responsibility system under the leadership of the party committee, and the construction of a modern university system. Significant achievements have been made through these reforms.Future reforms in the internal management system of higher education institutions should establish a "quality" plus "efficiency" composite reform goal based on the transition from "management" to "governance." This involves creating a streamlined organizational structure for universities and a hierarchical internal power structure. Within the legal framework, the aim is to achieve a unity of responsibilities and rights, thereby transforming universities into autonomous legal entities that operate in accordance with the law and are oriented towards serving society.

Zhao Zhishang (1998, p.04) applied the theory of management science to strengthen and improve the work of educational administration in colleges and universities, proposing several key concepts to enhance the effectiveness of university management. He emphasized establishing a clear concept of the subject of management and the role of teachers, highlighting the importance of interpersonal relationships and emotional connections within the academic environment. Zhao advocated for the promotion of a democratic style of governance, where participation

and inclusivity are encouraged, thereby fostering a more collaborative and harmonious relationship between management and staff. In conclusion, his application of management science principles to educational administration in colleges and universities laid a foundation for modern management practices that prioritize democratic participation, emotional intelligence, and systematic optimization. His insights continue to resonate in contemporary discussions on higher education management, advocating for a balanced and inclusive approach that enhances both administrative efficiency and stakeholder satisfaction

Liu Guihua (1998, p.3) discussed the application of the theory of management by objectives (MBO) in universities to improve the quality of education and teaching as well as the efficiency of running schools. Emphasized the importance of implementing both overall and individual objectives within universities. Management by objectives involves several key components. First, it requires a thorough analysis of the university's current performance and the establishment of specific, attainable goals. These goals must be clearly communicated to all stakeholders, including faculty, staff, and students. Second, regular monitoring and evaluation of progress towards these goals are essential. This allows the university to make necessary adjustments and improvements in a timely manner. Third, providing feedback and recognizing achievements are crucial for maintaining motivation and commitment among staff and students. This approach involves setting clear, measurable goals for the institution as a whole and for individual departments or staff members. By aligning these goals with the university's mission and strategic plan, educational institutions can ensure that all members are working towards common objectives, thus enhancing overall performance.

Cui Zhuolan (2012, p.169-174) applied the theory of decision management to university management and proposed several key strategies to enhance the effectiveness of decision-making in higher education institutions. To legalize decision management in universities, Cui emphasized the necessity of establishing the subject status of academic personnel and academic organizations in university decision management. This involves clearly defining the roles and responsibilities of academic staff and ensuring their active participation in the decision-making processes. By doing

so, universities can benefit from the insights and expertise of those directly involved in teaching and research activities, leading to more informed and effective decisions.This approach encourages broader participation from various stakeholders within the university, including faculty, staff, and students. By fostering a culture of transparency and inclusivity, universities can create an environment where diverse perspectives are considered, and decisions are made collaboratively. This democratic approach not only enhances the legitimacy and acceptance of decisions but also promotes a sense of ownership and commitment among all members of the university community.

Yu Yafeng (2020, p.2-6) discussed the application of decentralization and decentralization in educational administration and management, and the role of service and collaboration in diversified governance, and how these factors can provide space for innovation in school operation and evaluation. His pointed out that decentralization can reduce excessive centralization of power in management, granting more autonomy to schools and teachers, thereby stimulating innovation and flexibility. This management model optimizes resource allocation and improves management efficiency by clearly defining the powers and responsibilities at different levels. His research indicates that the application of decentralization in educational administration, combined with a diversified governance model that emphasizes service and collaboration, can significantly improve the operational efficiency and quality of education in schools. This management approach not only stimulates the initiative and creativity of all parties involved but also lays a solid foundation for the long-term sustainable development of the educational system.

Shi Jinghuan et al. (2017, p.1-14) pointed out that the core concept of higher education modernization is people-oriented, promoting the all-round development of individuals and the sustainable development of society. This approach emphasizes the importance of focusing on students' holistic development, ensuring that education systems cater to their intellectual, emotional, and social needs. The people-oriented concept also extends to faculty and staff, advocating for supportive and inclusive environments that enhance their professional growth and well-being.This involves adopting innovative teaching practices, reforming governance structures, and

promoting sustainability, all of which are crucial for preparing students to thrive in an increasingly complex and interconnected world.

Yang Yinfu (2014, p.4-19) pointed out that deepening the comprehensive reform in the field of education, emphasizing the effective implementation of quality, facing every student, promoting the all-round development of students' morality, intelligence, body and beauty, insisting that education depends on students, education is for students, and students can learn to learn, self-reliance, cooperation and creativity. With the popularization of higher education in China and the acceleration of the internationalization process, the management of colleges and universities is becoming more and more complicated, which requires not only a professional management team with service ability and certain technical means, but also a suitable Management Mode, a good campus atmosphere and a Collaborative Management way to promote the development of college education. The educational management of Chinese colleges and universities mostly follows the concept of people-oriented, and there are many researches on promoting students to become talented, enhancing the function of student affairs management and educating people, helping teachers to improve their teaching level and constructing teachers' ethics.

Yan Guangcai (2000, p.53-57) described university organization as a "loosely integrated system" characterized by "organized disorder." This concept highlights the unique nature of university organizations, which differ significantly from corporate organizations in terms of tasks, goals, power distribution, and hierarchical structures. Unlike corporate environments where management practices are often rigid and centralized, universities require a more flexible and decentralized approach to effectively manage their diverse academic and administrative functions. insights into university management underscore the importance of adopting a tailored approach that accommodates the specific needs and challenges of academic institutions. By fostering a culture of openness, collaboration, and flexibility, universities can better support their mission of education, research, and community engagement.

Ouyang He et al. (2008, p.30-41) discussed the measurement of service quality, pointing out that most scholars believe service is the subjective perception of consumers, and thus service quality is measured by comparing expected service with

actual service. Ouyang proposed that using student participation evaluation to measure the quality level of colleges and universities, and even the entire higher education system, is an effective way to evaluate the service of modern colleges and universities and the service behavior of modern higher education. Research indicates that improving service quality relies not only on internal improvements within schools but also on coordination with external environments. For example, by establishing partnerships with enterprises and communities, schools can offer more practical courses and more internship opportunities, thereby enhancing students' employability. Ouyang's research also pointed out that using information technology tools, such as online feedback systems and mobile applications, can increase the convenience and efficiency of student participation in service quality evaluation.

Ding Ruichang & Liu Qiang (2014, p.54-64) pointed out the characteristics of Finland's education quality inspection system. The education quality monitoring indicators and standards established at the national level are only a reference tool for education providers, schools and individuals to conduct self-evaluation, without any color of coercion. It emphasizes the core position of internal self-assessment of education providers, schools and teachers and students in education quality monitoring, and pays attention to the Professionalism of education quality monitoring.Research indicates that this decentralized education quality monitoring system not only improves education quality but also enhances the flexibility and adaptability of the education system. Unlike traditional mandatory standardized tests, Finland's system focuses more on the holistic development of students and the professional growth of teachers. This approach has shown excellent performance in international comparisons, providing valuable lessons for other countries. The research of self-evaluation in education quality monitoring and demonstrates the effectiveness of this approach in improving education quality and promoting the development of the education system. This people-oriented and professionally-focused education quality monitoring system offers new perspectives and methods for modern education management.

He Xiuchao (2019, p.124-130) Promoting the extensive participation of third-party professional institutions in educational evaluation and supervision, further improving the educational supervision system and mechanism, and comprehensively promoting the administration of education according to law based on educational supervision are important themes for deepening the comprehensive reform in the field of education and transforming the mode of education management. Research indicates that the role of third-party professional institutions in educational evaluation and supervision is increasingly important. By introducing market mechanisms, stimulating competition, and improving the efficiency and quality of evaluations and supervision, a healthy educational ecosystem can be fostered. This model not only enhances education quality but also increases public trust and support for the education system. This research underscores the critical role of third-party professional institutions in educational evaluation and supervision. It offers specific recommendations for enhancing the educational supervision system through improved legislation, professional development, and market mechanisms. This provides vital theoretical support and practical guidance for deepening comprehensive reform in the field of education and transforming education management.

Hao Keming (2012, p.12-15) pointed out that the establishment of certification, evaluation and conversion systems for different types of learning outcomes can mobilize the enthusiasm of learners to continue learning and lifelong learning. It can be seen that the evaluation of educational management is feasible and can test and promote the development of educational management. Research indicates that certification and evaluation systems not only help improve education quality but also promote educational equity by providing equal learning opportunities for learners from different backgrounds. Through such systems, educational institutions can more accurately understand learners' needs and abilities, thereby offering more targeted educational services. Furthermore, these systems can help educational institutions optimize resource allocation, enhancing the efficiency and effectiveness of educational management. This research highlights the crucial role of certification and evaluation systems in educational management, proposing specific recommendations for improving education quality and promoting lifelong learning through systematic and

scientific methods. This provides significant theoretical support and practical guidance for modern educational management. The evaluation system of education management has become more perfect. The suggestions put forward by scholars such as introducing the third party into the evaluation, enriching the evaluation system and perfecting the evaluation system have provided the research direction for the evaluation of university affairs management.

Coen, D. & Vannoni (2020, p.612-641) explored the strategic management of government affairs in companies active in the EU. The study is based on a unique large-N dataset on the functioning and staffing of EU government affairs. The analysis shows that companies delegate government affairs functions to in-house managers with specific competences, who stay in office for long periods and who have an extensive knowledge of the core competences of the company, thanks to their educational background and work experience in the private sector. The research background aims to understand the strategic management of government affairs in Brussels. The research method is empirical analysis based on a large dataset. The research concludes that companies' strategic management and staffing of government affairs in Brussels rely on the distinct structure of business-government relations, which are based on the exchange of technical information and the establishment of credibility and long-run trust arrangements. Specific findings include: companies delegate government affairs functions to in-house managers with specific competences, these managers usually have long tenures and extensive knowledge of the company's core competences, companies rely on the exchange of technical information in government affairs management, and long-term trust arrangements are crucial for managing government affairs.

Fleisher, C. (2018, p.45-53) indicated that the Bachelor of Science in Public Affairs aims to provide knowledge to individuals called upon to manage in the arenas of government, nonprofits, or business. These generalist managers must synthesize many forms of knowledge derived from government, economics, sociology, and other fields, and apply that knowledge creatively to meet the varied and multiple challenges of public administration. The research background aims to provide knowledge and skills to managers in the field of public affairs. The research method is course design

and content analysis. The research concludes that managers must understand the substance of policy and program issues, grasp the administrative, political, and ethical implications embedded in them, and act upon the issues effectively. The program promotes the acquisition of knowledge and skills essential for managing in federal, state, and local governments, criminal justice, social service, education, community development, arts and other nonprofit organizations, and business firms. Major findings include: managers need to understand the substance of policy and program issues, grasp administrative, political, and ethical implications, effectively address public management issues, and promote the acquisition of knowledge and skills.

Górak-Sosnowska, Matusewicz, & Santor (2019, p.67-73) explored the management of students' affairs as a significant process supporting teaching at every higher education institution. The research background aims to explore and analyze the differences in student affairs management in different higher education institutions. The research method includes 26 individual in-depth interviews and visits to dean's offices in Polish HEIs. The research concludes that there are significant differences in the management of student affairs across different dean's offices. Specific findings include: different ways of managing student affairs, differences in the process of handling student applications, organizing thesis defenses and examination schedules, and the need to optimize core processes in managing student affairs.

Bavsun, Beketov, & Dizer (2022, p.85-102) discussed the main aspects of management in the internal affairs bodies, including the organization of the management system in the internal affairs bodies of the Russian Federation, the process and technologies of law enforcement management, functions, forms, and methods of management, the organization of work with personnel in the internal affairs bodies and socio-psychological aspects of management, information and analytical work and management decisions, as well as some provisions of the scientific organization of labor in the internal affairs bodies. The research background aims to provide systematic educational support for internal affairs management. The research method is educational textbooks. The research concludes with a detailed description of various aspects of internal affairs management. Specific findings include: the organization of the internal affairs management system, law enforcement management

processes and technologies, functions, forms, and methods of management, and socio-psychological aspects of personnel management.

Prayogo,B. (2018, p.37-43) aimed to understand the strategic management process in the making of financial statements in the Ministry of Foreign Affairs. The study was carried out in the Financial Bureau of the Ministry of Foreign Affairs in Jakarta. The results revealed that the strategic management process in making financial statements in the Ministry of Foreign Affairs consists of strategy formulation, strategy implementation, and strategy evaluation. The research background aims to understand the strategic management process in making financial statements in the Ministry of Foreign Affairs. The research method is field research. The research concludes that the strategic management process includes strategy formulation, implementation, and evaluation. Specific findings include: stakeholder analysis was not properly utilized in strategy formulation, the TOWS matrix was not used for strategy development, and there is a need to improve stakeholder analysis methods and effectively utilize the TOWS matrix.

Runkai, Gang, Yining, & Xingfei (2020, p.336-340) designed a student affairs management platform based on the college system to simplify the affairs processing of colleges and universities and facilitate students' daily life. The research background aims to promote efficient management solutions and enhance comprehensive education quality. The research method includes the design and application practice of the platform. The research concludes that the platform reduces the error rate in the process of information collection and communication, significantly improves the efficiency of affairs processing, pays attention to the comprehensive development of students, and sets up a good platform for holistic education. Specific findings include: the platform reduces the error rate in information collection and communication, significantly improves the efficiency of affairs processing, pays attention to students' comprehensive development, and provides a good platform for holistic education.

Gao, Q. (2019, p.85-93) researched the hierarchical operational management of education administration affairs in vocational colleges. The research background aims to apply scientific management in vocational education. The research method includes analyzing current problems in college teaching administration and integrating

teaching routine management, teaching supervision and coordination, and teaching services and feedback based on different levels of scientific management. The research concludes that scientific management can improve the efficiency of academic affairs management. Specific findings include: current problems in education management, integration of teaching routine management, supervision, coordination, and services, and effective scientific management methods.

Smith & Adams (2020, p.55-72) investigated the effect of professionalism in university administration on student outcomes and organizational efficiency. Their research shows a strong correlation between higher professionalism among administrative staff and improved student performance and streamlined university operations. They used a mixed-methods approach, gathering data through surveys and interviews with university staff, and analyzing it using both qualitative and quantitative methods. The study highlights the importance of ongoing professional development and effective leadership in enhancing the overall efficacy of university administration. They conclude that investing in training programs and leadership development is crucial for achieving excellence in university management.

Johnson, P., & Lee, S. (2019, p.217-234) examined the role of network competence in modern educational institutions. Their research indicates that universities with high digital literacy and robust digital infrastructures manage administrative tasks more effectively, reduce redundancies, and enhance communication among staff and students. Using a comprehensive survey distributed to university administrators across various institutions and employing structural equation modeling (SEM) for data analysis, they found that investment in digital tools and training is essential for fostering a connected and efficient administrative environment.

Roberts (2021, p.85-102) explored adaptive management strategies in higher education and their impact on organizational resilience and sustainability. Through case studies and in-depth interviews with university leaders, the research identified key adaptive strategies that enable universities to respond effectively to external pressures and internal challenges. The study emphasizes the importance of flexibility and innovation in management practices, suggesting that universities adopting adaptive

strategies are better positioned for long-term sustainability. The findings advocate for more dynamic and responsive management models in higher education.

Hernandez, R., & Garcia, M. (2020, p.311-329) studied factors influencing service quality in university administration. Using a combination of surveys and focus group discussions with students and faculty, they identified key areas for service quality improvement. The study found that universities prioritizing service quality experience higher satisfaction rates and better overall performance. Key recommendations include the need for clear job responsibilities, improved workflows, updated hardware facilities, and continuous training for administrative staff. The findings underscore the importance of a user-centered approach in administrative services to meet the evolving needs of the university community.

Peterson, K., & Deal, T. (2018, p.75-83) discussed the influence of school culture on academic excellence and administrative efficiency. Their research shows that a positive and cohesive school culture significantly impacts the effectiveness of university affairs management. The study emphasizes the need for initiatives that build a supportive and engaging university community, integrating material, spiritual, environmental, and institutional elements. They focused on the role of school culture in fostering academic excellence and administrative efficiency. Based on extensive field studies and surveys, their research revealed that a positive and cohesive school culture significantly impacts both student outcomes and the effectiveness of university administration. The study emphasizes integrating material, spiritual, environmental, and institutional elements to create a supportive and engaging learning environment. The findings suggest that initiatives aimed at building a strong school culture can enhance academic performance and administrative practices.

Liu, Y.et al. (2021, p.145-162) investigated the impact of collaborative management practices on organizational operations in universities. Their study, based on surveys and interviews with university staff, revealed that collaborative management leads to more cohesive and efficient operations. The findings emphasize the importance of clear objectives, responsibilities, feedback mechanisms, and trust-building activities in fostering a collaborative environment. The study concludes that enhancing collaborative management practices significantly contributes to the overall

effectiveness of university administration. enhancing collaborative management practices significantly improves the overall effectiveness of university administration by clarifying objectives and responsibilities, establishing effective feedback mechanisms, and conducting trust-building activities. These findings are crucial for improving university management efficiency and team collaboration.

Johnson, P., & Smith, A. (2020, p.217-234) emphasized the importance of leadership and professional development in enhancing university administration performance. Their study shows that universities with effective leadership and robust professional development programs experience improved administrative efficiency and better student outcomes. The findings suggest that continuous training and leadership development are crucial for maintaining high standards of professionalism in university settings. enhancing leadership and professional development practices significantly improves university administration performance. self-leadership and professional development have been shown to significantly impact innovative job performance among faculty members. Continuous training and development not only elevate administrative efficiency but also lead to better student outcomes, emphasizing the need for sustained investment in leadership and professional growth within university settings.

Wang, T., & Zhang, L. (2022, p.56-72) investigated the impact of collaborative management on organizational efficiency in educational institutions. Their findings reveal that effective collaborative management practices, including clear communication channels, regular feedback mechanisms, and trust-building activities, lead to more cohesive organizational efforts and better resource utilization. The study highlights the importance of fostering a culture of collaboration to achieve organizational goals. Trust-building activities play a vital role in fostering a collaborative culture, as trust is essential for open communication and effective teamwork. Fostering a culture of collaboration through clear communication channels, regular feedback mechanisms, and trust-building activities significantly enhances organizational efficiency in educational institutions. These practices lead to more cohesive efforts and better utilization of resources, ultimately contributing to the achievement of organizational goals.

Martinez, J., & Lee, A. (2020, p.99-112) analyzed the importance of network competence in university administration. Their findings indicate that universities with high network competence are better positioned to manage administrative tasks and adapt to technological advancements. The study suggests that enhancing digital tools and training for staff can address current gaps in network competence and improve overall administrative efficiency. Training staff in digital competencies is crucial for maintaining high standards of administrative efficiency. Network competence includes the ability to form and maintain effective collaborations. Enhancing network competence through improved digital tools and targeted training for staff is essential for advancing university administration efficiency. This approach addresses current gaps and ensures that universities can effectively manage administrative tasks and adapt to technological changes.

Williams, R. (2019, p.530-545) explored the critical traits of successful university administrators, particularly their problem-solving and decision-making abilities. The study finds that administrators who can make quick and accurate decisions under pressure contribute significantly to the smooth operation of university affairs. The findings highlight the importance of these skills in managing challenges and emergencies effectively. The ability to make quick and accurate decisions under pressure is paramount. Emphasized that problem-solving abilities, enhanced through experiential learning, are critical for the effective performance of university administrators. Successful university administrators exhibit strong problem-solving and decision-making abilities, which are essential for effective management and handling of emergencies. Continuous professional development and reflective practices further enhance these critical traits, ensuring the smooth operation of university affairs.

Jin Yibin (2016, p.29-32) believes that the connotation of college students' participation in university management changes with the transformation of the national political and social ecology. With the advent of the era of university governance, the goals and directions of student participation in management have been endowed with deeper meanings. As the "programmatic document" within universities, the university charter can be said to be the most important rule to guarantee students' participation in management in China today. In recent years, higher education has increasingly

emphasized the status of students and their participation in university management while promoting the construction of a modern multi-governance structure that includes legal administration, autonomous management, democratic supervision, and social participation. As university charters are promulgated and implemented nationwide, "student participation in management" in these charters is becoming increasingly clear and standardized, and student participation in management has gradually become an important part of the university governance structure. Universities have paid great attention to students' participation in management, and the relevant provisions of the charters have well responded to the normative requirements of students' participation in management, highlighting both the characteristics of institutional reform at their own schools and the general trend of student participation. The university charter can be said to be the most important rule to guarantee students' participation in management today, constructing a systematic and scientific student participation management norm, which lays a solid foundation for the practice of student participation in management.

Ji Min and Xie Xiaobin (2017, p.98-100) believe that the management of student affairs in universities is undergoing profound changes, shifting from transactional to service-oriented, from practical to directional, and from managerial to governance-oriented. Student affairs management must adjust its systems, content, and team building to meet the challenges brought by the new management environment. These changes impose higher demands on staff, requiring them to be highly responsible and student-centered; additionally, they must strengthen their ability to guide students in self-education and self-management. All school work should focus on student development, using management to educate and seizing opportunities within the management process to educate, thus forming a synergy to cultivate high-quality talents needed by society.

Zhang Qifei (2021, p.147-152) pointed out that guiding some local undergraduate universities to transition to applied universities is a major decision and deployment of the CPC Central Committee and the State Council. Currently, the management of applied universities in China faces problems such as imprecise educational decision-making, lack of comprehensive quality evaluation in teaching

activities, insufficient refinement of educational affairs management, and inefficient scientific research evaluation and accountability mechanisms. Therefore, under the framework of educational governance concepts, using new generation information technology as a key driving force, will promote educational decision-making in applied universities to transition from experience-based to evidence-based, teaching quality evaluation from results-based to value-added, affairs management from rough to refined, and scientific research from single management to comprehensive governance. In the continuous promotion of the transformation and development of educational management in applied universities, the key supporting role of information technology should be emphasized, strengthening the top-level design of educational informatization in school management, creating an integrated educational governance platform, valuing faculty construction, and improving the educational management mechanism of applied universities.

Cheng Ying & Liu Cheng (2016, p.150-152) pointed out that with the deep development of Internet technology, humanity is gradually entering the era of big data. Big data has become an important strategic resource for promoting economic and social development and a critical strategic engine for advancing the national governance system and capacity. Universities bear the significant mission of cultivating high-quality talents and leading technological innovation, and innovation in university management is the necessary path to achieving this mission. For a long time, university management has been hovering in stages of no data management and sample data management, still having a certain gap from scientific, refined, and personalized management. By introducing big data technology, managers can more conveniently obtain and use highly systematized and structured information data, thereby further grasping the inherent laws and future trends of university management development.

Wei Jingrong (2020, p.24-32) pointed out that evidence-based decision-making requires that public policy formulation is based on scientific evidence to assist the government in making scientific public policies, and scientific evidence is the core of evidence-based decision-making. With the development of big data technology, the important value of big data for obtaining scientific evidence and thus for public policy formulation has been increasingly recognized. How to effectively collect, analyze,

mine, and share data, improve the quality of public policy formulation, and make public policy formulation scientific, democratic, and legal is a matter of great concern to policymakers, researchers, the public, and stakeholders. This paper reviews the research and practical application of evidence-based decision-making in the era of big data, analyzes the foundation of scientific evidence, big data technology, and decision-making knowledge management, constructs an analysis framework for evidence-based decision-making in the era of big data, and then analyzes the impact of big data on the evidence-based decision-making process.

Ma Hongmei, Xiao Yutong, & Zhang Wenjun (2020, p.163-168) pointed out that the rapid development of information technology and the electronization of school education management work have brought opportunities for educational evaluation reform. The establishment of electronic student record systems and the automatically generated accompanying educational management process data based on this platform have the characteristics of full sample inclusion and dynamic tracking. It provides a foundation for more precise evaluation of student development, teacher performance, school effectiveness, and policy effects. This paper focuses on the synthesis and analysis of such accompanying file management data and its application value in educational evaluation and public policy evaluation work. The paper integrates the technical process of information collection and the methods of data integration and utilization, providing a theoretical basis, working ideas, and operational techniques for educational management data integration and analysis, and briefly introduces the evaluation concepts corresponding to the analysis methods suitable for full sample tracking file management data.

Ren Lixing (2020, p.8-12) pointed out that student affairs management mainly influences the growth process of students through the school's guidance, norms, and services, promoting students to achieve educational goals through school regulations. Student affairs management includes areas other than academic study, such as mental health, administrative management, career guidance, living services, and quality development. With the deepening of the core of higher education, student affairs management, as the external supporting norms of the school, is in rapid development. In the new era, student affairs management in colleges and universities reflects, at

multiple levels, the spirit of advancing with the times in terms of ideological leadership in higher education, autonomous and lawful school management, and student-centered education.

Chen Yang (2012, p.9-11) pointed out that the main manifestations and harms of the administrative operation mechanism within universities include the generalization of administrative power within universities, the loss of the principal status of teachers and students; the administrative nature of academic organizations and academic affairs management, which restricts their autonomy and creativity; the occupation of academic resources by administrative personnel, leading to the waste of resources; the administrative nature of university management activities, reducing the scientific nature of decision-making; the prevalence of the "official standard" thought, and the increasing utilitarian atmosphere in universities; under the influence of bureaucratic habits, students' thinking is deformed. The internal operation of university power should be de-administrativized, and the main ways include promoting management system reform, effectively implementing the principal status of professor governance; improving the internal power structure of the university, coordinating the relationship between multiple powers; perfecting democratic decision-making mechanisms, improving the scientific nature of decision-making; strengthening the connotation construction of management culture, enhancing the efficiency of administrative management; perfecting power supervision mechanisms, and standardizing the operation of administrative power.

Liu Jiaming (2009, p.171-175) pointed out that the administrative management system and its drawbacks in universities have become evident, and implementing non-administrative reforms is the only choice for the reform of China's university system. The core of the reform is to establish a multi-governance mechanism and internal management system with non-administrative power systems and decision-making systems. Among them, the non-administrative university governance mechanism is the premise, and the non-administrative internal management system is the center. If the internal management system is not standardized and academic organizations are not sound, even if the non-administrative governance mechanism is

tenacious, the non-administrative internal management system still needs improvement.

Xia Dengjie & Zhang Yinghua (2009, p.223-227) pointed out that building innovative universities is an inevitable choice for higher education institutions in the knowledge economy era to adapt to the development needs of society and international higher education. Innovation in university management systems is the institutional guarantee for universities to achieve innovative development. Constructing an internal management system that includes "Party committee decision-making, president administration, experts managing academic affairs, and democratic management" aims to achieve a power configuration where the decision-making power of the university Party committee, the executive power of the administration, the academic power of experts, and the supervisory power of the masses are mutually restrictive yet coordinated. This system aims to form a reasonably structured, scientifically allocated, rigorously procedural, and effectively restrictive power operation mechanism, laying a solid foundation for building innovative universities.

Hong Yuguan (2015, p.143-147) noted that with the continuous improvement of college students' democratic awareness, their willingness to participate in university affairs management has also increased. The popularization of new media such as blogs, mobile WeChat, and forums has made it possible for students to democratically participate in university affairs management. According to survey results, students have a relatively accurate understanding of participating in university affairs management, and new media plays an important role in this participation. However, the effectiveness of student participation in university affairs management is not ideal, and there are many difficulties in actual participation. Universities should change their management concepts, use new media to enhance students' awareness and ability to participate in management, focus on management effectiveness, and use new media to improve the effectiveness of student participation in management. Additionally, universities should pay attention to long-term development and use new media to improve the operational mechanisms of student participation in management.

Li Luo (2023, pp.111-117) pointed out that student affairs management is an important part of university management work. Currently, big data is transforming

traditional educational and teaching models and providing new ideas and methods for student affairs management. Guided by the need for high-quality educational development, student affairs management in universities should meet the needs of the times by integrating big data technology. This integration can improve the quality of educational services, promote the professionalization of student affairs management, and support the construction of modern universities. In the face of the opportunities and challenges provided by big data, universities should adopt proactive strategies, build student-centered information platforms, provide data-based student management, innovate educational methods, offer precise services to students, promptly respond to problems presented by student data, and comprehensively manage student affairs to promote the professional development of student affairs management.

Chen Yuezhu (2016, p.74-75) pointed out that university management is closely linked to the country's economic development status, with more pronounced differences in countries with varying levels of economic development. Additionally, due to different national conditions, university management systems exhibit distinct characteristics; horizontally, there are differences between developed and developing countries, and vertically, economic systems and historical development have an impact. It is necessary to focus on improving China's university management system, increasing opportunities for student exchanges and learning, and ensuring targeted and humane management of teachers and students. Overemphasis on government supervision and investment can erode universities' autonomy. Each level of economic development in university management has its strengths and weaknesses. The goal of improving university management systems is to minimize weaknesses and maximize strengths.

Feng Zunyon (2019, p.3-5) pointed out that modernizing the educational governance system and governance capacity is an important part of modernizing the national governance system and capacity. The proposal of this reform goal will inevitably promote changes in the subjects, content, and methods of university governance. Students, as the most fundamental reason for the existence and development of universities, are the main body of internal university organization and

activities and an important force in participating in university internal governance activities. In the context of China's higher education, there are still deficiencies in both understanding and practice regarding students' participation in internal governance: the rights of student participation in governance are not yet clear, the participation rights of students and student organizations are alienated, the mechanisms for protecting and remedying student rights are incomplete, and the institutional supply for student participation is still insufficient.

He Shutong (2017, p.5-12) pointed out that with the acceleration of the popularization and internationalization of higher education in China, university management activities are becoming increasingly complex, and the demand for professional and specialized management personnel is increasing. To build world-class universities, China needs not only an excellent team of teachers and principals as educators but also a professional management team. However, the cultivation of university management personnel's management capabilities cannot be separated from practical management experiences. Only through personal efforts and organizational support in specific management practices can their management capabilities be continuously improved. The process of cultivating university management personnel's management capabilities is their professional development process, from "novice managers" to "expert managers." The professional development of university management personnel includes "personal development" and "organizational development" and is an active, continuous, and systematic process. In the professional development of university management personnel, individual self-development awareness and a series of organizational support systems are needed.

Zhou Na (2017, p.12-28) pointed out that students, as the primary stakeholders in university governance, should be the main subjects of university governance. In Western countries, student participation has long been an important component of university governance. In contrast, the issue of student participation in university governance in China has not received due attention for a long time. In recent years, some domestic universities have become aware of this issue and have been gradually attempting to involve students in university governance, but these practices are still in the exploratory stage. The methods and channels of participation are

relatively limited, and the awareness and ability of students to participate are not yet fully developed. Consequently, the actual effectiveness of student participation in governance is not very satisfactory.

To sum up: effective higher education management is crucial for achieving national educational goals and must align with national educational policies to enhance educational quality and meet societal expectations and demands. Current research indicates that universities need to reform their talent training systems, focus on the holistic development of students, and adapt to local economic and social needs. This includes adjusting the structure of disciplines, strengthening practical teaching, integrating professional and humanities education, and enhancing innovation capabilities. Additionally, improving the scientific and democratic nature of school management, simplifying organizational structures, ensuring the alignment of responsibilities and rights, and promoting independent school administration according to law are essential. The core concept of educational management should be people-oriented, promoting the comprehensive development of students while enhancing teachers' teaching levels and professional ethics. Effective educational management also needs to emphasize service quality, utilizing scientific management theories and methods such as management by objectives and decision management to improve the efficiency and effectiveness of educational services. Moreover, modern educational management should leverage digital tools and platforms to enhance information processing and administrative efficiency. Assessing and improving the quality of educational management is an ongoing process that can be conducted through internal self-assessment, third-party evaluations, and student participation. Strengthening leadership and professional development, promoting collaborative management, optimizing service processes, and establishing a positive campus culture are key strategies for enhancing the effectiveness of university management. In summary, effective higher education management requires a combination of scientific management principles, modern technological tools, and a humanistic spirit to continuously improve educational quality and management standards, ultimately cultivating high-quality talents that meet societal needs.

Chapter 3
Research Methodology

This research focuses on 1) To analyze the current situation of affairs management in agricultural campus Guangxi universities. 2) To provide guidance for affairs management in agricultural campus Guangxi universities. 3) To evaluate the suitability and feasibility of the affairs management guide for agricultural campus Guangxi universities.

The researcher have the following procedures.

1. The Population / Sample Group

2. Research Instruments

3. Data Collection

4. Data Analysis

Phase 1: To analyze the current situation of affairs management in agricultural campus Guangxi universities.

The Population / Sample Group

The Population

The population of this phase was 335 affairs management staff from 4 agricultural campus universities in Guangxi.

The Sample Group

According to Krejcie and Morgan (1970) sampling table, the sample group of this research were 269 managers from 4 agricultural campus universities in Guangxi. By using systematic random sampling and sample random sampling was also used by drawing from agricultural campus universities.

Table 3.1 Lists of university and sample size

No.	Private University in Guangxi	Population	Sample Group
1	Guangxi Vocational University of Agriculture	163	118
2	Guangxi Vocational & Technical College	75	63
3	Guangxi Eco-Engineering Vocational & Technical College	62	56
4	Guangxi Agricultural Engineering Vocational and Technical College	35	32
	Total	335	269

According to table 3.1, the number of affairs managers in Guangxi Vocational University of Agriculture is 163, the number of affairs managers in Guangxi Vocational & Technical College is 75, the number of affairs managers in Guangxi Eco-Engineering Vocational & Technical College is 62, and the number of affairs managers in Guangxi Agricultural Engineering Vocational and Technical College is 35. According to the sampling table of Krejcie and Morgan, the sample number of affairs managers in Guangxi Vocational University of Agriculture is 118, the sample number of affairs managers in Guangxi Vocational & Technical College is 63, the sample number of affairs managers in Guangxi Eco-Engineering Vocational & Technical College is 56, and the sample number of affairs managers in Guangxi Agricultural Engineering Vocational and Technical College is 32 ,with a total of 269 people.

The interviewees in this research were 8 administrators of affairs in 4 agricultural campus universities in Guangxi. The qualifications of interviewees are as follows: 1) at least 3 years as a administrator in an agricultural university, 2) have certain views on management, 3) able to truthfully fill out questionnaires and willing to participate in semi-structured interviews recorded.

Research Instruments

Questionnaire

The instrument to collect the data for objective one, to study the current situation of administrators of agricultural universities in Guangxi was a questionnaire. The questionnaire designed based on affairs management in 6 following aspects: 1) Professionalism, 2) Network Competence, 3) Management Mode, 4) Collaborative Management, 5) Service Quality, 6) School Culture. The questionnaire was provided into two parts:

Part 1: Survey about personal information of respondents, classified by gender and education background.

Part 2: Survey about the current situation of affairs management in agricultural campus Guangxi universities. The second part is the main part of the questionnaire, which contains at least 60 questions on six dimensions of professional quality, service ability, university Management Mode, campus atmosphere, Collaborative Management and Network Competence. The criteria for data interpretation based on five-point Likert's scale, as follows:

5 express the level of affairs management at the highest level

4 express the level of affairs management at a high level

3 express the level of affairs management at a medium level

2 express the level of affairs management at a low level

1 express the level of affairs management at the lowest level

The data interpretation for average value is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing a Questionnaire Process

The construction process of questionnaire was as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to affairs management.

Step 2: Constructing the questionnaire about the current situation of affairs management in agricultural campus Guangxi universities. Then sending the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by five experts.

Step 4: Revise the questionnaire based on the experts' suggestions.

Step 5: The questionnaire was distributed to 30 administrators in agricultural Guangxi universities for try-out. The reliability of the questionnaire was obtained by Conbach's Alpha Coefficient.

Step 6: The questionnaire was applied to 269 affairs management staffs in agricultural Guangxi universities.

Data Collection

The data collection for objective 1: to study the current situation of affairs management of agricultural universities in Guangxi , as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 269 affairs management staffs in private university in Guangxi.

Step 2: The researcher distributed the questionnaire to 269 affairs management staffs.

Data Analysis

The data analysis in this research, the researcher analyze the data by SPSS, as follows:

Step 1: The personal information of the respondents was analyzed by frequency and percentage, classified by gender and education background.

Step 2: The current situation of guidelines for affairs management in agricultural campus Guangxi universities in 6 following aspects: 1) Professionalism, 2) Network Competence, 3) Management Mode, 4) Collaborative Management, 5) Service Quality, 6) School Culture was analyzed by average value and standard deviation.

Phase 2: To provide the guidelines for affairs management in agricultural campus Guangxi universities.

The population / Sample Group

Key Information

The population of this phase was 32 affairs management leader from 4 agricultural campus Guangxi universities.

The interviewees in this research was 8 affairs management leader in agricultural campus Guangxi universities. The qualifications of interviewees are as follows: 1) at least 5 years of work experience in affairs management in agricultural Guangxi universities, 2) graduated with master's degree or above.

Research Instruments

Structured Interview

The instrument to collect the data for objective two, to provide the guidelines for affairs management in agricultural campus Guangxi universities. The structured interview designed based on the current situation of affairs management in agricultural campus Guangxi universities in six following aspects: 1) Professionalism, 2) Network Competence, 3) Management Mode, 4) Collaborative Management, 5) Service Quality,6) School Culture. The structured interview provide into two parts:

Part 1: the personal information of interviewees, classified by interviewee, interviewer, education background, work experience, interview time, and interview date.

Part 2: the questions about suggestion for developing the current situation of affairs management base on six aspects: 1) Professionalism, 2) Network Competence, 3) Management Mode, 4) Collaborative Management, 5) Service Quality, 6) School Culture, for affairs management leader in agricultural Guangxi universities.

Constructing a Structured Interview Process

The construction process of structured interview are as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to affairs management in universities.

Step 2: Constructing the structured interview about suggestion for developing the current situation of affairs management base on six aspects: 1) Professionalism, 2) Network Competence, 3) Management Mode, 4) Collaborative Management, 5) Service Quality,6) School Culture. Then sending the outline of structured interview to the thesis advisors to review and revise the contents according to the suggestions.

Data Collection

The data collection for objective 2: to formulate the guidelines for affairs management in agricultural Guangxi universities, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to interview affairs management leader in agricultural Guangxi universities.

Step 2: The researcher interviews the affairs management leader one-by-one through online platform or by face-to-face depending on the interviewee convenience.

Data Analysis

The structured interview about the guidelines for affairs management in agricultural campus Guangxi universities was analyzed by content analysis.

Phase 3: the objective of this phase is to evaluate the suitability and feasibility of the guidelines for the affairs management of agricultural universities in Guangxi.

The Population / Sample Group

Key Information

The population of this phase was 32 affairs management leader from 4 agricultural campus Guangxi universities.

The experts for evaluating the suitability and feasibility of the guidelines for the affairs management of agricultural universities in Guangxi was 9 affairs management leader. The qualifications of the experts are as follows: 1) at least 8 years of work

experience in affairs management in agricultural Guangxi universities, 2) graduated with doctor's degree, 3) academic title is associate professor or above.

Research Instruments

Evaluation Form

The instrument to collect the data for objective three, to evaluate the guidelines for the affairs management of agricultural campus Guangxi universities. The evaluation form designed based on the guidelines for the affairs management of agricultural campus Guangxi universities in six following aspects: 1) Professionalism, 2) Network Competence, 3) Management Mode, 4) Collaborative Management, 5) Service Quality, 6) School Culture. The evaluation form provide into two parts:

Part 1: the personal information of interviewees, classified by work position, work experience, educational background, and academic title.

Part 2: The evaluation form about the guidelines for the affairs management of agricultural campus Guangxi universities. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 refers to the suitability and feasibility of the model at the highest level

4 refers to the suitability and feasibility of the model at a high level

3 refers to the suitability and feasibility of the model at a medium level

2 refers to the suitability and feasibility of the model at a low level

1 refers to the suitability and feasibility of the model at the lowest level

The data interpretation for average value is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing a Evaluation Form Process

The construction process of evaluation form are as follows:

Step 1: Constructing the evaluation form about the guidelines for the affairs management of agricultural campus Guangxi universities.

Step 2: The evaluation form was applied to 5 affairs management leader in agricultural campus Guangxi universities.

Data Collection

The data collection for objective 3: to evaluate the guidelines for the affairs management of agricultural campus Guangxi universities, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to invite the expert to evaluate the guidelines.

Step 2: The researcher distributed the evaluation form to affairs management leader. A total of 5 evaluation form.

Data Analysis

The data analysis in this research, the researcher analyzes the data by package program, as follows: The evaluation of the suitability and feasibility of the guidelines for the affairs management of agricultural campus Guangxi universities is analyzed by mean and standard deviation.

Based on the references, a survey questionnaire with 65 questions in 6 dimensions, excluding basic information, was summarized and organized. After revision according to the guidance of the teacher, the questionnaire was sent to 5 experts for IOC value testing. According to the expert's opinions, the questionnaire was revised to 65 questions. Subsequently, a small sample test was conducted, and the test results showed that the Cronbach α of 65 questions was 0.978 with good reliability, and the KMO value was 0.187, considering that it was caused by a small sample size.Please refer to the appendix for specific information on reliability and validity.

Chapter 4
Data Analysis Results

This research was to study the current situation of affairs management in agricultural campus Guangxi universities. The data analysis result can be presented as follows:

1. Symbol and Abbreviations

2. Presentation of Data Analysis

3. Data Analysis Result

The details are as follows.

Symbol and Abbreviations

n   Refer to sample group

$\bar{x}$ Refer to mean value

S.D.   Refer to stand deviation

Presentation of Data Analysis

According to the research objectives of providing guidelines for the affairs management of agricultural campus Guangxi universities and evaluating the suitability and feasibility of the guidelines for the affairs management of agricultural campus Guangxi universities, the researcher analyzes the data through a mixed research methodology that:

Part 1: The basic information of the affairs management in agricultural campus Guangxi universities.

Part 2: Reliability and validity testing of current situation data of affairs management in agricultural campus Guangxi universities.

Part 3: data analysis of the current situation of affairs management in agricultural campus Guangxi universities.

Part 4: the implementation and analyzing results of the development guide of affairs management in agricultural campus Guangxi universities.

Part 5: the results of the suitability and feasibility evaluation of the guidelines for the development of affairs management in agricultural campus Guangxi universities. The details are as follows.

Data Analysis Result

Part 1: Basic information of affairs management personnel in agricultural campus Guangxi universities.

Table 4.1 Number and percentage of respondents

(n=269)

	Type	Frequency	Percentage
University Name	Guangxi Vocational University of Agriculture	118	43.87
	Guangxi Vocational & Technical College	63	23.42
	Guangxi Eco-Engineering Vocational & Technical College	56	20.82
	Guangxi Agricultural Engineering Vocational and Technical College	32	11.90
	Total	**269**	**100.00**
Age	26-30	35	13.01
	30-35	69	25.65
	36-40	58	13.38
	41-45	36	13.38
	46-50	28	10.41
	51-55	24	8.92
	56 years and older	19	7.06
	Total	**269**	**100.00**
Genders	Male	128	47.58
	Female	141	52.42
	Total	**269**	**100.00**

Table 4.1 (Continued)

(n=269)

Type		Frequency	Percentage
Professional	Elementary	95	35.48
designation	The lecturer or Assistant Professor	93	34.74
	Associate professor	66	24.57
	Professor	14	5.21
	Total	**269**	**100.00**
Years of management	Less than 5 years (inclusive)	69	25.62
work in higher	6 to 10 years	65	24.07
education	11 to 15 years	81	30.02
	16 to 20 years	31	11.66
	20 to 25 years	14	5.21
	More than 25 years	10	3.72
	Total	**269**	**100.00**
Management type	Grassroots Managers	199	73.95
	Middle Management	56	20.84
	Top Management	14	5.21
	Total	**269**	**100.00**

According to Table 4.1, the majority of survey respondents are 30-35 years old, and the distribution of other ages is roughly the same, which is in line with the distribution of the age of college administrators. In terms of gender, the number of female managers is slightly higher than that of males, but the difference is not obvious. In terms of titles, the number of intermediate titles is the largest, and the number of unclassified and full senior titles is smaller, which is in line with the distribution of titles of college managers and supports the validity of the questionnaire survey. In terms of years of management experience, the distribution of the respondents' years of management experience in colleges and universities is relatively even, with 11-15 years being the majority of the respondents.

Part 2: Reliability and validity testing of current situation data of affairs management in agricultural campus Guangxi universities.

In this study, questionnaire survey was used to collect data. In order to ensure the reliability of the data, reliability and validity of the collected data were tested.

Table 4.2 The Cronbach. α of the current status of affairs management in agricultural campus Guangxi universities from six aspects.

No.	Affairs management in agricultural campus Guangxi universities	Number of terms	Cronbach α
1	Professionalism	12	0.947
2	Network Competence	11	0.945
3	Management Mode	10	0.951
4	Collaborative Management	12	0.949
5	Service Quality	10	0.947
6	School Culture	10	0.953
	Total	**65**	**0.973**

From Table 4.2, it can be seen from the reliability test results that the total reliability of Cronbach α In both each dimension and the whole scale exceeded 0.9, indicating that the reliability quality of the research data was high. Because the score difference of each dimension is not obvious, the data shows that the influence level of affairs management in agricultural campus Guangxi universities is medium in each subdivision item of six dimensions: 1) Professionalism, 2) Network Competence, 3) Management Mode, 4) Collaborative Management, 5) Service Quality, and 6) School Culture. Therefore, the exploratory factor analysis of 70 questions in 6 dimensions is carried out. After KMO and Bartlett tests, the KMO score of the questionnaire was 0.969, with a significance of 0.000, indicating that the data in this study were suitable for exploratory factor analysis. The analysis results obtained through principal component analysis are shown in Table 4.3 below:

Table 4.3 Principal component analysis results of affairs management in agricultural campus Guangxi universities.

No.	Initial eigenvalue			Extract the sum of squared loads			Rotating load sum of squares		
	Total	Percent variance	cum. (%)	Total	Percent variance	cum. (%)	Total	Percent variance	cum. (%)
1	24.72	35.31	35.31	24.72	35.31	35.31	8.45	12.07	12.07
2	4.73	6.76	42.07	4.73	6.76	42.07	7.84	11.20	23.27
3	4.66	6.65	48.72	4.66	6.65	48.72	7.78	11.12	34.90
4	4.19	5.98	54.70	4.19	5.98	54.70	7.75	11.08	45.47
5	3.90	5.57	60.27	3.90	5.57	60.27	7.16	10.22	55.69
6	3.40	4.86	65.13	3.40	4.86	65.13	6.61	9.44	65.13

As can be seen from Table 4.3, it is most appropriate that 65 questions can be divided into 6 dimensions, and the sum of squares of rotating loads in 6 dimensions is 65.127%, which is greater than 60%, indicating that 70 questions can be divided into 6 dimensions.

Part 3: Data analysis of the current situation of affairs management in agricultural campus Guangxi universities.

Based on the results of the questionnaire survey, this study analyzed the current situation of affairs management in agricultural campus Guangxi universities from six aspects: 1) Professionalism, 2) Network Competence, 3) Management Mode, 4) Collaborative Management, 5) Service Quality, and 6) campus culture. The mean and standard deviation were obtained. The questionnaire used in this study was specially designed by the researcher for this study and the findings were as follows.

Table 4.4 The average and standard deviation of the current status of affairs management in agricultural campus Guangxi universities from six aspects.

(n=269)

No.	Affairs management in agricultural campus Guangxi universities	$\bar{x}$	S.D.	Level	Order
1	Professionalism	3.31	1.153	medium	5
2	Network Competence	3.32	1.169	medium	4
3	Management Mode	3.38	1.169	medium	1
4	Collaborative Management	3.34	1.175	medium	3
5	Service Quality	3.29	1.215	medium	6
6	School Culture	3.37	1.175	medium	2
	Total	**3.34**	**1.177**	**medium**	-

According to Table 4.4, the data show that the current state of affairs management in agricultural campus Guangxi universities is at a medium level in six areas ($\bar{x}$ =3.34). Considering the results of the study from high to low levels are: Management Mode ($\bar{x}$ =3.38),School Culture ($\bar{x}$ =3.37) ,Collaborative Management ($\bar{x}$ =3.34) , Network capability ($\bar{x}$ =3.32), Professionalism ($\bar{x}$ =3.31), The lowest level is Service Quality ($\bar{x}$ =3.29). But the difference in the data for each aspect was not significant.

Table 4.5 Results of analyzing the current situation of affairs management Professionalism in agricultural campus Guangxi universities

(n=269)

No.	Professionalism	$\bar{x}$	S.D.	Level	Order
1	Administrators have stable emotions.	3.30	1.127	medium	7
2	Administrators have the ability to adjust emotions.	3.28	1.141	medium	11
3	Administrators have creative problem-solving skills.	3.30	1.181	medium	8
4	Administrators are innovative.	3.35	1.158	medium	2
5	Administrators have the ability to change.	3.36	1.175	medium	1
6	Administrators can cope with unexpected work tasks.	3.33	1.172	medium	4
7	Wherever an organizational change occurs, administrators are confident that they can handle it.	3.32	1.126	medium	5
8	Administrators believe that most of their colleagues are good at dealing with change.	3.31	1.175	medium	6
9	Administrators have good communication skills.	3.34	1.133	medium	3
10	Administrators have excellent persuasive skills and strategies	3.29	1.159	medium	9
11	Administrators can successfully persuade others to adopt their suggestions.	3.27	1.158	medium	12
12	Administrators can find their own development path from transaction management.	3.29	1.134	medium	10
	Total	3.31	1.153	medium	-

According to Table 4.5, the data show that the affairs management in agricultural campus Guangxi universities is at a medium level in terms of Professionalism ($\bar{x}$ = 3.31). Considering the results of the study in order from high to low level:NO.5 ($\bar{x}$ = 3.36) , followed by NO.4 ($\bar{x}$ = 3.35) and the lowest is NO.11 ($\bar{x}$ = 3.27). The differences between the question items were not significant.

Table 4.6 Results of analyzing the current status of affairs management Network Competence in agricultural campus Guangxi universities.

(n=269)

No.	Network Competence	$\bar{x}$	S.D.	Level	Order
1	The university has the ability to recognize the value of external networks.	3.30	1.160	medium	8
2	The university seeks potential partners through various channels.	3.29	1.149	medium	10
3	The university will evaluate the credibility of potential partners	3.34	1.181	medium	2
4	The university will maintain network relations at all levels.	3.32	1.144	medium	5
5	Before working with a partner, the university will first assess whether the partnership will hinder the University's relationship with other partners.	3.32	1.204	medium	5
6	The university will manage network relations at all levels.	3.30	1.164	medium	8
7	The university knows what kind of relationship to maintain with which partner.	3.34	1.169	medium	2
8	Before working with potential partners, the university will discuss ways of working with them in advance.	3.31	1.165	medium	7
9	The university knows how to get resources and information from partners.	3.37	1.174	medium	1
10	The university is able to judge whether the resources provided by the partner are useful.	3.26	1.182	medium	11
11	The university knows to promote school development through the resources and information of its partners.	3.33	1.164	medium	4
	Total	**3.32**	**1.169**	**medium**	**-**

According to Table 4.6, the data shows that the affairs management in agricultural campus Guangxi universities is at a medium level in terms of network competence ($\bar{x}$ = 3.32). Considering the results of the study in order from high to low level by NO.9 ($\bar{x}$ = 3.37), followed by NO.3 ($\bar{x}$ = 3.34) and the lowest is NO.10 ($\bar{x}$ = 3.26). The differences between the question items were not significant.

Table 4.7 Results of the analysis of the current situation of the Management Mode of affairs in agricultural campus Guangxi universities.

(n=269)

No.	Management Mode	$\bar{x}$	S.D.	Level	Order
1	The development goals of the university is achievable.	3.34	1.162	medium	9
2	The university has a sound leadership system.	3.40	1.125	medium	4
3	The university has a reasonable mechanism.	3.36	1.193	medium	7
4	You agree with the school's working methods.	3.33	1.183	medium	10
5	You agree with the school's work system.	3.41	1.167	medium	2
6	The current affairs management of the school is running well.	3.35	1.15	medium	8
7	You are proud to be an employee of the school.	3.46	1.18	medium	1
8	You believe that the organization can provide you with the development opportunities you want.	3.41	1.154	medium	2
9	You are willing to spend the rest of your career at work.	3.39	1.172	medium	5
10	Your values are very similar to the values of your organization.	3.38	1.201	medium	6
	Total	**3.38**	**1.169**	**medium**	-

According to Table 4.7, the data shows that the Management Mode of affairs in agricultural campus Guangxi universities is at a medium level in terms of Management Model ($\bar{x}$ = 3.38). Considering the results of the study in order from high to low level: NO.7($\bar{x}$ = 3.46), followed by NO.5 ($\bar{x}$ = 3.41) and the lowest is NO.4 ($\bar{x}$ = 3.33). The differences between the question items were not significant.

Table 4.8 Results of analyzing the current situation of Collaborative Management of affairs management in agricultural campus Guangxi universities.

<div align="right">(n=269)</div>

No.	Collaborative Management	$\bar{x}$	S.D.	Level	Order
1	Teachers and students are willing to participate in the management of school affairs.	3.36	1.158	medium	3
2	There are avenues for teachers and students to advise the school on matters of management.	3.32	1.154	medium	7
3	Teachers and students made suggestions to the school on the issue of affairs management and were accepted.	3.29	1.179	medium	12
4	Teachers and students are willing to cooperate with the management of school affairs.	3.35	1.193	medium	6
5	When someone compliments your college, it feels like a personal compliment.	3.30	1.151	medium	11
6	When someone criticizes your university, it feels like a personal insult.	3.36	1.181	medium	3
7	When you talk about your university, you usually say "we" instead of "they".	3.31	1.168	medium	9
8	You like to take the initiative to talk to your supervisor or colleagues and get to know them.	3.32	1.165	medium	7

Table 4.8 (Continued)

No.	Collaborative Management	$\bar{x}$	S.D.	Level	Order
9	You are willing to help colleagues complete tasks.	3.36	1.190	medium	3
10	You think a supportive work environment is good for school development.	3.31	1.224	medium	9
11	Teachers and students are willing to work hard for the development of the school.	3.38	1.169	medium	1
12	The success of the university is your success.	3.37	1.167	medium	2
	Total	**3.34**	**1.175**	**medium**	**-**

According to Table 4.8, the data shows that the Collaborative Management of the affairs in agricultural campus Guangxi universities is at a medium level in terms of Collaborative Management ($\bar{x}$ = 3.34). Considering the results of the study in order from high to low level: NO.11($\bar{x}$ = 3.38), followed by NO.12 ($\bar{x}$ = 3.37) and the lowest is NO.3 ($\bar{x}$ = 3.29). The differences between the items were not significant.

Table 4.9 Results of the analysis of the current situation of the quality of affairs Service Quality services in agricultural campus Guangxi universities.

(n=269)

No.	Service Quality	$\bar{x}$	S.D.	Level	Order
1	You think the school is reliable.	3.31	1.244	medium	2
2	You are satisfied with the school facilities.	3.28	1.186	medium	5
3	You think the management of school affairs is trustworthy.	3.36	1.222	medium	1
4	It is safe for teachers and students to leave matters to the school.	3.29	1.183	medium	3
5	When teachers and students expect the university to provide timely services, they can get a response.	3.27	1.224	medium	9
6	When teachers and students need the school to provide services, it can be realized.	3.29	1.210	medium	3
7	The university is empathetic to the needs of teachers and students.	3.28	1.219	medium	5
8	The university is willing to increase services for the needs of teachers and students.	3.28	1.223	medium	5
9	The service you receive at school is as good as the school promises.	3.27	1.240	medium	10
10	You can feel the university's efforts to provide better service.	3.28	1.196	medium	8
	Total	**3.29**	**1.215**	**medium**	**-**

According to Table 4.9 the data shows that the Service Quality of the affairs in agricultural campus Guangxi universities is at a medium level in terms of Service Quality ($\bar{x}$ = 3.29). Considering the results of the study in order from high to low level:NO.3 ($\bar{x}$ = 3.36), followed by NO.1 ($\bar{x}$ = 3.31) and the lowest is NO.9 ($\bar{x}$ = 3.27). The differences between the question items were not significant.

Table 4.10 Results of analyzing the current situation of campus culture of affairs School Culture in agricultural campus Guangxi universities.

(n=269)

No.	School Culture	$\bar{x}$	S.D.	Level	Order
1	The university is involved in the personal growth and development.	3.31	1.206	medium	9
2	The university attaches great importance to the development of teachers and students.	3.37	1.185	medium	4
3	The university develops the potential of its staff.	3.30	1.187	medium	10
4	The university provides knowledge and skills training opportunities for its staff.	3.40	1.155	medium	2
5	The university understands the needs of teachers and students.	3.35	1.178	medium	6
6	The university is willing to provide convenience for the development of teachers and students.	3.41	1.169	medium	1
7	The university trusts teachers and students.	3.33	1.157	medium	7
8	The development of the university cannot be separated from the support of teachers and students.	3.33	1.138	medium	7
9	The university values the suggestions of teachers and students.	3.37	1.193	medium	4
10	The university values team building.	3.39	1.210	medium	3
	Total	**3.37**	**1.175**	**medium**	-

According to Table 4.10, the data show that the School Culture of university affairs in agricultural campus Guangxi universities is at a medium level in terms of campus culture ($\bar{x}$ = 3.37). Considering the results of the study from high to low level

in order:NO.6($\bar{x}$ = 3.41), followed by NO.4 ($\bar{x}$ = 3.40) and the lowest is NO.3 ($\bar{x}$ = 3.30). The differences between the items were not significant.

The score difference of each dimension is not obvious, the data shows that the influence level of affairs management of agricultural campus Guangxi universities is medium in each subdivision item of six dimensions: 1) Professionalism 2) Network Competence, 3) Management Mode, 4) Collaborative Management, 5) Service Quality, and 6) School Culture.

Part 4: the implementation and analyzing results of the development guide of affairs management in agricultural campus Guangxi universities.

The purpose of this part is to provide a guide for the affairs management of agricultural campus Guangxi universities. In order to achieve this goal, this part uses the interview method to deeply discuss the current situation and measures of the affairs management of agricultural campus Guangxi universities, and forms a guide based on the literature that has been consulted. This interview interviewed a total of eight administrators from four agricultural campus Guangxi universities. Through interviews, the researchers had an in-depth understanding of the current situation and problems of the affairs management of agricultural campus Guangxi universities, and listened to the relevant suggestions of the administrators, which provided important information support for the researchers to formulate the guidelines for the affairs management of agricultural campus Guangxi universities.

In this study, the researcher used the interview outline designed based on the survey data analysis and questions requiring in-depth analysis, and conducted interviews through telephone interviews and offline interviews. Respondents are the sample group of this study, as shown in Table 4.11.

Table 4.11 Personal information of respondents

No.	University	Highest degree	Professio-naltitle	Adminis-trative Level	Working years	Interview date	Interview duration (min)
1	Guangxi Vocational University of Agriculture	Doctor's degree	Associate Professor	High	8	February 8, 2024	50
2	Guangxi Vocational University of Agriculture	Master's degree	Lecturer	Middle	7	February 8, 2024	48
3	Guangxi Vocational & Technical College	Master's degree	Lecturer	Middle	4	February 8, 2024	47
4	Guangxi Vocational & Technical College	Master's degree	Assistant research institute	Basic	3	February 17, 2024	34
5	Guangxi Eco-Engineering Vocational & Technical College	Master's degree	Associate Professor	High	10	February 17, 2024	39
6	Guangxi Eco-Engineering Vocational & Technical College	Master's degree	Lecturer	Middle	5	February 18, 2024	49

Table 4.11 (continued)

No.	University	Highest degree	professionaltitle	Administrative Level	Working years	Interview date	Interview duration (min)
7	Guangxi Agricultural Engineering Vocational and Technical College	Master's degree	Lecturer	Middle	5	February 18, 2024	44
8	Guangxi Agricultural Engineering Vocational and Technical College	Master's degree	Lecturer	Middle	6	February 18, 2024	43
	Total				**48**		**354**
	Average				6		44.25

The researchers conducted 8 interviews using the WeChat APP and offline. Each interview was a one-on-one interview in a private place where no one else could hear. Each respondent gave detailed answers to 6 questions respectively. Each interview lasted about 45 minutes, and the total interview time was 354 minutes. The transcript of the eight interviews is as follows: The researchers used the interview content index for analysis, sorted out the interviewees' answers, and summarized the interviewees' suggestions and measures word for word.

According to the interview, the guidelines for affairs management of agricultural campus Guangxi universities are as follows:

1. To improve Professionalism in agricultural campus Guangxi universities: The Professionalism of affairs management in agricultural campus Guangxi universities influences the affairs management of colleges and universities. In the process of transaction management, the lag of professional quality will hinder the smooth development of management work. Professional quality service and university affairs management, the effectiveness of university affairs management further promotes the development of professional quality. Professionalism, which consists of explicit and implicit components, needs to be looked at separately. The explicit part of professional quality, including knowledge and skills, should be focused on improving according to the needs of business management, such as leadership, communication skills, organizational planning skills, decision-making skills, etc. The hidden professional quality, including social role, professional ethics, consciousness and motivation, needs to be emphasized. For example, by optimizing the allocation of resources, creating a good campus cultural atmosphere, and promoting the formation of professional quality in a subtle way.

2. To improve Network Competence in agricultural campus Guangxi universities: Resources are an important factor to maintain the development of colleges and universities, and superior resources will have an important impact on the improvement of university affairs management. Network ability restricts the interaction between agricultural colleges and foreign institutions in Guangxi, and affects the development of affairs management. Network capability can play an important role in promoting the transmission and diffusion of knowledge between universities and enterprises, so network capability is the direction that many universities, enterprises and institutions pay attention to. In the process of implementing the affairs management of agricultural colleges and universities in Guangxi, colleges and universities and foreign departments (foreign schools and enterprises) need to follow the common goal and coordinate their own resources, such as capital, equipment, manpower, site, technology, etc., so as to achieve effective combination of production factors; At the same time, the two sides should follow the general law of the

combination of science and technology and economy. The two sides adhere to the principles of complementary advantages, sharing key information and fair distribution of interests, and jointly face and overcome the difficulties encountered in cooperation. This is not only the collection of knowledge resources and market resources, but also requires the rationality of resource matching and the autonomy principle of each individual in the network.

3. To improve Management Mode in agricultural campus Guangxi universities: Managers deeply feel the problems of the affairs Management Mode in universities in their work, and put forward that the affairs Management Mode has problems such as aging, shortage of high-level talents, and fault in the talent team, and it is necessary to pay attention to the development of management talents and the flow of talents. The lack of advanced atmosphere in the working environment of teachers and students makes the work enthusiasm of the transaction managers unstimulated. Secondly, the knowledge supply of the transaction management is insufficient, the knowledge and skills cannot be timely supplemented and improved, the talent turnover rate is high, and the structure and posts are unreasonable. Moreover, the unity between individual managers is not enough, which leads to the decline of the overall cooperation ability. Therefore, it is necessary to encourage innovation in the Management Mode, create an environment conducive to talent innovation, strengthen performance evaluation, and strengthen the construction of management cadres themselves. At the same time, schools should analyze the characteristics and psychological conditions of managers from the perspective of humanistic care, pay attention to the development of common values between teachers and students, take value management as the core, follow the diversified, humanized, flexible and institutionalized Management Mode, and in management practice, pay attention to the formation of the organization's core, medium and backbone staff, and establish management echelons. Pay attention to the role of management in practice, and realize the hierarchical and classified Management Mode. To consolidate the affinity of affairs managers with common values, strengthen the cultural construction of colleges and universities, and explore a Management Model combining scientific management and cultural management.

4. To improve Collaborative Management in agricultural campus Guangxi universities: College teachers have the characteristics of intelligence, impulsiveness of value creation, subjective initiative and duality, and knowledge workers with high intellectual capital can be mobilized to participate in school affairs management. Synergy is the law of organizational development. Only through the complementary advantages of various departments and organizations can we strengthen the synergy between various departments and organizations to produce greater synergy effect and make affairs management play a greater role. The affairs management of agricultural colleges in Guangxi is an open and complex system, which is composed of several interacting and interdependent parts, which together determine the functions of affairs management. It is necessary to make a reasonable and feasible plan in order to change the situation of disorganized organization, unclear power and responsibility of the cooperative departments of affairs management and low management efficiency; At the same time, the system is not complete, the coordination is merely a form, the departments are not connected with each other, and the mutual deniability has not formed a joint force, and it is difficult to play the synergistic effect. It is necessary to take the unified goal as the guiding ideology and comprehensively use management methods and means to promote the integration, interaction, cooperation and coordination of various departments in colleges and universities in accordance with the collaborative way to achieve consistency and complementarity so as to produce better results.

5. To improve Service Quality in agricultural campus Guangxi universities: The object of higher education service is special, and the service provided by university affairs management has strong compound. From the perspective of the need side (students, teachers, schools), the evaluation of the quality of transaction management services involves a wide range of aspects. Including in the process of affairs management, the interaction between teachers and students and managers, the professional quality of managers, information feedback, school hardware facilities, logistics management, sports, community activities, vocational, academic and personal affairs "guidance services", etc., around the school environment and facilities, reliability,
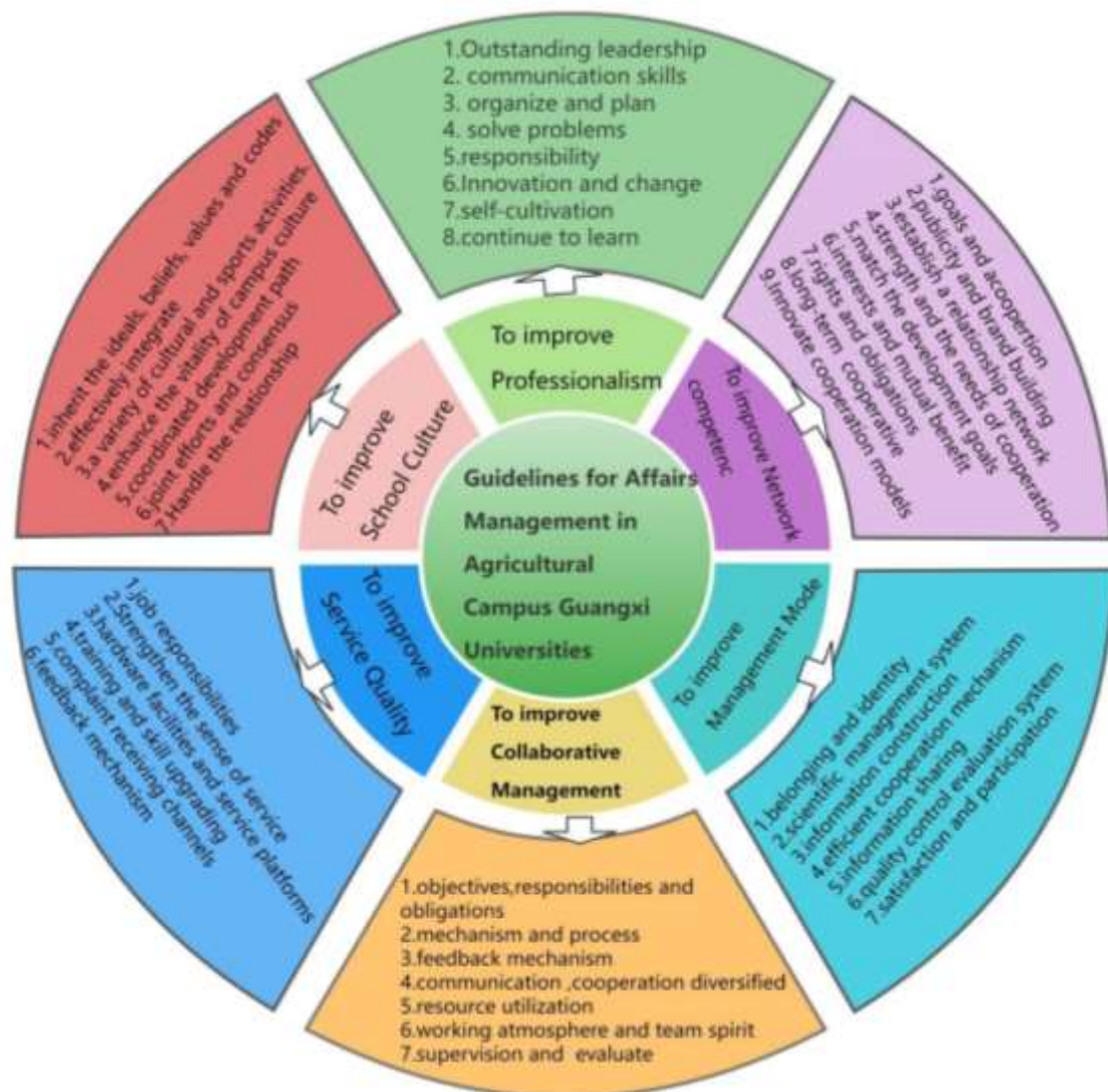
Figure 4.1 Agricultural campus Guangxi universities affairs management guide

As shown in Figure 4-1, the researchers put forward 44 guidelines for the affairs management of agricultural colleges and universities in Guangxi from 6 aspects. Among them, 8 guidelines are aimed at the Professionalism, 9 are aimed at the Network Competence, 7 are aimed at the Management Mode , 7 are aimed at the Collaborative Management, 6 are aimed at the Service Quality, 7 aims at the School Culture of affairs management in Guangxi agricultural colleges and universities.

Part 5: The results of the suitability and feasibility evaluation of the guidelines for the development of affairs management in agricultural campus Guangxi universities.

The purpose of this part is to evaluate the suitability and feasibility of this guide to the affairs management in agricultural campus Guangxi universities. To this end, 9 experts from four universities in China were invited to evaluate the applicability and feasibility of this guide in the affairs management in agricultural campus Guangxi universities. The guide summarized in each dimension is shown in the figure below:

Table 4.12 Total score of suitability and feasibility of the affairs management guidelines for agricultural colleges and universities in Guangxi.

(N=9)

Guidelines for Affairs Management in Agricultural Campus Guangxi Universities	suitability		feasibility	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.
1 Professionalism	4.54	0.683	4.46	0.719
2 Network Competence	4.38	0.639	4.42	0.693
3 Management Mode	4.51	0.610	4.44	0.549
4 Collaborative Management	4.57	0.597	4.51	0.527
5 Service Quality	4.42	0.749	4.33	0.704
6 School Culture	4.39	0.660	4.28	0.683
Total	**4.47**	**0.656**	**4.41**	**0.646**

The results from Table 4.12 show that the average values of adaptability and feasibility are concentrated between 4.42 and 4.57, and the adaptability and feasibility of all dimensions reach a high level, among which the adaptability of guidelines in three dimensions reaches the highest level and the feasibility of guidelines in one dimension reaches the highest level. The mean variance is between 0.527 and 0.749. The average and method of adaptability and feasibility of each dimension guide are described in detail later.

Table 4.13 Total score of suitability of the affairs management guidelines for agricultural campus Guangxi universities.

(N=9)

Guidelines for Affairs Management in Agricultural Campus Guangxi Universities	$\bar{x}$	S.D.	level	Order
1　Professionalism	4.54	0.683	highest	2
2　Network Competence	4.38	0.639	high	6
3　Management Mode	4.51	0.610	highest	3
4　Collaborative Management	4.57	0.597	highest	1
5　Service Quality	4.42	0.749	high	4
6　School Culture	4.39	0.660	high	5
Total	**4.47**	**0.656**	**highest**	

As can be seen from Table 4.13, expert scores show that the suitability of the guidelines in six aspects of affairs management in agricultural universities in Guangxi is at a highest level ($\bar{x}$ = 4.47). The guidelines for each dimension are ranked in order from highest to lowest: Collaborative Management ($\bar{x}$ = 4.57), Professionalism ($\bar{x}$ = 4.54) and , Management Mode ($\bar{x}$ = 4.51), Service Quality ($\bar{x}$ = 4.42) and School Culture ($\bar{x}$ =4.39), and Network Competence ($\bar{x}$ = 4.38). It shows that the Professionalism and Collaborative Management guide has better suitability, the Network Competence guide has the worst suitability, but there is no obvious difference in all aspects of the guide suitability scores, all reached a high level. The analysis of the reasons shows that Network Competence involves the communication and cooperation between universities and foreign units (including schools, government departments, enterprises and institutions, etc.), and is greatly affected by external evaluation and social demand, so it is not much dominated by the school itself, so its suitability is lower than other dimensions. In terms of variance, the mean value of variance is 0.656, indicating that there is experts on each guide, and this guide has good suitability.

Table 4.14 Mean value and standard deviation of suitability evaluation for Professionalism guidelines.

(N=9)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities	suitability		
		$\bar{x}$	S.D.	Level
1	Outstanding leadership to motivate team members, promote team cooperation and achieve common goals.	4.44	0.726	high
2	Good communication skills to promote information flow and teamwork.	4.44	0.726	high
3	Ability to organize and plan, allocate resources reasonably, and formulate clear work plans and goals.	4.56	0.726	highest
4	Ability to solve problems and make decisions quickly and correctly to deal with challenges and emergencies.	4.44	0.882	high
5	Maintain a sense of responsibility and Professionalism, pay attention to the needs of teachers and students, and provide a good learning and living environment.	4.56	0.527	highest
6	Innovation and change consciousness, actively adapt to the progress of The Times, and lead the development of the campus.	4.44	0.726	high
7	Maintain high moral quality and professional ethics, and improve self-cultivation.	4.78	0.441	highest
8	Pay attention to the development of the field of education management, continue to learn, improve professional level and management ability.	4.67	0.707	highest
	Total	**4.54**	**0.683**	**highest**

As can be seen from Table 4.14, the suitability score of the Professionalism guide ranges from 4.44 to 4.78, $\bar{x}$ =4.54, indicating that the Professionalism guide has a good suitability. Eight guides scored at an advanced level, two of them at the highest level, and the guide for Professionalism had outstanding suitability. The variance score ranges from 0.441 to 0.882, and the degree of dispersion is not large, indicating that the advanced level evaluation given by experts is consistent, and the Professionalism guide is trustworthy.

Table 4.15 Mean value and standard deviation of suitability evaluation for Network Competence guidelines.

(N=9)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities	suitability		
		$\bar{x}$	S.D.	level
1	Define the specific goals and needs of cooperation, and search for partners in a targeted manner.	4.33	0.707	high
2	Strengthen external publicity and brand building, establish a good image and reputation, and attract more partners and resources.	4.44	0.726	high
3	Actively participate in various exchange activities in the industry to expand contacts and establish a relationship network.	4.11	0.601	high
4	Comprehensively consider the strength of partners, combined with field visits, to ensure that partners can meet the needs of cooperation.	4.56	0.527	highest
5	Evaluate the characteristics and quality of resources provided by partners to ensure that they match the development goals and strategic direction of the school.	4.33	0.500	high
6	Seek common interests and cooperation space of partners to ensure that cooperation is based on common interests and mutual benefit.	4.44	0.527	high

Table 4.15 (Continued)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities	suitability		
		$\bar{x}$	S.D.	level
7	After determining the partner, sign the cooperation agreement in time, clarify the rights and obligations of both parties, and ensure the legal and stable cooperation relationship.	4.44	0.726	high
8	Actively communicate with partners, maintain long-term and stable cooperative relations, and promote resource sharing and mutual benefit.	4.44	0.726	high
9	Seek innovative cooperation models, such as industry-university-research cooperation, school-enterprise cooperation, joint training, etc., to promote resource sharing and complementary advantages.	4.33	0.707	high
	Total	**4.38**	**0.639**	**high**

As can be seen from Table 4.15, the suitability score of the Network Competence guide ranges from 4.11 to 4.56, $\bar{x}$ =4.38, indicating that the Network Competence guide has good suitability. Nine guidelines scored at an advanced level, and the guide for Network Competence had outstanding suitability. The variance score ranges from 0.500to 0.726, and the degree of dispersion is not large, indicating that the high-level evaluation given by experts is consistent, and the Network Competence guide is trustworthy.

Table 4.16 Mean value and standard deviation of suitability evaluation for Management Mode guidelines.

(N=9)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities	suitability		
		$\bar{x}$	S.D.	level
1	Define clear management objectives and development direction, enhance the sense of belonging and identity of teachers and students, and jointly promote the implementation and optimization of the Management Model.	4.56	0.527	highest
2	Establish a scientific transaction management system from the aspects of personnel organization structure, management process and job responsibilities.	4.33	0.707	high
3	Strengthen information construction, innovate working methods, improve management efficiency and Service Quality, encourage innovative thinking and practice, and build Management Models and methods in line with the characteristics of the school.	4.44	0.726	high
4	Focus on talent training, strengthen team building, and establish an efficient team cooperation mechanism.	4.56	0.726	highest
5	Strengthen the coordination and cooperation between various departments in the university and external partners, establish information sharing and resource integration mechanisms, and promote the development of affairs management.	4.56	0.527	highest
6	Establish a sound quality control and evaluation system, and conduct regular evaluation and inspection of various affairs.	4.56	0.527	highest

Table 4.16 (Continued)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities	suitability		
		$\bar{x}$	S.D.	level
7	Advocate the management concept of teacher-student as the center and service as the purpose to enhance the satisfaction and participation of teachers and students.	4.56	0.527	high
	Total	4.51	0.610	highest

      As can be seen from Table 4.16, the suitability score of the Management Mode guide ranges from 4.33 to 4.56, $\bar{x}$ =4.51, indicating that the Management Mode guide has a good suitability. The scores of 7 guidelines reached a high level, and the guide of Management Mode has outstanding suitability. The variance score ranges from 0.527 to 0.726, and the degree of dispersion is not large, indicating that the high-level evaluation given by experts has consistency, and the Management Mode guide is trustworthy.

Table 4.17 Mean value and standard deviation of suitability evaluation for
Collaborative Management guidelines.

(N=9)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities	suitability		
		$\bar{x}$	S.D.	level
1	Define clear Collaborative Management objectives, clarify responsibilities and obligations, and promote efficient collaboration.	4.67	0.500	highest
2	Establish the mechanism and process of Collaborative Management, hold regular meetings, summarize experience and improve measures to ensure continuous and effective management.	4.44	0.726	high
3	Establish a feedback mechanism to ensure that teachers' opinions and suggestions are collected and sorted out in time, and encourage teachers and students to conduct independent management and innovative practice.	4.67	0.500	highest
4	Establish diversified communication channels and encourage cooperation projects between departments to promote common development.	4.67	0.500	highest
5	Strengthen information sharing and exchange, utilize the resources and advantages of various departments, improve resource utilization and reduce management costs.	4.44	0.726	high
6	Establish a cooperative relationship of mutual trust, mutual help and mutual assistance, strengthen the trust and cooperation between departments, and form a good working atmosphere and team spirit.	4.44	0.726	high

Table 4.17 (Continued)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities	suitability		
		$\bar{x}$	S.D.	level
7	Establish a sound supervision and management mechanism, supervise and evaluate the implementation of Collaborative Management, find and solve problems in time.	4.67	0.500	highest
	Total	**4.57**	**0.597**	**highest**

As can be seen from Table 4.17, the suitability score of the Collaborative Management guide ranges from 4.44 to 4.67, $\bar{x}$ =4.57, indicating that the Collaborative Management guide has good suitability. The scores of 7 guidelines reached a high level, and the guidelines of Collaborative Management had outstanding suitability. The variance score ranges from 0.500 to 0.726, and the degree of dispersion is not large, indicating that the high-level evaluation given by experts is consistent and the Collaborative Management guide is trustworthy.

Table 4.18 Mean value and standard deviation of suitability evaluation for Service
Quality guidelines.

(N=9)

No.	Guidelines for Affairs Management in Agricultural campus Guangxi Universities	suitability		
		$\bar{x}$	S.D.	level
1	Clarify the job responsibilities, improve the work flow, and ensure that the Service Quality is controllable and measurable.	4.44	0.726	high
2	Strengthen the sense of service, pay attention to feedback from teachers and students, strengthen the communication between the school and teachers and students, and improve the service.	4.44	0.726	high
3	Pay attention to the update of hardware facilities, upgrade of service platforms, and adapt to the development of The Times.	4.33	0.866	high
4	Strengthen training and skill upgrading to meet the evolving needs of teachers and students.	4.44	0.726	high
5	Establish a variety of complaint receiving channels to facilitate teachers and students to participate in and supervise school management and services.	4.44	0.726	high
6	Improve the feedback mechanism, balance the interests of service providers and service recipients, and pay attention to and make good use of feedback from both sides.	4.44	0.726	high
	Total	**4.42**	**0.749**	**high**

As can be seen from Table 4.18, the suitability score of Service Quality
guidelines ranges from 4.33 to 4.44, $\bar{x}$ =4.42, indicating that Service Quality guidelines
have good suitability. The scores of six guidelines reached a high level, and the
guidelines for Service Quality had outstanding suitability. The variance score ranges
from 0.726 to 0.866, and the degree of dispersion is not large, indicating that the high-
level evaluation given by experts is consistent and the Service Quality guideline is
trustworthy.

Table 4.19 Mean value and standard deviation of suitability evaluation for School Culture guidelines.

(N=9)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities	suitability		
		$\bar{x}$	S.D.	level
1	The goal of making the campus culture clear is to inherit the ideals, beliefs, values and codes of conduct created by all staff and students in the process of long-term study.	4.44	0.527	high
2	Deeply explore the principles, means and paths of campus culture construction, and effectively integrate material culture, spiritual culture, environmental culture and institutional culture.	4.33	0.500	high
3	Develop and improve the school philosophy, and make the school philosophy fully recognized by teachers and students with a variety of campus cultural and sports activities.	4.44	0.726	high
4	Build academic culture to develop advanced culture, practice and spread advanced culture through innovative spirit, and enhance the vitality of campus culture.	4.44	0.726	high
5	Attach importance to the construction of hardware conditions, take into account the improvement of soft power, and build a comprehensive and coordinated development path based on teachers and students.	4.33	0.707	high
6	Based on the main body of campus culture such as administrators, teachers and students, coordinate the relationship between various functional departments, form joint efforts and consensus, and jointly build campus culture.	4.44	0.726	high

Table 4.19 (Continued)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities	suitability		
		$\bar{x}$	S.D.	level
7	Handle the relationship between fine culture and popular culture, combine academic culture and humanistic care, and grasp the hierarchy and diversity of campus culture.	4.33	0.707	high
	Total	4.39	0.660	high

As can be seen from Table 4.19, the suitability score of the School Culture guide ranges from 4.33 to 4.44, $\bar{x}$ =4.39, indicating that the School Culture guide has a good suitability. The scores of the six guides reached an advanced level, and the guide to School Culture had outstanding suitability. The variance score ranges   from 0.500 to 0.726, and the degree of dispersion is not large, indicating that the high-level evaluation given by experts has consistency, and the School Culture guide is trustworthy.

As can be seen from Table 4.14-4.19, the scores of the guidelines for the affairs management of agricultural campus Guangxi universities range from 4.11   to 4.78, indicating that the guidelines for the affairs management of agricultural colleges and universities in Guangxi have good suitability. The scores of 6 guidelines reached the high level, among which 3 guidelines reached the high level in the professional quality dimension and 3 guidelines reached the highest level in the Collaborative Management dimension, indicating that the guidelines in the professional quality and Collaborative Management have outstanding suitability. The variance is concentrated between 0.500 and 0.882, and the degree of dispersion is small, indicating that the high-level evaluation given by experts has consistency and the guide is trustworthy.

Table4.20 Total score of the feasibility of the affairs management guide for agricultural campus Guangxi Universities.

(N=9)

Guidelines for Affairs Management in Agricultural Campus Guangxi Universities.	$\bar{x}$	S.D.	level	Order
1 Professionalism	4.46	0.719	high	2
2 Network Competence	4.42	0.693	high	4
3 Management Mode	4.44	0.549	high	3
4 Collaborative Management	4.51	0.527	highest	1
5 Service Quality	4.33	0.704	high	5
6 School Culture	4.28	0.683	high	6
Total	**4.41**	**0.646**	**high**	-

As can be seen from Table 4.20, expert scores show that the feasibility of the guidelines in six aspects of the affairs management of agricultural universities in Guangxi is at a high level ($\bar{x}$ = 4.41). In order from high to low, the feasibility of the guidelines in each dimension is: Collaborative Management $\bar{x}$ =4.51), Professionalism ($\bar{x}$ = 4.46) ,Management Mode ($\bar{x}$ = 4.44) and Network Competence ($\bar{x}$ = 4.42), Service Quality ($\bar{x}$ = 4.33) and School Culture ($\bar{x}$ = 4.28) . The results show that the guidelines on Collaborative Management have the best feasibility, and the guidelines on Service Quality have the worst feasibility, but there is no obvious difference in the scores of the suitability of the guidelines in all aspects, and they all reach a high level. Analyzing the reasons, the Collaborative Management represents the communication and cooperation of various departments in colleges and universities, and the communication and cooperation ability of various departments is strong, and the management efficiency will be very significant. In terms of variance, the mean value of variance is 0.646, indicating that experts have little difference in the scores of each guideline, and this guideline has good feasibility.

Table 4.21 Mean value and standard deviation of feasibility evaluation for Professionalism guidelines.

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities.	Feasibility		
		$\bar{x}$	S.D.	Level
1	Outstanding leadership to motivate team members, promote team cooperation and achieve common goals	4.22	0.833	high
2	Good communication skills to promote information flow and teamwork.	4.56	0.726	highest
3	Ability to organize and plan, allocate resources reasonably, and formulate clear work plans and goals.	4.44	0.726	high
4	Ability to solve problems and make decisions quickly and correctly to deal with challenges and emergencies.	4.44	0.882	high
5	Maintain a sense of responsibility and Professionalism, pay attention to the needs of teachers and students, and provide a good learning and living environment.	4.56	0.527	highest
6	Innovation and change consciousness, actively adapt to the progress of The Times, and lead the development of the campus.	4.22	0.833	high
7	Maintain high moral quality and professional ethics, and improve self-cultivation.	4.67	0.5	highest
8	Pay attention to the development of the field of education management, continue to learn, improve professional level and management ability.	4.56	0.726	highest
	Total	**4.46**	**0.719**	**high**

As can be seen from Table 4.21, the feasibility score of the Professionalism guide ranges from 4.22 to 4.67, $\bar{x}$ =4.46, indicating that the Professionalism guide has good feasibility. The scores of 8 guides reached the high level, 4 guides reached the highest level, and the guide for Professionalism had outstanding feasibility. The variance score ranges from 0.500 to 0.833, and the degree of dispersion is not large, indicating that the advanced level evaluation given by experts is consistent, and the Professionalism guide is trustworthy.

Table 4.22 Mean value and standard deviation of feasibility evaluation for Network Competence guidelines.

(N=9)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities.	Feasibility		
		$\bar{x}$	S.D.	level
1	Define the specific goals and needs of cooperation, and search for partners in a targeted manner.	4.44	0.527	high
2	Strengthen external publicity and brand building, establish a good image and reputation, and attract more partners and resources.	4.33	0.707	high
3	Actively participate in various exchange activities in the industry to expand contacts and establish a relationship network.	4.44	0.726	high
4	Comprehensively consider the strength of partners, combined with field visits, to ensure that partners can meet the needs of cooperation.	4.44	0.726	high
5	Evaluate the characteristics and quality of resources provided by partners to ensure that they match the development goals and strategic direction of the school.	4.22	0.667	high

Table 4.22 (Continued)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities.	$\bar{x}$	S.D.	level
		Feasibility		
6	Seek common interests and cooperation space of partners to ensure that cooperation is based on common interests and mutual benefit.	4.33	0.707	high
7	After determining the partner, sign the cooperation agreement in time, clarify the rights and obligations of both parties, and ensure the legal and stable cooperation relationship.	4.56	0.726	highest
8	Actively communicate with partners, maintain long-term and stable cooperative relations, and promote resource sharing and mutual benefit.	4.56	0.726	highest
9	Seek innovative cooperation models, such as industry-university-research cooperation, school-enterprise cooperation, joint training, etc., to promote resource sharing and complementary advantages.	4.44	0.726	high
	Total	**4.42**	**0.693**	**high**

As can be seen from Table 4.22, the feasibility score of the Network Competence guide ranges from 4.22 to 4.56, $\bar{x}$ =4.42, indicating that the Network Competence guide has good feasibility. Nine of the guidelines scored at an advanced level, and the guidelines for Network Competence had outstanding feasibility. The variance score ranges from 0.527 to 0.726, and the degree of dispersion is not large, indicating that the high-level evaluation given by experts is consistent, and the Network Competence guide is trustworthy.

Table 4.23 Mean value and standard deviation of feasibility evaluation for Management Mode guidelines.

(N=9)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities.	Feasibility		
		$\bar{x}$	S.D.	level
1	Define clear management objectives and development direction, enhance the sense of belonging and identity of teachers and students, and jointly promote the implementation and optimization of the Management Model.	4.33	0.5	high
2	Establish a scientific transaction management system from the aspects of personnel organization structure, management process and job responsibilities.	4.56	0.527	highest
3	Strengthen information construction, innovate working methods, improve management efficiency and Service Quality, encourage innovative thinking and practice, and build Management Models and methods in line with the characteristics of the school.	4.33	0.707	high
4	Focus on talent training, strengthen team building, and establish an efficient team cooperation mechanism.	4.56	0.527	highest
5	Strengthen the coordination and cooperation between various departments in the university and external partners, establish information sharing and resource integration mechanisms, and promote the development of affairs management.	4.44	0.527	high

Table 4.23 (Continued)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities.	Feasibility		
		$\bar{x}$	S.D.	level
6	Establish a sound quality control and evaluation system, and conduct regular evaluation and inspection of various affairs.	4.44	0.527	high
7	Advocate the management concept of teacher-student as the center and service as the purpose to enhance the satisfaction and participation of teachers and students.	4.44	0.527	high
	Total	**4.44**	**0.549**	**high**

As can be seen from Table 4.23, the feasibility score of the Management Mode guide ranges from 4.33 to 4.56, $\bar{x}$ =4.44, indicating that the Management Mode guide has good feasibility. The scores of the seven guidelines reached a high level, and the guidance of the Management Model has outstanding feasibility. The variance score ranges from 0.500 to 0.707, the degree of dispersion is not large, indicating that the high-level evaluation given by experts has consistency, and the Management Model guide is trustworthy.

Table 4.24 Mean value and standard deviation of feasibility evaluation for Collaborative Management guidelines.

(N=9)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities.	Feasibility		
		$\bar{x}$	S.D.	level
1	Define clear Collaborative Management objectives, clarify responsibilities and obligations, and promote efficient collaboration.	4.56	0.527	highest
2	Establish the mechanism and process of Collaborative Management, hold regular meetings, summarize experience and improve measures to ensure continuous and effective management.	4.56	0.527	highest
3	Establish a feedback mechanism to ensure that teachers' opinions and suggestions are collected and sorted out in time, and encourage teachers and students to conduct independent management and innovative practice.	4.56	0.527	highest
4	Establish diversified communication channels and encourage cooperation projects between departments to promote common development.	4.56	0.527	highest
5	Strengthen information sharing and exchange, utilize the resources and advantages of various departments, improve resource utilization and reduce management costs.	4.44	0.527	high
6	Establish a cooperative relationship of mutual trust, mutual help and mutual assistance, strengthen the trust and cooperation between departments, and form a good working atmosphere and team spirit.	4.44	0.527	high

Table 4.24 (Continued)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities.	Feasibility		
		$\bar{x}$	S.D.	level
7	Establish a sound supervision and management mechanism, supervise and evaluate the implementation of Collaborative Management, find and solve problems in time.	4.44	0.527	high
	Total	4.51	0.527	highest

As can be seen from Table 4.24, the feasibility score of the Collaborative Management guide ranges from 4.44 to 4.56, $\bar{x}$ =4.51 indicating that the Collaborative Management guide has good feasibility. The scores of 4 guidelines reached a highest level, 3 guidelines reached a high level and the guidelines of Collaborative Management have outstanding feasibility. The variance score ranges 0.527, and the degree of dispersion is not large, indicating that the high-level evaluation given by experts is consistent and the Collaborative Management guide is trustworthy.

Table 4.25 Mean value and standard deviation of feasibility evaluation for Service
Quality guidelines.

(N=9)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities.	Feasibility		
		$\bar{x}$	S.D.	level
1	Clarify the job responsibilities, improve the work flow, and ensure that the transaction process is controllable and measurable.	4.33	0.707	high
2	Strengthen the sense of service, pay attention to feedback from teachers and students, strengthen the communication between the school and teachers and students, and improve the service.	4.33	0.707	high
3	Pay attention to the update of hardware facilities, upgrade of service platforms, and adapt to the development of The Times.	4.33	0.707	high
4	Strengthen training and skill upgrading to meet the evolving needs of teachers and students.	4.44	0.726	high
5	Establish a variety of complaint receiving channels to facilitate teachers and students to participate in and supervise school management and services.	4.33	0.707	high
6	Improve the feedback mechanism, balance the interests of service providers and service recipients, and pay attention to and make good use of feedback from both sides.	4.22	0.667	high
	Total	**4.33**	**0.704**	**high**

As can be seen from Table 4.25, the feasibility score of the Service Quality guideline ranges from 4.22 to 4.44, $\bar{x}$ =4.33, indicating that the Service Quality guideline has good feasibility. The scores of six guidelines reached a high level, and the guidelines on Service Quality had outstanding feasibility. The variance score ranges from 0.667 to 0.726, and the degree of dispersion is not large, indicating that the high-level evaluation given by experts is consistent and the Service Quality guide is trustworthy.

Table 4.26 Mean value and standard deviation of feasibility evaluation for School
Culture guidelines.

(N=9)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities.	Feasibility		
		$\bar{x}$	S.D.	level
1	The goal of making the campus culture clear is to inherit the ideals, beliefs, values and codes of conduct created by all staff and students in the process of long-term study.	4.33	0.707	high
2	Deeply explore the principles, means and paths of campus culture construction, and effectively integrate material culture, spiritual culture, environmental culture and institutional culture.	4.44	0.726	high
3	Develop and improve the school philosophy, and make the school philosophy fully recognized by teachers and students with a variety of campus cultural and sports activities.	4.11	0.601	high
4	Build academic culture to develop advanced culture, practice and spread advanced culture through innovative spirit, and enhance the vitality of campus culture.	4.22	0.667	high
5	Attach importance to the construction of hardware conditions, take into account the improvement of soft power, and build a comprehensive and coordinated development path based on teachers and students.	4.33	0.707	high
6	Based on the main body of campus culture such as administrators, teachers and students, coordinate the relationship between various functional departments, form joint efforts and consensus, and jointly build campus culture.	4.22	0.667	high

Table 4.26 (Continued)

No.	Guidelines for Affairs Management in Agricultural Campus Guangxi Universities.	Feasibility		
		$\bar{x}$	S.D.	level
7	Handle the relationship between fine culture and popular culture, combine academic culture and humanistic care, and grasp the hierarchy and diversity of campus culture.	4.33	0.707	high
	Total	4.28	0.683	high

As can be seen from Table 4.26, the feasibility score of the School Culture guide ranges from 4.11 to 4.44, $\bar{x}$ =4.28, indicating that the School Culture guide has good feasibility. The scores of six guides reached an advanced level, and the guide on School Culture had outstanding feasibility. The variance score ranges from 0.601 to 0.72, and the degree of dispersion is not large, indicating that the high-level evaluation given by experts has consistency, and the School Culture guide is trustworthy.

As can be seen from Table 4.21 to Table 4.26, the scores of the guidelines for the affairs management of agricultural campus Guangxi universities range from 4.11 to 4.56, indicating that the guidelines for the affairs management of agricultural campus Guangxi universities have good feasibility. One of the guidelines in the professional literacy dimension scored at the highest level. The variance is concentrated between 0.500 and 0.882, and the degree of dispersion is small, indicating that the high-level evaluation given by experts has consistency, and the feasibility of the guide is trustworthy.

Chapter 5

Conclusion Discussion and Recommendations

The objective of the present study include three objectives, show as follows.

1. To analyze the current situation of affairs management in agricultural campus Guangxi universities.

2. To provide guidelines for affairs management in agricultural campus Guangxi universities.

3. To evaluate the suitability and feasibility of the proposed guidelines.

Then the conclusion and discussion details shown as follow.

Conclusion

The conclusion of this study consist of the following points.

Part1. To analyze the current situation of affairs management in agricultural campus Guangxi universities.

Part2. To provide the guidelines for affairs management in agricultural campus Guangxi universities.

Part3. To evaluate the suitability and feasibility of the affairs management guide for agricultural campus Guangxi universities.

The details show as follows.

Part1. To analyze the current situation of affairs management in agricultural campus Guangxi universities.

According to the first research purpose, this paper analyzes the current situation of affairs management in agricultural colleges and universities in Guangxi. Through descriptive statistical analysis of questionnaire data, it is found that the six dimensions of affairs management, 1) Professionalism, 2) Network Competence, 3) Management Mode, 4) Collaborative Management, 5) Service Quality, and 6) School Culture, are all at a medium level. The scores in the research status are as follows: Management Mode, School Culture, Collaborative Management, Network Competence, Professionalism, Service Quality. the level of all aspects are in the

medium level, there is room for improvement, and the value is slightly larger, indicating that there are certain differences in the status quo of affairs management of agricultural Guangxi universities due to different schools.

Expanding on these findings, it is important to delve deeper into each of the six dimensions to understand the specific challenges and areas for improvement in the affairs management of agricultural colleges in Guangxi.

Professionalism encompasses the skills, knowledge, and behaviors expected of administrative staff. At present, the professional level of administrative personnel in Guangxi Agricultural University is in the middle level, but there is still great potential for growth. By strengthening professional development programs and providing ongoing training opportunities, these universities can significantly improve the professionalism of their administrative staff. Studies have shown that higher levels of professionalism in university administration are associated with better student outcomes and more efficient organizational operations (Smith & Adams, 2020, p.55-72). Enhancing professional development programs and providing continuous training opportunities could elevate the professionalism of administrative staff, thereby improving overall management effectiveness.

Network Competence refers to the ability of administrative staff to utilize digital tools and networks to streamline operations and enhance communication. With the rapid advancement of technology, effective network competence is crucial for modern educational institutions. The medium level of network competence in Guangxi agricultural universities highlights a need for investment in digital infrastructure and training for staff to effectively use these tools. In order to enhance the overall management capacity of the school, it is necessary to strengthen the construction of network infrastructure to ensure that it can support the increasingly complex and diverse digital needs. In addition, employees need to be trained so that they can find more suitable partners and take full advantage of network capabilities. This will not only improve administrative efficiency, but also enhance the interaction and collaboration between teachers and students, creating a more modern and efficient educational environment. Research by Johnson, P., & Lee, S. (2019, p.217-234) indicates that universities with high network competence can better manage administrative

tasks, reduce redundancies, and improve communication channels among staff and students.

Management Mode dimension looks at the strategies and operational methods used to manage university offices. The management mode of Guangxi Agricultural University is the combination of traditional management and modern management, and its management mode belongs to the medium level. While traditional management models are rigid and lack the flexibility to respond to rapidly changing educational needs, modern management models emphasize data-driven decision making, cross-departmental collaboration, and the application of emerging technologies. More innovative and flexible management models are needed to adapt to the changing educational environment. According to a study by Roberts (2021, p.85-102), universities that implement adaptive management strategies are better able to respond to external pressures and internal challenges, leading to more sustainable and resilient administrative practices. Therefore, for the middle-level management mode, its management strategies and methods can be continuously optimized to ensure that its management mode can continue to adapt to the changes of the external environment and the adjustment of internal demands.

Collaborative Management focuses on the degree of cooperation and teamwork among different departments and stakeholders within the university. In Guangxi Agricultural University, although various departments have shown a certain willingness to cooperate in some projects and tasks, there is still an obvious phenomenon of isolated operation. Each department tends to focus only on its own tasks and goals, lacking cross-departmental coordination and communication. This situation not only affects the efficiency of the work, but also may lead to the waste of resources and duplication of labor. Therefore, strengthening collaborative management is a key step to improve the overall management level of the university. Effective collaboration can lead to more cohesive and coordinated efforts in managing university affairs. Research by Wang, T., & Zhang, L. (2022, p.56-72) emphasizes the importance of collaborative management in achieving organizational goals and improving administrative efficiency in educational institutions. Collaborative management is an important means to improve the management efficiency and realize

the organizational goal of Guangxi Agricultural University. By establishing a strong communication platform, fostering a culture of collaboration, setting up interdepartmental working groups and establishing effective feedback mechanisms, the University is able to better coordinate the work of various departments, improve the overall level of management, and achieve more efficient administration and education services

Service Quality pertains to the satisfaction levels of students, faculty, and other stakeholders with the administrative services provided by the university. Medium service quality levels in Guangxi agricultural universities suggest that while services are adequate, there is considerable room for improvement. Improving service quality requires a focus on understanding stakeholder needs, continuous feedback mechanisms, and implementing changes based on feedback. In the process of improving service quality, it is necessary to conduct in-depth demand analysis. Understanding the real needs of students, teachers and other stakeholders is fundamental to providing quality services. A study by Hernandez, R., & Garcia, M. (2020, p.311-329) found that universities that prioritize service quality see higher satisfaction rates and better overall performance. The improvement of service quality is of great significance to the overall development of Guangxi Agricultural University. Through in-depth understanding of needs, the establishment of continuous feedback mechanisms, and improvement based on feedback, schools can continuously optimize administrative services, improve teacher and student satisfaction and overall performance, and ultimately achieve higher educational quality and management standards.

School Culture encompasses the values, beliefs, and behaviors that characterize the university environment. A strong, positive school culture can significantly impact the effectiveness of affairs management. The medium level of school culture in Guangxi agricultural universities indicates that while there is a foundation of shared values and practices, there is potential for strengthening this culture. Enhancing school culture could involve initiatives to build a more inclusive, supportive, and engaging university community. Advocating and implementing inclusive policies to provide equal opportunities and support for all members, and an

inclusive culture is essential. This includes respecting and embracing students and staff with diverse backgrounds and perspectives, and ensuring that everyone feels part of the family. Research by Peterson, K., & Deal, T. (2018, p.75-83) highlights the role of a positive school culture in fostering academic excellence and administrative efficiency. By fostering a campus environment that respects diversity, provides comprehensive support, and encourages active participation, schools can not only enhance the effectiveness of governance, but also promote academic excellence and administrative efficiency. The positive school culture will provide a harmonious and positive atmosphere for all members, and promote Guangxi agricultural University to constantly move towards higher goals.

While the affairs management in agricultural colleges and universities in Guangxi is currently at a medium level across the six dimensions analyzed, there is significant room for improvement. Focusing on enhancing professionalism, network competence, adopting innovative management modes, fostering collaborative management, improving service quality, and strengthening school culture can collectively elevate the overall affairs management standards. Addressing these areas could lead to more effective, efficient, and responsive administrative practices, ultimately benefiting the entire university community.

Part2. To provide the guidelines for affairs management in agricultural campus Guangxi universities.

According to the second research purpose, it provides guidelines for the affairs management of agricultural Guangxi universities. According to the current investigation data, the researcher designed the interview outline, and summarized and analyzed the interview results and the conclusions of the literature part, so as to provide guidelines for the affairs management of agricultural Guangxi universities. The details are as follows:

Professionalism are as follows: 1) Excellent leadership ability, able to motivate team members, promote team cooperation, and achieve common goals; 2) Good communication skills to facilitate information flow and team work; 3) Have the ability to organize and plan, allocate resources reasonably, and make clear work plans and goals; 4) Be able to solve problems and make decisions quickly and correctly

in response to challenges and emergencies; 5) Maintain a sens of responsibility and Professionalism, pay attention to the needs of teachers and students, and provide a good learning and living environment; 6) Innovative awareness of seeking change, actively adapt to the progress of The Times, and lead the development of the campus; 7) Maintain good moral quality and Professionalism and improve self-cultivation; 8) Pay attention to the development of the field of education management, continue to learn, improve professional level and management ability.

Network Competence are as follows: 1) Excellent leadership skills that motivate team members, promote team cooperation, and achieve common goals; 2) Good communication skills to facilitate information flow and team work; 3) Have the ability to organize and plan, allocate resources reasonably, and make clear work plans and goals; 4) Be able to solve problems and make decisions quickly and correctly in response to challenges and emergencies; 5) Maintain a sense of responsibility and Professionalism, pay attention to the needs of teachers and students, and provide a good learning and living environment; 6) Innovative awareness of seeking change, actively adapt to the progress of The Times, and lead the development of the campus; 7) Maintain good moral quality and professional ethics and improve self-cultivation; 8) Pay attention to the development of the field of education management, continue to learn, improve professional level and management ability.

Management Model are as follows: 1) Clarify the management objectives and development direction, enhance the sense of belonging and identity of teachers and students, and jointly promote the implementation and optimization of the Management Model; 2) Establish a scientific transaction management system from the aspects of personnel organization structure, management process and job responsibilities; 3) Strengthen information construction, innovate working methods, improve management efficiency and Service Quality, encourage innovative thinking and practice, and build Management Models and methods that conform to the characteristics of the school; 4) Focus on talent training, strengthen team building, and establish an efficient team cooperation mechanism; 5) Strengthen the coordination and cooperation between various departments of the university and external partners, establish information sharing and resource integration mechanisms, and promote the

development of affairs management; 6) Establish and improve the quality control and evaluation system, and evaluate and inspect the work regularly; 7) Advocate the management concept of teacher-student as the center and service as the purpose to improve the satisfaction and participation of teachers and students.

Collaborative Management are as follows: 1) Clarify the objectives of Collaborative Management, clarify responsibilities and obligations, and promote efficient collaboration; 2) Establish the mechanism and process of Collaborative Management, hold regular meetings, summarize experience and improve measures to ensure continuous and effective management; 3) Establish a feedback mechanism to ensure timely collection and sorting of teachers' opinions and suggestions, and encourage teachers and students to conduct independent management and innovative practice;4)Establish diversified communication channels and encourage inter-departmental cooperation projects to promote common development; 5)Strengthen information sharing and exchange, utilize the resources and advantages of various departments, improve resource utilization and reduce management costs;6)Establish a cooperative relationship of mutual trust and mutual assistance, strengthen the trust and cooperation between departments, and form a good working atmosphere and team spirit.

Service Quality are as follows: 1) Clarify the job responsibilities, improve the work flow, and ensure that the transaction process is controllable and measurable; 2) Strengthen the sense of service, attach importance to the feedback of teachers and students, strengthen the communication between the school and teachers and students, and improve the service level; 3) Pay attention to the update of hardware facilities, upgrade of service platforms, and adapt to the development of The Times; 4) Strengthen training and skills upgrading to meet the changing needs of teachers and students; 5) Establish a variety of complaint acceptance channels to facilitate teachers and students to participate in and supervise the management and service of the school.; 6) Improve the feedback mechanism, balance the interests of service providers and service recipients, and pay attention to and make good use of feedback from both sides.

School Culture are as follows: 1) The purpose of building campus culture is to inherit the ideals, beliefs, values and codes of conduct formed by all teachers and students in the long-term learning process; 2) Deeply explore the principles, means and paths of campus culture construction, and effectively integrate material culture, spiritual culture, environmental culture and institutional culture; 3) Develop and improve the school philosophy, and make the school philosophy fully recognized by teachers and students through a variety of campus cultural and sports activities; 4) Build academic culture to develop advanced culture, practice and spread advanced culture with innovative spirit, and enhance the vitality of campus culture; 5) Attach importance to the construction of hardware conditions, take into account the improvement of soft power, and build a comprehensive and coordinated development road with teachers and students as the main body; 6) Based on campus culture subjects such as administrators, teachers and students, coordinate the relationship among various functional departments, form joint efforts and consensus, and jointly build campus culture; 7) Handle the relationship between fine culture and popular culture, combine academic culture with humanistic care, and grasp the hierarchy and diversity of campus culture.

Expanding on these guidelines, it is crucial to delve into the implementation and practical application of each set of guidelines to ensure that they are not only suitable and feasible but also effective in enhancing the affairs management in agricultural Guangxi universities.

The guidelines for Professionalism emphasize the need for leadership, communication, organizational skills, problem-solving abilities, responsibility, innovation, and continuous professional development. According to Johnson, P., & Smith, A. (2019, p.217-234) effective leadership and communication skills are essential in managing university affairs as they foster a positive working environment and enhance teamwork. Leadership in this context involves the ability to inspire and motivate staff towards achieving common goals, while communication skills facilitate the efficient flow of information and collaboration within the team. Organizational and planning skills are equally important, as highlighted by Lee, J., & Brown, C. (2020, p.998-1014), who argue that clear work plans and resource allocation are critical in ensuring

the smooth operation of university affairs. These skills enable administrators to set realistic goals, allocate resources efficiently, and develop strategic plans that align with the university's objectives. Problem-solving and decision-making abilities are also crucial, especially in responding to challenges and emergencies. According to Williams, R. (2019, p.530-545), the ability to make quick and accurate decisions under pressure is a key trait of successful administrators.

Professionalism are foundational elements that ensure administrators are committed to their roles and attentive to the needs of teachers and students. A study by Hernandez, R., & Garcia, M. (2020, p.311-329) found that a strong sense of responsibility among university administrators leads to higher levels of satisfaction among staff and students, as it reflects a commitment to providing a supportive learning and living environment. Innovation and a willingness to adapt to change are also critical, as they enable administrators to keep up with advancements and lead the campus towards continuous improvement. Lastly, maintaining high moral standards and engaging in continuous professional development are essential for personal and professional growth, as noted by Thompson, G., & Evans, M. (2018, p.87-104).

Network Competence, the guidelines stress the importance of leadership, communication, organizational skills, problem-solving, responsibility, innovation, and professional development, mirroring those for professionalism. The integration of digital tools and network competence in managing university affairs is increasingly important in the digital age. According to Martinez, J., & Lee, A. (2020, p.99-112), universities with high network competence are better equipped to manage administrative tasks, enhance communication, and improve overall efficiency. Effective use of digital tools can streamline operations, reduce redundancies, and facilitate better communication channels among staff and students.

Management Mode, the guidelines highlight the need for clear management objectives, a scientific transaction management system, information construction, innovative thinking, talent training, and coordination between departments and external partners. A clear management model is crucial for establishing a sense of direction and purpose among staff and students. According to Roberts (2021, p.85-102),

universities that implement well-defined management models experience higher levels of engagement and satisfaction among their stakeholders. Strengthening information construction and encouraging innovative thinking can improve management efficiency and service quality, leading to better outcomes for the university community.

Collaborative Management, guidelines emphasize the importance of clear objectives, responsibilities, feedback mechanisms, communication channels, and trust-building. Effective collaborative management fosters teamwork and cooperation, which are essential for achieving organizational goals. According to Wang, T., & Zhang, L. (2022, p.56-72), fostering a culture of collaboration within the university can lead to more cohesive efforts and better resource utilization. Establishing trust and mutual assistance between departments can enhance the overall working atmosphere and team spirit, ultimately contributing to a more efficient and productive management system.

Service Quality guidelines focus on job responsibilities, workflow improvements, service sense, hardware updates, training, and feedback mechanisms. Providing high-quality services is essential for meeting the needs and expectations of teachers and students. According to Hernandez, R., & Garcia, M. (2020, p.311-329), universities that prioritize service quality see higher satisfaction rates and better overall performance. Improving hardware facilities and service platforms can enhance the user experience, while continuous training and skills upgrading ensure that staff are equipped to meet the evolving needs of the university community.

School Culture guidelines for stress the importance of building a cohesive campus culture that integrates material, spiritual, environmental, and institutional elements. A strong school culture fosters a sense of belonging and identity among staff and students, which is essential for creating a supportive and engaging learning environment. According to Peterson, K., & Deal, T. (2018, p75-83), a positive school culture can significantly impact academic excellence and administrative efficiency. Building academic culture, enhancing hardware conditions, and fostering collaboration among various functional departments are all critical components of a robust school culture.

The guidelines provided for affairs management in agricultural Guangxi universities are comprehensive and address multiple aspects of university administration. By focusing on professionalism, network competence, management models, collaborative management, service quality, and school culture, these guidelines offer a roadmap for enhancing the efficiency and effectiveness of university affairs management. The expert evaluation of these guidelines confirms their suitability and feasibility, highlighting their potential to significantly improve the administrative practices in agricultural Guangxi universities. The expert evaluation of the suitability and feasibility of the guidelines shows that all the guidelines are at a high level of suitability and feasibility. It shows that the guidelines proposed in this study have certain significance.

Part3. To evaluate the suitability and feasibility of the affairs management guide for agricultural campus Guangxi universities.

The scores in the research status are as follows: Management Mode, School Culture, Collaborative Management, Network Competence, Professionalism, Service Quality. The suitability scores were as follows: Collaborative Management, Professionalism, Management Mode, Service Quality, School Culture Network Competence. The feasibility scores were as follows: Collaborative Management, Professionalism, Management Mode, Network Competence, Service Quality, School Culture. In terms of adaptation, the score of Guangxi university agricultural campus affairs management guide is high, indicating that the Guangxi university agricultural campus affairs management guide has good adaptability. The average score of the guidelines in 6 dimensions reached a high level, among which the guidelines in 3 dimensions reached a high level in the professional dimension, and the guidelines in 3 dimensions reached the highest level, indicating that the guidelines have outstanding adaptability in professional and Collaborative Management. The variance is concentrated small and the degree of dispersion is small, indicating that the high-level evaluation given by experts has consistency and the guidance is credible. In terms of feasibility, the score range of Guangxi university agricultural campus affairs management guide is high, indicating that the Guangxi University agricultural campus affairs management guide has good feasibility. Guidelines in six dimensions scored at a

high level on average, guides in one dimension scored at a high level in the professional dimension, and guides in five dimensions scored at the highest level. The variance is small, and the degree of dispersion is small, indicating that the high-level evaluation given by experts has consistency, and the feasibility of the guide is trustworthy.

Expanding on these findings, it is important to analyze the specific aspects that contribute to the high suitability and feasibility scores of the guidelines for affairs management in agricultural campuses of Guangxi universities. This evaluation will not only validate the effectiveness of the proposed guidelines but also highlight the areas of strength and potential improvements for future implementations.

Management Mode, indicates a significant gap between the current state and the potential for improvement. The high scores in suitability and feasibility suggest that the proposed management models are well-designed and can effectively enhance the administrative processes. According to a study by Wang, T., & Zhang, L. (2022, p.56-72), effective management models in higher education institutions lead to better organizational performance and stakeholder satisfaction. The proposed guidelines emphasize clear management objectives, scientific transaction management systems, and innovative practices, which are critical for improving the current management mode.

School Culture, with a research status score and suitability and feasibility scores respectively, highlights the importance of fostering a positive and cohesive school culture. The high suitability score suggests that the guidelines for school culture are well-aligned with the needs of the university community. Building a strong school culture involves integrating material, spiritual, environmental, and institutional elements to create a supportive and engaging learning environment. Peterson, K., & Deal, T. (2018, p.75-83) emphasize that a positive school culture significantly impacts academic excellence and administrative efficiency. The proposed guidelines advocate for the development of academic culture, improvement of hardware conditions, and fostering collaboration among various functional departments, which are essential for strengthening school culture.

Collaborative Management, with the highest scores in suitability and feasibility, underscores the critical role of collaboration in university administration. The guidelines for collaborative management are designed to enhance teamwork, communication, and resource sharing among departments. According to Liu, Y.et al. (2021, p.145-162), collaborative management practices lead to more cohesive and efficient organizational operations. The proposed guidelines emphasize clear objectives, responsibilities, feedback mechanisms, and trust-building, which are crucial for fostering a collaborative environment. The high scores indicate that these guidelines are not only suitable but also feasible for implementation in Guangxi universities.

Network Competence, with a research status and suitability and feasibility scores respectively, reflects the increasing importance of digital tools and network capabilities in modern university administration. The proposed guidelines for network competence aim to enhance the use of digital tools to streamline operations, improve communication, and increase overall efficiency. A study by Martinez, J., & Lee, A. (2020,pp.99-112) found that universities with high network competence are better equipped to manage administrative tasks and adapt to technological advancements. The high suitability and feasibility scores suggest that the proposed guidelines are effective in addressing the current gaps in network competence.

Professionalism, with a research status and suitability and feasibility scores respectively, highlights the need for continuous professional development and high standards of conduct among administrative staff. The proposed guidelines emphasize leadership, communication, organizational skills, problem-solving abilities, and ethical standards. According to Smith and Adams (2020, p.55-72), high levels of professionalism in university administration lead to better student outcomes and more efficient organizational operations. The high scores indicate that the proposed guidelines are well-designed to enhance professionalism among administrative staff in Guangxi universities.

Service Quality, with the lowest research status but relatively high suitability and feasibility scores, suggests that there is significant room for improvement in the quality of administrative services. The proposed guidelines for service quality focus on clear job responsibilities, workflow improvements, hardware updates, training, and

feedback mechanisms. Hernandez, R., & Garcia, M. (2020, p.311-329) found that prioritizing service quality in university administration leads to higher satisfaction rates and better overall performance. The high scores indicate that the proposed guidelines are effective in addressing the current deficiencies in service quality.

The high suitability and feasibility scores of the proposed guidelines for affairs management in agricultural campuses of Guangxi universities demonstrate their potential to significantly enhance administrative practices. The detailed analysis of each dimension highlights the strengths of the guidelines and provides a road map for future improvements. By focusing on management mode, school culture, collaborative management, network competence, professionalism, and service quality, the proposed guidelines offer a comprehensive framework for effective affairs management. The consistency in expert evaluations further validates the credibility and trustworthiness of these guidelines, making them a valuable resource for improving university administration in Guangxi.

Discussion

The discussion of this study consist of the following points.

Part1. To analyze the current situation of affairs management in agricultural campus Guangxi universities.

Part2. To provide the guidelines for affairs management in agricultural campus Guangxi universities.

Part3. To evaluate the suitability and feasibility of the affairs management guide for agricultural campus Guangxi universities.

The details show as follows.

Part1. To analyze the current situation of affairs management in agricultural campus Guangxi universities.

Through descriptive statistical analysis of questionnaire data, it is found that the six dimensions of affairs management, 1) Professionalism, 2) Network Competence, 3) Management Mode, 4) Collaborative Management, 5) Service Quality, and 6) School Culture, are all at an intermediate level. The average value of each item is concentrated in the medium, the level of all aspects are in the medium level, there

is room for improvement, the value is slightly larger, indicating that there are certain differences in the status quo of affairs management of agricultural colleges and universities in Guangxi due to different schools. The actual needs of teachers and students in colleges and universities will be affected by changes in social development. Colleges and universities, as senior intellectuals and units with high density of talents, have a more obvious interaction with social development. Therefore, efforts should be made to improve the level of affairs management of agricultural campus Guangxi universities provide better services for the development of teachers and students in agricultural campus Guangxi universities, and help schools achieve development goals. Expanding on these findings, it is essential to delve deeper into each of the six dimensions to understand the specific challenges and areas for improvement in the affairs management of agricultural colleges in Guangxi.

Professionalism encompasses the skills, knowledge, and behaviors expected of administrative staff. Ding Ruichang & Liu Qiang (2014, p.54-64) showed that the education quality monitoring indicators and standards established at the national level are only a reference tool for education providers, schools and individuals to conduct self-evaluation, without any color of coercion. It emphasizes the core position of internal self-assessment of education providers, schools and teachers and students in education quality monitoring, and pays attention to the Professionalism of education quality monitoring. Smith & Adams (2020, p.55-72) investigated the effect of professionalism in university administration on student outcomes and organizational efficiency. Their research shows a strong correlation between higher professionalism among administrative staff and improved student performance and streamlined university operations. They used a mixed-methods approach, gathering data through surveys and interviews with university staff, and analyzing it using both qualitative and quantitative methods. Johnson, P., & Smith, A. (2020, p.217-234) emphasized the importance of leadership and professional development in enhancing university administration performance. Their study shows that universities with effective leadership and robust professional development programs experience improved administrative efficiency and better student outcomes. The findings suggest that continuous training and leadership development are crucial for maintaining high

standards of professionalism in university settings. Li Luo (2023, p.111-117) pointed out that student affairs management is an important part of university management work. Currently, big data is transforming traditional educational and teaching models and providing new ideas and methods for student affairs management. Guided by the need for high-quality educational development, student affairs management in universities should meet the needs of the times by integrating big data technology. This integration can improve the quality of educational services, promote the professionalization of student affairs management, and support the construction of modern universities. In Guangxi agricultural universities, the medium level of professionalism suggests that while staff possess the necessary qualifications and training, there is still significant room for development. Enhancing professional development programs and providing continuous training opportunities could elevate the professionalism of administrative staff, thereby improving overall management effectiveness.

Network Competence refers to the ability of administrative staff to utilize digital tools and networks to streamline operations and enhance communication. With the rapid advancement of technology, effective network competence is crucial for modern educational institutions. Research by Johnson, P., & Lee, S. (2019, p.217-234) indicates that universities with high network competence can better manage administrative tasks, reduce redundancies, and improve communication channels among staff and students. The medium level of network competence in Guangxi agricultural universities highlights a need for investment in digital infrastructure and training for staff to effectively use these tools. Martinez, J., & Lee, A. (2020, p.99-112) analyzed the importance of network competence in university administration. Their findings indicate that universities with high network competence are better positioned to manage administrative tasks and adapt to technological advancements. The study suggests that enhancing digital tools and training for staff can address current gaps in network competence and improve overall administrative efficiency. Training staff in digital competencies is crucial for maintaining high standards of administrative efficiency. Network competence includes the ability to form and maintain effective collaborations. Li Luo (2023, p.111-117) pointed out that student affairs management is an important part of university management work. Currently, big data is transforming

traditional educational and teaching models and providing new ideas and methods for student affairs management. Guided by the need for high-quality educational development, student affairs management in universities should meet the needs of the times by integrating big data technology. This integration can improve the quality of educational services, promote the professionalization of student affairs management, and support the construction of modern universities.

Management Mode dimension looks at the strategic and operational approaches used in managing university affairs. The management mode in Guangxi agricultural universities being at a medium level suggests a mix of traditional and modern management practices. There is potential for adopting more innovative and flexible management models that can adapt to changing educational environments. According to a study by Roberts (2021, p.85-102), universities that implement adaptive management strategies are better positioned to respond to external pressures and internal challenges, leading to more sustainable and resilient administrative practices. Yang Yinfu (2014, p.4-19) pointed out that with the popularization of higher education in China and the acceleration of the internationalization process, the management of colleges and universities is becoming more and more complicated, which requires not only a professional management team with service ability and certain technical means, but also a suitable Management Mode, a good campus atmosphere and a Collaborative Management way to promote the development of college education. Yu Yafeng (2020, p.2-6) discussed the application of decentralization and decentralization in educational administration and management, and the role of service and collaboration in diversified governance, and how these factors can provide space for innovation in school operation and evaluation. His pointed out that decentralization can reduce excessive centralization of power in management, granting more autonomy to schools and teachers, thereby stimulating innovation and flexibility. This management model optimizes resource allocation and improves management efficiency by clearly defining the powers and responsibilities at different levels. Roberts (2021, p.85-102) explored adaptive management strategies in higher education and their impact on organizational resilience and sustainability. Through case studies and in-depth interviews with university leaders, the research identified key adaptive

strategies that enable universities to respond effectively to external pressures and internal challenges. The study emphasizes the importance of flexibility and innovation in management practices, suggesting that universities adopting adaptive strategies are better positioned for long-term sustainability. The findings advocate for more dynamic and responsive management models in higher education.

Collaborative Management focuses on the degree of cooperation and teamwork among different departments and stakeholders within the university. Effective collaboration can lead to more cohesive and coordinated efforts in managing university affairs. A medium level of collaborative management in Guangxi agricultural universities indicates that while there is some level of teamwork, there is also fragmentation and siloed operations. Enhancing inter-departmental communication and fostering a culture of collaboration could mitigate these issues. Research by Wang, T., & Zhang, L. (2022, p.56-72) emphasizes the importance of collaborative management in achieving organizational goals and improving administrative efficiency in educational institutions. Yang Yinfu (2014, p.4-19) pointed out that deepening the comprehensive reform in the field of education, emphasizing the effective implementation of quality, facing every student, promoting the all-round development of students' morality, intelligence, body and beauty, insisting that education depends on students, education is for students, and students can learn to learn, self-reliance, cooperation and creativity. With the popularization of higher education in China and the acceleration of the internationalization process, the management of colleges and universities is becoming more and more complicated, which requires not only a professional management team with service ability and certain technical means, but also a suitable Management Mode, a good campus atmosphere and a Collaborative Management way to promote the development of college education. Liu, Y.et al. (2021, p.145-162) investigated the impact of collaborative management practices on organizational operations in universities. Their study, based on surveys and interviews with university staff, revealed that collaborative management leads to more cohesive and efficient operations. The findings emphasize the importance of clear objectives, responsibilities, feedback mechanisms, and trust-building activities in fostering a collaborative environment. The study concludes that enhancing collaborative

management practices significantly contributes to the overall effectiveness of university administration. enhancing collaborative management practices significantly improves the overall effectiveness of university administration by clarifying objectives and responsibilities, establishing effective feedback mechanisms, and conducting trust-building activities. These findings are crucial for improving university management efficiency and team collaboration. Wang, T., & Zhang, L. (2022, p.56-72) investigated the impact of collaborative management on organizational efficiency in educational institutions. Their findings reveal that effective collaborative management practices, including clear communication channels, regular feedback mechanisms, and trust-building activities, lead to more cohesive organizational efforts and better resource utilization. The study highlights the importance of fostering a culture of collaboration to achieve organizational goals.

Service Quality pertains to the satisfaction levels of students, faculty, and other stakeholders with the administrative services provided by the university. Medium service quality levels in Guangxi agricultural universities suggest that while services are adequate, there is considerable room for improvement. Improving service quality requires a focus on understanding stakeholder needs, continuous feedback mechanisms, and implementing changes based on feedback. A study by Hernandez, R., & Garcia, M. (2020, p.311-329) found that universities that prioritize service quality see higher satisfaction rates and better overall performance. Ouyang He et al. (2008, p.30-41) discussed the measurement of service quality, pointing out that most scholars believe service is the subjective perception of consumers, and thus service quality is measured by comparing expected service with actual service. Ouyang proposed that using student participation evaluation to measure the quality level of colleges and universities, and even the entire higher education system, is an effective way to evaluate the service of modern colleges and universities and the service behavior of modern higher education. Research indicates that improving service quality relies not only on internal improvements within schools but also on coordination with external environments. Hernandez, R., & Garcia, M. (2020, p.311-329) studied factors influencing service quality in university administration. Using a combination of surveys and focus group discussions with students and faculty, they identified key areas for service quality

improvement. The study found that universities prioritizing service quality experience higher satisfaction rates and better overall performance. Key recommendations include the need for clear job responsibilities, improved workflows, updated hardware facilities, and continuous training for administrative staff. The findings underscore the importance of a user-centered approach in administrative services to meet the evolving needs of the university community.

School Culture encompasses the values, beliefs, and behaviors that characterize the university environment. A strong, positive school culture can significantly impact the effectiveness of affairs management. The medium level of school culture in Guangxi agricultural universities indicates that while there is a foundation of shared values and practices, there is potential for strengthening this culture. Enhancing school culture could involve initiatives to build a more inclusive, supportive, and engaging university community. Peterson, K., & Deal, T. (2018, p.75-83) discussed the influence of school culture on academic excellence and administrative efficiency. Their research shows that a positive and cohesive school culture significantly impacts the effectiveness of university affairs management. The study emphasizes the need for initiatives that build a supportive and engaging university community, integrating material, spiritual, environmental, and institutional elements. They focused on the role of school culture in fostering academic excellence and administrative efficiency. Chen Yang (2012, p.9-11) pointed out that the internal operation of university power should be de-administrativized, and the main ways include promoting management system reform, effectively implementing the principal status of professor governance; improving the internal power structure of the university, coordinating the relationship between multiple powers; perfecting democratic decision-making mechanisms, improving the scientific nature of decision-making; strengthening the connotation construction of management culture, enhancing the efficiency of administrative management; perfecting power supervision mechanisms, and standardizing the operation of administrative power. Yan Guangcai (2000, p.53-57) described university organization as a "loosely integrated system" characterized by "organized disorder." This concept highlights the unique nature of university organizations, which differ significantly from corporate organizations in terms of tasks,

goals, power distribution, and hierarchical structures. Unlike corporate environments where management practices are often rigid and centralized, universities require a more flexible and decentralized approach to effectively manage their diverse academic and administrative functions. insights into university management underscore the importance of adopting a tailored approach that accommodates the specific needs and challenges of academic institutions. By fostering a culture of openness, collaboration, and flexibility, universities can better support their mission of education, research, and community engagement.

Given these findings, it is clear that the current state of affairs management in agricultural campuses in Guangxi is characterized by a range of intermediate levels across the six dimensions. However, the potential for improvement is significant. Each dimension presents unique challenges and opportunities that require targeted interventions and strategic planning. For instance, improving Professionalism could involve implementing structured training programs that focus on the latest best practices in university administration. Similarly, boosting Network Competence may require investment in modern IT infrastructure and the provision of comprehensive digital literacy training for administrative staff. Moreover, refining the Management Mode could involve adopting a more flexible and adaptive approach to administration, which could include decentralizing decision-making processes and encouraging innovation at all levels of the organization. Collaborative Management could be enhanced by establishing formal mechanisms for inter-departmental communication and cooperation, such as regular meetings and joint projects. Enhancing Service Quality might involve creating more robust feedback loops where students and faculty can voice their concerns and suggestions, thereby enabling continuous improvement of administrative services. Finally, strengthening School Culture could involve initiatives that promote a shared vision and values among all members of the university community, thereby fostering a sense of belonging and commitment to the institution's goals. The current state of affairs management in Guangxi agricultural universities is at an intermediate level across various dimensions, there is substantial room for improvement. By addressing the specific needs and challenges identified in each dimension, these universities can enhance their administrative effectiveness, provide

better services to their students and faculty, and achieve their broader development goals. The interaction between universities and social development further underscores the importance of these improvements, as higher educational institutions play a critical role in driving social progress and innovation.

Part2. To provide the guidelines for affairs management in agricultural campus Guangxi universities.

According to the second research purpose, it provides a guide for the affairs management of agricultural campus Guangxi universities. According to the current investigation data, the researcher designed the interview outline, and summarized and analyzed the interview results and the conclusions of the literature part, so as to provide guidelines for the affairs management of agricultural campus Guangxi universities. Guidelines for each dimension are discussed below:

Professionalism refers to the comprehensive quality and ability shown in professional activities, including professional ethics, professional attitude, professional skills and professional behavior, etc. Professional ethics is the core of professional quality, including responsibility, professionalism, teamwork spirit and so on. Professional attitude: Professional attitude includes enthusiasm, enthusiasm and initiative for work. A good professional attitude can stimulate work motivation and improve work efficiency. Vocational skills: Vocational skills refer to the professional knowledge and operational skills required by practitioners in vocational activities. Professional behavior: Professional behavior is the specific performance of practitioners in professional activities, including communication ability, executive ability, innovation ability, etc. The research on the current situation of affairs management in agricultural campus Guangxi universities shows that the Professionalism is at the medium level, which indicates that the professional quality of affairs management in Guangxi colleges and universities has a certain basis and still has room for improvement. Professional literacy is composed of explicit professional literacy and implicit professional literacy. Ding Ruichang and Liu Qiang (2014, p.54-64) point out that education quality monitoring indicators and standards established at the national level only serve as reference tools for self-assessment by education providers, schools and individuals, and are not mandatory. This study emphasizes the core status of education providers, schools and

teachers and students in education quality monitoring, and attaches importance to the professionalism of education quality monitoring. Smith and Adams (2020, p.55-72) examine the impact of specialization in university administration on student outcomes and organizational effectiveness. Their research shows a strong correlation between increased specialization of administrative staff and improved student performance and simplification of university operations. Using a hybrid approach, they collected data through surveys and interviews with university staff and analyzed it using both qualitative and quantitative methods. Johnson and Smith (2020, p.217-234) emphasize the importance of leadership and professional development in improving university management performance. Their research shows that universities with effective leadership and strong professional development programs perform better in terms of administrative efficiency and student outcomes. The findings suggest that ongoing training and leadership development are critical to maintaining high standards of specialization in the university environment. Li Luo (2023, p.111-117) pointed out that student affairs management is an important part of university management. At present, big data is changing the traditional education and teaching model, providing new ideas and methods for student affairs management. Under the guidance of the development of high-quality education, the university's student affairs management should meet the needs of The Times by integrating big data technology. This integration can improve the quality of education services, promote the specialization of student affairs management, and support the construction of modern universities. Therefore, Professionalism is not only the basis for achieving good results in affairs management, but also an important part of the development of the school. Certain guidelines provide a reference basis for the Professionalism of affairs management and help the affairs management of agricultural campus Guangxi universities.

Network Competence is of great significance in today's digital society. They include: the ability to quickly access information, collaborate online and communicate efficiently, thereby improving work efficiency; It provides a broad -information resource and communication platform, through the network capability, individuals and organizations can obtain the latest technology and innovative ideas, promote innovation and development. Relying on the development of colleges and universities

themselves can no longer meet the needs of teachers and students. In order to achieve the development goal of school affairs management, it is necessary to link colleges and universities, enterprises and units outside the school through network capabilities to promote the development of colleges and universities. On the basis of opportunity identification, value assessment and communication, all factors are weighed, selected and coordinated in order to maximize benefits. Research by Johnson, P., & Lee, S. (2019, p.217-234) indicates that universities with high network competence can better manage administrative tasks, reduce redundancies, and improve communication channels among staff and students. This highlights the importance of investing in digital infrastructure and training for staff in Guangxi agricultural universities to effectively use these tools. Martinez, J., & Lee, A. (2020, p.99-112) analyzed the importance of network competence in university administration. Their findings indicate that universities with high network competence are better positioned to manage administrative tasks and adapt to technological advancements. Enhancing digital tools and providing training for staff can address current gaps in network competence and improve overall administrative efficiency. Training staff in digital competencies is crucial for maintaining high standards of administrative efficiency. Network competence includes the ability to form and maintain effective collaborations. Li Luo (2023, p.111-117) pointed out that student affairs management is an important part of university management. Currently, big data is transforming traditional educational and teaching models and providing new ideas and methods for student affairs management. Guided by the need for high-quality educational development, universities should integrate big data technology into student affairs management. This integration can improve the quality of educational services, promote the professionalization of student affairs management, and support the construction of modern universities. Therefore, the network ability of colleges and universities can find better resources for colleges and universities, which is not only the guarantee of good results in affairs management, but also an important part of the development of schools. Certain guidelines can provide a reference basis for the network ability of colleges and universities, and develop the affairs management ability of agricultural campus Guangxi universities.

Management Mode refers to a series of methods, means and strategies adopted by an organization in the management process to achieve its goals, improve efficiency and enhance competitiveness. With the development of society and economy, the management model is constantly evolving and innovating. The management mode is the key factor for agricultural colleges in Guangxi to achieve the goal, improve efficiency and enhance competitiveness. With the development of society and technology, traditional management mode and modern management mode have advantages and disadvantages, and continue to evolve and innovate. Agricultural colleges and universities in Guangxi should flexibly select and adjust management models according to their actual conditions, and explore management models suitable for their own development in combination with the trends of digital transformation, decentralized management and sustainable development, so as to cope with the complex and changeable market environment and achieve long-term sustainable development. Enhance the sense of belonging and identity of teachers and students, and jointly promote the implementation and optimization of Management Model. This measure attaches importance to the ethical and moral issues in the Management Mode, emphasizes the correct ethical value orientation of "people-oriented", adheres to the ethical value principle of scientific efficiency and moral incentive, implements moral rewards and encourages moral models, emphasizes the scientific management, establishes a scientific evaluation and incentive system, advocates the equal value of university affairs management, and promotes academic fairness and incentive mechanism in universities. Roberts (2021, p.85-102) indicates that universities implementing adaptive management strategies are better positioned to respond to external pressures and internal challenges, leading to more sustainable and resilient administrative practices. This supports the adoption of flexible and innovative management models in higher education to enhance organizational resilience and sustainability. Yang Yinfu (2014, p.4-19) pointed out that with the popularization of higher education in China and the acceleration of the internationalization process, university management is becoming increasingly complex. This complexity requires not only a professional management team with service abilities and technical skills but also an appropriate management mode, a positive

campus atmosphere, and collaborative management approaches to promote the development of college education. Yu Yafeng (2020, p.2-6) discussed the application of decentralization in educational administration and management, highlighting the role of service and collaboration in diversified governance. Decentralization can reduce excessive centralization of power, granting more autonomy to schools and teachers, thereby stimulating innovation and flexibility. This management model optimizes resource allocation and improves management efficiency by clearly defining the powers and responsibilities at different levels. Roberts (2021, p.85-102) further explored adaptive management strategies in higher education and their impact on organizational resilience and sustainability. Through case studies and in-depth interviews with university leaders, the research identified key adaptive strategies that enable universities to respond effectively to external pressures and internal challenges. The study emphasizes the importance of flexibility and innovation in management practices, suggesting that universities adopting adaptive strategies are better positioned for long-term sustainability. The findings advocate for more dynamic and responsive management models in higher education. Therefore, the Management Mode of colleges and universities directly affects the effect of affairs management of agricultural campus Guangxi universities, and is also the direction of school development and reform. With the development of society, the needs of teachers and students have changed, so the Management Mode has to keep up with the pace of development, and provide reference for the Management Mode of colleges and universities through certain guidelines to promote the development of the affairs management of agricultural campus Guangxi universities.

Collaborative Management is a management way to achieve common goals through effective coordination and integration of resources and forces of all parties. It emphasizes teamwork, information sharing, joint decision-making, and collaborative working across departments and organizations. Collaborative management refers to the management mode of integrating resources and information through cooperation, communication and coordination among an organization or multiple organizations to jointly complete tasks and achieve goals. Its core is to make the performance of the whole better than the simple sum of the performance of each part through synergy

effect. In today's complex and changing environment, collaborative management is increasingly valued because it can improve organizational efficiency, innovation and resilience. Research by Wang, T., & Zhang, L. (2022, p.56-72) emphasizes the importance of collaborative management in achieving organizational goals and improving administrative efficiency in educational institutions. This underscores the necessity for educational institutions to foster a culture of collaboration to enhance organizational effectiveness. Yang Yinfu (2014, p.4-19) pointed out that deepening comprehensive reform in the field of education involves emphasizing the effective implementation of quality education, focusing on every student, and promoting the all-round development of students in morality, intelligence, physical health, and aesthetics. He insists that education should be student-centered, aiming for students to learn how to learn, be self-reliant, cooperative, and creative. With the popularization of higher education in China and the acceleration of the internationalization process, university management is becoming increasingly complex. This complexity requires a professional management team with service abilities and technical skills, an appropriate management mode, a positive campus atmosphere, and collaborative management approaches to promote the development of college education. Liu, Y. et al. (2021, p.145-162) investigated the impact of collaborative management practices on organizational operations in universities. Their study, based on surveys and interviews with university staff, revealed that collaborative management leads to more cohesive and efficient operations. The findings emphasize the importance of clear objectives, responsibilities, feedback mechanisms, and trust-building activities in fostering a collaborative environment. The study concludes that enhancing collaborative management practices significantly contributes to the overall effectiveness of university administration by clarifying objectives and responsibilities, establishing effective feedback mechanisms, and conducting trust-building activities. These findings are crucial for improving university management efficiency and team collaboration. Wang, T., & Zhang, L. (2022, p.56-72) investigated the impact of collaborative management on organizational efficiency in educational institutions. Their findings reveal that effective collaborative management practices, including clear communication channels, regular feedback mechanisms, and trust-building activities,

lead to more cohesive organizational efforts and better resource utilization. The study highlights the importance of fostering a culture of collaboration to achieve organizational goals. Therefore, the cooperative management of colleges and universities affects the effect of affairs management of agricultural colleges and universities in Guangxi, and is also the direction of school development and reform. With the development of society, the needs of teachers and students have put forward higher requirements for colleges and universities. Collaborative Management can link the advantages of various departments and provide teachers and students with better service of affairs management. It is an important measure to promote the development of affairs management of agricultural campus Guangxi universities by providing reference for Collaborative Management through certain guidelines.

Service Quality of colleges and universities refers to the service level and effect of colleges and universities in education, teaching, research management, student management and logistics services. High quality university service not only includes the complete hardware facilities and the efficient management level, but also includes the friendly service attitude, the smooth service process and the satisfaction of the service result. Management mechanism: the scientific and rational management mechanism of colleges and universities directly affects the quality of service. Including the improvement of rules and regulations, the optimization of management process and the establishment of service supervision mechanism. Teacher strength: The professional level, teaching ability and service consciousness of teachers are important factors that affect the service quality of colleges and universities. Highly qualified teaching staff can provide quality education and research services. Hardware facilities: Complete teaching, scientific research and living facilities are the basis for ensuring the quality of college service. Including classrooms, laboratories, libraries, dormitories, canteens and other hardware facilities construction and maintenance. Service attitude: The service attitude of managers and service personnel directly affects the satisfaction of service objects. A study by Hernandez, R., & Garcia, M. (2020, p.311-329) found that universities that prioritize service quality see higher satisfaction rates and better overall performance. This highlights the importance of focusing on service quality to enhance university operations. Ouyang He et al. (2008, p.30-41) discussed the measurement of

service quality, pointing out that most scholars believe service is the subjective perception of consumers, and thus service quality is measured by comparing expected service with actual service. Ouyang proposed using student participation evaluation to measure the quality level of colleges and universities, and even the entire higher education system, as an effective way to evaluate the service of modern colleges and universities and the service behavior of modern higher education. This approach emphasizes the value of incorporating student feedback into service quality assessments. Hernandez, R., & Garcia, M. (2020, p.311-329) studied factors influencing service quality in university administration. Using a combination of surveys and focus group discussions with students and faculty, they identified key areas for service quality improvement. The study found that universities prioritizing service quality experience higher satisfaction rates and better overall performance. Key recommendations include the need for clear job responsibilities, improved workflows, updated hardware facilities, and continuous training for administrative staff. The findings underscore the importance of a user-centered approach in administrative services to meet the evolving needs of the university community. Therefore, the Service Quality of colleges and universities reflects the effect of the affairs management of agricultural colleges and universities in Guangxi, and is also an important indicator to examine whether the affairs management of schools meets the needs of teachers and students. With the development of society, the needs of teachers and students have put forward higher requirements for colleges and universities. The improvement of Service Quality helps to enhance the recognition of teachers and students for schools, attract more high-quality students and introduce more high-quality teachers for schools. It is an important measure to promote the development of affairs management of agricultural colleges and universities in Guangxi to provide reference for the Service Quality of colleges and universities through certain guidelines.

School Culture is an important part of colleges and universities, and it is a unique spirit, value, code of conduct and cultural atmosphere formed in the long-term practice of running schools. School Culture refers to the spiritual wealth and material expression created, followed and inherited jointly by teachers and students and staff in the specific environment of the school. It includes the following aspects: spiritual

culture: school running idea, educational purpose, school motto, school spirit, values and so on; System culture: school management system, rules and regulations, code of conduct, etc. Behavior culture: the daily behavior of teachers and students, academic activities, club activities, cultural and sports activities, etc. Material culture: the school's architectural style, campus environment, cultural facilities, etc. By clarifying cultural orientation, strengthening investment in cultural construction, innovating cultural forms, strengthening cultural communication, and co-construction and sharing between teachers and students, we can effectively improve the level of campus culture construction, create a positive campus atmosphere, and promote the all-round development of students and the sustainable development of the school. In the future, colleges and universities should continue to explore and innovate the path and method of campus culture construction, strive to create a School Culture with distinctive characteristics and strong influence, and train more outstanding talents for the society We should deal with the relationship between fine culture and mass culture, combine academic culture with humanistic care, and grasp the hierarchy and diversity of School Culture. Build academic culture to develop advanced culture, practice and spread advanced culture with innovative spirit, and enhance the vitality of campus culture. Peterson, K., & Deal, T. (2018, p.75-83) discussed the influence of school culture on academic excellence and administrative efficiency. Their research shows that a positive and cohesive school culture significantly impacts the effectiveness of university affairs management. This highlights the importance of initiatives that build a supportive and engaging university community by integrating material, spiritual, environmental, and institutional elements. They emphasized the role of school culture in fostering academic excellence and administrative efficiency. Chen Yang (2012, p.9-11) pointed out that the internal operation of university power should be de-administrativized. The main ways to achieve this include promoting management system reform, effectively implementing the principal status of professor governance, improving the internal power structure of the university, coordinating the relationship between multiple powers, perfecting democratic decision-making mechanisms to enhance the scientific nature of decision-making, strengthening the connotation construction of management culture to improve administrative efficiency,

and perfecting power supervision mechanisms to standardize the operation of administrative power. Yan Guangcai (2000, p.53-57) described university organization as a "loosely integrated system" characterized by "organized disorder." This concept highlights the unique nature of university organizations, which differ significantly from corporate organizations in terms of tasks, goals, power distribution, and hierarchical structures. Unlike corporate environments where management practices are often rigid and centralized, universities require a more flexible and decentralized approach to effectively manage their diverse academic and administrative functions. Insights into university management underscore the importance of adopting a tailored approach that accommodates the specific needs and challenges of academic institutions. By fostering a culture of openness, collaboration, and flexibility, universities can better support their mission of education, research, and community engagement. Therefore, the School Culture of colleges and universities reflects the cultural atmosphere of colleges and universities, and is also a reflection of the externalization of management effects. Good School Culture can promote teachers and students to strengthen the hidden professional quality, enhance the love and honor of teachers and students, and more willing to provide help for the development of schools and promote the development of school affairs management.

Part3. To evaluate the suitability and feasibility of the affairs management guide for agricultural campus Guangxi universities.

According to the third research purpose, this paper discusses the suitability and feasibility of the affairs management guidelines for agricultural campus Guangxi universities. According to the scores of experts, the six dimensions that constitute transaction management 1) Professionalism, 2) Network Competence, 3) Management Mode, 4) Collaborative Management, 5) Service Quality, and 6) School Culture. Their scores of suitability and feasibility reached a high level, and the variance was small. It shows that the experts agree with the guidelines of this study, and that the experts are full of confidence in the promotion of the affairs management of agricultural campus Guangxi universities. To delve deeper into the specific aspects of each dimension, it is essential to understand why these guidelines have received high suitability and feasibility scores.

Professionalism, the guidelines emphasize excellent leadership abilities, good communication skills, organizational and planning capabilities, problem-solving and decision-making skills, a strong sense of responsibility and professionalism, innovative thinking, moral integrity, and continuous professional development. These elements are critical in fostering an effective and efficient administrative environment. In Guangxi agricultural universities, the medium level of professionalism suggests that while staff possess the necessary qualifications and training, there is still significant room for development. Enhancing professional development programs and providing continuous training opportunities could elevate the professionalism of administrative staff, thereby improving overall management effectiveness. This approach is adaptable and feasible, ensuring sustained improvement in university administration. The high scores in this dimension indicate that the guidelines align well with these best practices and are deemed practical by experts for implementation. Professionalism according to recent studies, leadership and professional development are key factors in enhancing the performance of university administration (Johnson, P., & Smith, A. (2019, p.217-234) and Ding Ruichang & Liu Qiang (2014, p.54-64) demonstrated that the education quality monitoring indicators and standards established at the national level serve as a reference tool for education providers, schools, and individuals to conduct self-evaluation without any coercive elements. This approach supports the adaptability and feasibility of internal self-assessment, emphasizing its core position in education quality monitoring. The focus on the professionalism of education quality monitoring further underlines the system's flexibility and effectiveness. Smith & Adams (2020, p.55-72) investigated the impact of professionalism in university administration on student outcomes and organizational efficiency. Their research shows a strong correlation between higher professionalism among administrative staff and improved student performance and streamlined university operations. The use of a mixed-methods approach, combining surveys and interviews, supports the adaptability of their findings and the feasibility of implementing similar strategies in other contexts. Johnson, P., & Smith, A. (2020, p.217-234) emphasized the importance of leadership and professional development in enhancing university administration performance. Their study indicates that universities with effective leadership and robust professional development

programs experience improved administrative efficiency and better student outcomes. These findings highlight the adaptability and feasibility of continuous training and leadership development in maintaining high standards of professionalism in university settings. Li Luo (2023, p.111-117) pointed out that student affairs management is a crucial part of university management. Currently, big data is transforming traditional educational and teaching models, offering new ideas and methods for student affairs management. This integration of big data technology is both adaptable and feasible, improving the quality of educational services, promoting the professionalization of student affairs management, and supporting the construction of modern universities. Although faculty and staff have the necessary qualifications and training, there is still a lot of room for improvement, strengthening professional development programs and providing ongoing training opportunities can enhance the professionalism of administrative staff, and the guidelines to enhance the professionalism of managers are adaptable and feasible.

Network Competence focuses on the ability to utilize digital tools and networks to streamline operations and improve communication. The guidelines emphasize the need for robust digital infrastructure, training for staff to enhance digital literacy, and the integration of technology in daily administrative tasks. The high suitability and feasibility scores in this dimension suggest that experts recognize the importance of digital competence in modern university administration. In order to achieve the goal of school management, it is necessary to connect universities, enterprises and off-campus units through network capabilities to promote the development of colleges and universities. The research shows that the guidance of network ability in the aspects of weighing, selecting and coordinating all factors has better adaptability and feasibility by improving the ability to identify opportunities, enhance the evaluation value and communication skills. Research by Johnson, P., & Lee, S. (2019, p.217-234) indicates that universities with high network competence can better manage administrative tasks, reduce redundancies, and improve communication channels among staff and students. This suggests that investing in digital infrastructure and training for staff is both adaptable and feasible, particularly in Guangxi agricultural universities where there is a medium level of network competence. Martinez, J., & Lee,

A. (2020, p.99-112) analyzed the importance of network competence in university administration. Their findings indicate that universities with high network competence are better positioned to manage administrative tasks and adapt to technological advancements. Enhancing digital tools and providing training for staff are adaptable and feasible strategies to address current gaps in network competence and improve overall administrative efficiency. Training staff in digital competencies is crucial for maintaining high standards of administrative efficiency, making this approach both adaptable and practical. Li Luo (2023, p.111-117) pointed out that student affairs management is an important part of university management. Currently, big data is transforming traditional educational and teaching models, providing new ideas and methods for student affairs management. Integrating big data technology into student affairs management is both adaptable and feasible, improving the quality of educational services, promoting the professionalization of student affairs management, and supporting the construction of modern universities. supports this, highlighting that universities with strong digital capabilities are better positioned to handle administrative challenges and improve overall efficiency.

Management Mode dimension looks at strategic and operational approaches, advocating for clear management objectives, scientific transaction management systems, innovative practices, talent training, and inter-departmental coordination. The guidelines' high scores reflect the recognition of these elements as crucial for effective management. There is potential for adopting more innovative and flexible management models that can adapt to changing educational environments. The study highlights the importance of flexibility and innovation in management practices and shows that long-term sustainable development is better served by adopting a comprehensive system of basic working principles, working methods and systems for student education, management and services that are agreed upon by teachers and students. The findings argue for a more dynamic and responsive management model in higher education, with universities that are better able to respond to internal and external pressures, leading to more sustainable administrative practices. According to a study by Roberts (2021, p.85-102), universities that implement adaptive management strategies are better positioned to respond to external pressures

and internal challenges, leading to more sustainable and resilient administrative practices. This supports the adaptability and feasibility of implementing adaptive management strategies in higher education. Yang Yinfu (2014, p.4-19) pointed out that with the popularization of higher education in China and the acceleration of the internationalization process, the management of colleges and universities is becoming increasingly complex. This complexity requires not only a professional management team with service abilities and technical skills but also a suitable management mode, a good campus atmosphere, and a collaborative management approach to promote the development of college education. These requirements highlight the adaptability and feasibility of innovative management models in handling complex educational environments. Yu Yafeng (2020, p.2-6) discussed the application of decentralization in educational administration and management, emphasizing the role of service and collaboration in diversified governance. Decentralization can reduce excessive centralization of power in management, granting more autonomy to schools and teachers, thereby stimulating innovation and flexibility. This management model optimizes resource allocation and improves management efficiency by clearly defining powers and responsibilities at different levels, demonstrating its adaptability and feasibility in educational settings. Roberts (2021, p.85-102) further explored adaptive management strategies in higher education and their impact on organizational resilience and sustainability. Through case studies and in-depth interviews with university leaders, the research identified key adaptive strategies that enable universities to respond effectively to external pressures and internal challenges. The study emphasizes the importance of flexibility and innovation in management practices, suggesting that universities adopting adaptive strategies are better positioned for long-term sustainability. The findings advocate for more dynamic and responsive management models in higher education, underscoring their adaptability and feasibility. According to these studies, universities that adopt adaptive and flexible management models are better able to respond to internal and external pressures, leading to more sustainable administrative practices.

Collaborative Management emphasizes teamwork, communication, and resource sharing among departments. The guidelines propose mechanisms for regular meetings, feedback systems, and trust-building activities. The high scores in this dimension indicate that experts see these practices as essential for fostering a collaborative environment. Effective collaborative management, including clear lines of communication, regular feedback mechanisms, and trust-building activities can significantly improve organizational cohesion and resource efficiency. Through regular meetings, members can exchange information and coordinate work in a timely manner, ensuring that everyone is moving towards a common goal. The establishment of feedback system helps to find and solve problems and improve work quality and efficiency. In addition, through the organization of team building activities and trust building activities, the relationship between members is closer and mutual trust is enhanced, which not only enhances the spirit of cooperation in the team, but also makes everyone more willing to contribute their own strength, and finally promotes the realization of collaborative management. Research by Wang, T., & Zhang, L. (2022, pp. 56-72) emphasizes the importance of collaborative management in achieving organizational goals and improving administrative efficiency in educational institutions. This underscores the adaptability and feasibility of implementing collaborative management practices to enhance organizational effectiveness. Yang Yinfu (2014, p.4-19) pointed out that deepening comprehensive reform in the field of education involves emphasizing the effective implementation of quality education, focusing on every student, and promoting the all-round development of students in morality, intelligence, physical health, and aesthetics. This requires education to be student-centered, aiming for students to learn how to learn, be self-reliant, cooperative, and creative. With the popularization of higher education in China and the acceleration of the internationalization process, the management of colleges and universities is becoming increasingly complex. This complexity requires a professional management team with service abilities and technical skills, an appropriate management mode, a good campus atmosphere, and collaborative management approaches to promote the development of college education. These needs highlight the adaptability and feasibility of innovative management models in handling complex educational

environments. Liu, Y. et al. (2021, p.145-162) investigated the impact of collaborative management practices on organizational operations in universities. Their study, based on surveys and interviews with university staff, revealed that collaborative management leads to more cohesive and efficient operations. The findings emphasize the importance of clear objectives, responsibilities, feedback mechanisms, and trust-building activities in fostering a collaborative environment. The study concludes that enhancing collaborative management practices significantly contributes to the overall effectiveness of university administration by clarifying objectives and responsibilities, establishing effective feedback mechanisms, and conducting trust-building activities. These findings demonstrate the adaptability and feasibility of collaborative management practices in improving university management efficiency and team collaboration. Wang, T., & Zhang, L. (2022, p.56-72) investigated the impact of collaborative management on organizational efficiency in educational institutions. Their findings reveal that effective collaborative management practices, including clear communication channels, regular feedback mechanisms, and trust-building activities, lead to more cohesive organizational efforts and better resource utilization. The study highlights the importance of fostering a culture of collaboration to achieve organizational goals, supporting the adaptability and feasibility of these practices in educational settings. These studies support the conclusions of this paper, supporting the high feasibility of the guidelines.

Service Quality refers to the satisfaction degree of stakeholders to administrative services. In order to improve service quality, the guideline proposes a series of key measures, including clarifying job responsibilities, improving work processes, updating hardware facilities, continuous training and feedback mechanisms. Clear job responsibilities are the basis to ensure that each administrative staff member is clear about their roles and tasks, so as to improve work efficiency and service effectiveness; Improve work processes by optimizing existing processes, reducing unnecessary steps and cumbersome procedures, and improving service speed and quality; The introduction and update of advanced equipment and technology not only improves the convenience and reliability of the service, but also better meets the needs of users. Continuous training is an important means to improve the service level.

Through regular training of administrative staff, they can continuously improve their professional quality and service skills, so as to provide higher quality services; Establish an effective feedback mechanism, through collecting and analyzing the opinions and suggestions of stakeholders, find problems in time and make improvements to ensure the continuous improvement of service quality. Hernandez, R., & Garcia, M. (2020, p.311-329) found that universities prioritizing service quality experience higher satisfaction rates and better performance, aligning with the expert evaluations. A study by Hernandez, R., & Garcia, M. (2020, p.311-329) found that universities that prioritize service quality see higher satisfaction rates and better overall performance. This underscores the adaptability and feasibility of prioritizing service quality in higher education institutions to achieve improved outcomes. Ouyang He et al. (2008, p.30-41) discussed the measurement of service quality, pointing out that most scholars believe service is the subjective perception of consumers, and thus service quality is measured by comparing expected service with actual service. Ouyang proposed using student participation evaluation to measure the quality level of colleges and universities, and even the entire higher education system. This method is adaptable and feasible, providing an effective way to evaluate the service of modern colleges and universities and the service behavior of modern higher education. Research indicates that improving service quality relies not only on internal improvements within schools but also on coordination with external environments. This holistic approach supports the adaptability and feasibility of comprehensive strategies for enhancing service quality. Hernandez, R., & Garcia, M. (2020, p.311-329) studied factors influencing service quality in university administration. Using a combination of surveys and focus group discussions with students and faculty, they identified key areas for service quality improvement. The study found that universities prioritizing service quality experience higher satisfaction rates and better overall performance. Key recommendations include the need for clear job responsibilities, improved workflows, updated hardware facilities, and continuous training for administrative staff. These findings underscore the importance of a user-centered approach in administrative services to meet the evolving needs of the university community, highlighting the adaptability and feasibility of these practices.

School Culture encompasses the values and behaviors that characterize the university environment. The guidelines advocate for building a cohesive campus culture, integrating material and spiritual elements, and fostering a supportive community. The high scores reflect the recognition of school culture as a significant factor in effective affairs management. School culture is an important part of colleges and universities, which is a unique spirit, values, norms of behavior and cultural atmosphere formed in the long-term practice of running schools. Clear cultural orientation, increase investment in cultural construction, innovate cultural form and strengthen cultural exchange are the keys to improve the level of campus cultural construction. Through the co-construction and sharing of teachers and students, we can create a positive campus atmosphere and promote the all-round development of students and the sustainable development of the school. Peterson, K., & Deal, T. (2018, p.75-83) discussed the influence of school culture on academic excellence and administrative efficiency. Their research shows that a positive and cohesive school culture significantly impacts the effectiveness of university affairs management. This highlights the adaptability and feasibility of initiatives that build a supportive and engaging university community by integrating material, spiritual, environmental, and institutional elements. Chen Yang (2012, p.9-11) pointed out that the internal operation of university power should be de-administrativized. The main ways to achieve this include promoting management system reform, effectively implementing the principal status of professor governance, improving the internal power structure of the university, coordinating the relationship between multiple powers, perfecting democratic decision-making mechanisms to enhance the scientific nature of decision-making, strengthening the connotation construction of management culture to improve administrative efficiency, and perfecting power supervision mechanisms to standardize the operation of administrative power. These strategies support the adaptability and feasibility of de-administrativizing university power. Yan Guangcai (2000, p.53-57) described university organization as a "loosely integrated system" characterized by "organized disorder." This concept highlights the unique nature of university organizations, which differ significantly from corporate organizations in terms of tasks, goals, power distribution, and hierarchical structures. Unlike corporate

environments where management practices are often rigid and centralized, universities require a more flexible and decentralized approach to effectively manage their diverse academic and administrative functions. Insights into university management underscore the importance of fostering a culture of openness, collaboration, and flexibility. By adopting these principles, universities can better support their mission of education, research, and community engagement, highlighting the adaptability and feasibility of such management practices. These studies support the conclusions of this paper, a positive school culture enhances academic excellence and administrative efficiency, further validating the guidelines' suitability and feasibility.

The expert evaluations not only highlight the strengths of the proposed guidelines but also provide a road map for their successful implementation. The consistent high scores across all dimensions suggest that the guidelines are comprehensive and address the critical areas needed for effective affairs management in Guangxi agricultural universities. The small variance in scores indicates a strong agreement among experts, reinforcing the reliability and trustworthiness of the guidelines.

Recommendations

1. Professionalism, managers scored lowest on their own Professionalism for successfully persuading others to adopt a proposal. It is suggested that the affairs managers of Guangxi agricultural colleges and universities should improve their communication ability and skills in affairs management.

2. Network Competence, schools have the lowest score in effectively judging that resources provided by partners are conducive to school development. It reflects the disadvantages of not being familiar with the current situation and demand of university development and not understanding the current situation of social development. It is suggested that the administrative personnel of agricultural colleges and universities in Guangxi should improve their management level while evaluating their own needs and the value of other units.

3. Management Mode, teachers and students' approval of the school's working methods was the lowest. It shows that the Management Mode of agricultural campus affairs managers in Guangxi university does not consider the needs of teachers and students. It is suggested that the administrative personnel of agricultural colleges and universities in Guangxi should also consider the actual needs of teachers and students when considering the development of schools.

4. Collaborative Management, teachers and students give suggestions to the school on affairs management and receive the lowest score. It shows that the cooperative management of agricultural campus affairs managers in Guangxi university has not been put in place, and the participation consciousness of teachers and students is low. It is suggested that the affairs management personnel of Guangxi agricultural colleges and universities can publicize and encourage teachers and students to participate in affairs management, and open corresponding channels for teachers and students to give feedback and suggestions.

5. Service Quality, the lowest score was received in school for services that were different from what the school promised. It shows that Guangxi agricultural colleges need to provide services according to the needs of teachers and students to meet the service expectations of teachers and students. It is suggested that the administrative personnel of agricultural colleges and universities in Guangxi should deeply cultivate the sense of service and serve teachers and students.

6. School Culture, schools scored lowest on the potential to develop staff. It shows that agricultural management in Guangxi Province has not fully considered the development needs of teachers and students, has not effectively stimulated the potential of faculty and staff, and has not provided a good environment for the rapid development of faculty and staff. It is suggested that the affairs managers of Guangxi agricultural colleges create more favorable development to improve the potential of teachers and students.

Future Researches

This study investigated and analyzed the current situation and guidelines of affairs management in agricultural colleges and universities in Guangxi. It is found that the professional quality, network ability, Management Mode, Collaborative Management, Service Quality and campus culture of university affairs management are at the average level. Communication between managers and teachers and students, managers understand the development status of society and industry; Understand the needs of teachers and students; Develop the potential of teachers and students; There are still deficiencies in creating a good development atmosphere, so it is suggested to adopt a variety of guidelines to strengthen the management of university affairs. Due to the limited time and capacity of researchers, the transaction management guidelines need to be further improved and can be studied from the following aspects:

1. Expand the sample size. Increasing the sample size to include a more diverse range of universities and administrators will provide a more comprehensive picture of affairs management at different universities. Comparative studies can also be done, such as the differences in affairs management between established universities and new universities; The difference between comprehensive university and non-comprehensive university affairs management.

2. Add study variables. On the basis of the current six aspects of research, add other dimensions such as transaction management leadership, transaction management effectiveness, and have a more comprehensive understanding of the situation of transaction management.

3. Study on the change of transaction management. This paper studies the changes of affairs management from the beginning of the establishment of agricultural campus Guangxi universities to the present, and studies the changes of six aspects mentioned in this paper: Professionalism, Network Competence, Management mode, Collaborative management, Service quality and School culture.

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Appendix

Appendix A

List of Specialists and Letters of Specialists Invitation

for IOC Verification

Ref.No. MHESI 0643.14/712

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear   Professor Luo Jianju, Guangxi University

       Mrs.Long Tao is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Affairs Management in Agricultural Campus Guangxi Universities"

       The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

       With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/713

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear   Professor Su Chuwang, Guangxi University

        Mrs.Long Tao is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Affairs Management in Agricultural Campus Guangxi Universities"

        The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

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Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
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Ref.No. MHESI 0643.14/714

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear   Associate Professor Dr. Ma Yaqin, Guangxi Vocational University of Agriculture

        Mrs.Long Tao is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Affairs Management in Agricultural Campus Guangxi Universities"

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Dean of Graduate School

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Ref.No. MHESI 0643.14/715

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear   Professor Wu Hongmei, Guangxi Arts University

Mrs.Long Tao is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Affairs Management in Agricultural Campus Guangxi Universities"

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Ref.No. MHESI 0643.14/716

Bansomdejchaopraya Rajabhat University
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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear   Professor Ma Huanling, Guangxi Normal University

      Mrs.Long Tao is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Affairs Management in Agricultural Campus Guangxi Universities"

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Appendix B

Official Letter

Ref.No. MHESI 0643.14/718

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear   Associate Professor He Jian, Guangxi Normal University

        Mrs.Long Tao is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Affairs Management in Agricultural Campus Guangxi Universities"

        The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

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Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

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Ref.No. MHESI 0643.14/719

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear   Professor Li Ning, Guangxi University

        Mrs.Long Tao is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Affairs Management in Agricultural Campus Guangxi Universities"

        The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

        With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
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Ref.No. MHESI 0643.14/720

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear   Associate Professor Yuan Quanping, Guangxi University

         Mrs.Long Tao is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Affairs Management in Agricultural Campus Guangxi Universities"

         The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

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Ref.No. MHESI 0643.14/721

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear   Professor Fu Yunlin, Guangxi University

      Mrs.Long Tao is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Affairs Management in Agricultural Campus Guangxi Universities"

      The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

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Ref.No. MHESI 0643.14/722

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear   Associate Professor Liang Qingqing, Guangxi Vocational University of Agriculture

Mrs.Long Tao is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Affairs Management in Agricultural Campus Guangxi Universities"

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Ref.No. MHESI 0643.14/723

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear   Associate Professor Xie Xiaolin, Guangxi University

        Mrs.Long Tao is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Affairs Management in Agricultural Campus Guangxi Universities"

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Ref.No. MHESI 0643.14/724

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear   Associate Professor Jia Lisi,Guangxi Vocational University of Agriculture

       Mrs.Long Tao is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guidelines for Affairs Management in Agricultural Campus Guangxi Universities"

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Ref.No. MHESI 0643.14/725

Bansomdejchaopraya Rajabhat University
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22 January 2024

RE: Invitation to evaluate the guideline

Dear   Associate Professor Sun Jing, Guangxi University

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Appendix C

Research Instrument

Research Questionnaire

Title: To analyze the current situation of affairs management in agricultural Guangxi universities.

Directions:

1. The purpose of this study is to investigate the current situation of the affairs management of agricultural Guangxi universities, provide guidelines for the affairs management of agricultural Guangxi universities, and evaluate the suitability and feasibility of these guidelines.

2. Conduct a questionnaire survey on the guidance for improving the affairs management of agricultural Guangxi universities, which is divided into two parts. The first part is the personal information of the respondents, and the second part is the current situation of agricultural college affairs management in Guangxi, with a total of 67 questions.

3. Please mark "√" in the column representing the opinions of agricultural Guangxi universities.

Thank you again for your enthusiastic assistance, and express our deepest Thanks!

Part 1: Personal Information of respondents

1. University

☐ Guangxi Vocational University of Agriculture

☐ Guangxi Vocational & Technical College

☐ Guangxi Eco-Engineering Vocational & Technical College

☐ Guangxi Agricultural Engineering Vocational and Technical College

2. Age

☐ 25 years old or below ☐ 26 to 35 ☐ 36 to 45

☐ 46 to 55 ☐ Over 55 years old

3. Gender

☐ Male

☐ female

4. Educational background

☐ Below to Bachelor degree ☐ Bachelor degree

☐ A master's degree   ☐ Doctoral degree

5. Professional title

☐ Teaching assist   ☐ The lecturer or Assistant Professor

☐ Associate professor   ☐ Professor

6. Working years as an administrator

☐ Below 3 years

☐ 3-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

☐ More than 20 years

7. Position

☐ Low-level administrator   ☐ Mid-level administrator

☐ High-level administrator

Part 2: Survey about the current situation of affairs management in agricultural campus Guangxi universities

5 express the level at highest level

4 express the level at high level

3 express the level at medium level

2 express the level at low level

1 express the level at lowest level

No.	Affairs management in agricultural Guangxi universities.	5	4	3	2	1
Professionalism						
1	Administrators have stable emotions.					
2	Administrators have the ability to adjust emotions.					
3	Administrators have creative problem-solving skills.					
4	Administrators are innovative.					
5	Administrators have the ability to change.					
6	Administrators can cope with unexpected work tasks.					
7	Wherever an organizational change occurs, administrators are confident that they can handle it.					
8	Administrators believe that most of their colleagues are good at dealing with change.					
9	Administrators have good communication skills.					
10	Administrators have excellent persuasive skills and strategies					
11	Administrators can successfully persuade others to adopt their suggestions.					
12	Administrators can find their own development path from transaction management.					
Network Competence						
1	The university has the ability to recognize the value of external networks.					

No.	Affairs management in agricultural Guangxi universities.	5	4	3	2	1
2	The university seeks potential partners through various channels.					
3	The university will evaluate the credibility of potential partners					
4	The university will maintain network relations at all levels.					
5	Before working with a partner, the university will first assess whether the partnership will hinder the University's relationship with other partners.					
6	The university will manage network relations at all levels.					
7	The university knows what kind of relationship to maintain with which partner.					
8	Before working with potential partners, the university will discuss ways of working with them in advance.					
9	The university knows how to get resources and information from partners.					
10	The university is able to judge whether the resources provided by the partner are useful.					
11	The university knows to promote school development through the resources and information of its partners.					
Management Mode						
1	The development goals of the university is achievable.					

No.	Affairs management in agricultural Guangxi universities.	5	4	3	2	1
2	The university has a sound leadership system.					
3	The university has a reasonable mechanism.					
4	You agree with the school's working methods.					
5	You agree with the school's work system.					
6	The current affairs management of the school is running well.					
7	You are proud to be an employee of the school.					
8	You believe that the organization can provide you with the development opportunities you want.					
9	You are willing to spend the rest of your career at work.					
10	Your values are very similar to the values of your organization.					
Collaborative Management						
1	Teachers and students are willing to participate in the management of school affairs.					
2	There are avenues for teachers and students to advise the school on matters of management.					
3	Teachers and students made suggestions to the school on the issue of affairs management and were accepted.					

No.	Affairs management in agricultural Guangxi universities.	5	4	3	2	1
4	Teachers and students are willing to cooperate with the management of school affairs.					
5	When someone compliments your college, it feels like a personal compliment.					
6	When someone criticizes your university, it feels like a personal insult.					
7	When you talk about your university, you usually say "we" instead of "they".					
8	You like to take the initiative to talk to your supervisor or colleagues and get to know them.					
9	You are willing to help colleagues complete tasks.					
10	You think a supportive work environment is good for school development.					
11	Teachers and students are willing to work hard for the development of the school.					
12	The success of the university is your success.					
Service Quality						
1	You think the school is reliable.					
2	You are satisfied with the school facilities.					
3	You think the management of school affairs is trustworthy.					

No.	Affairs management in agricultural Guangxi universities.	5	4	3	2	1
4	It is safe for teachers and students to leave matters to the school.					
5	When teachers and students expect the university to provide timely services, they can get a response.					
6	When teachers and students need the school to provide services, it can be realized.					
7	The university is empathetic to the needs of teachers and students.					
8	The university is willing to increase services for the needs of teachers and students.					
9	The service you receive at school is as good as the school promises.					
10	You can feel the university's efforts to provide better service.					
School Culture						
1	The university is involved in the personal growth and development of its staff.					
2	The university attaches great importance to the development of teachers and students.					
3	develops the potential of its staff.					
4	The university provides knowledge and skills training opportunities for its staff.					
5	The university understands the needs of teachers and students.					

No.	Affairs management in agricultural Guangxi universities.	5	4	3	2	1
6	The university is willing to provide convenience for the development of teachers and students.					
7	The university trusts teachers and students.					
8	The development of the university cannot be separated from the support of teachers and students.					
9	The university values the suggestions of teachers and students.					
10	The university values team building.					

Semi-structured interview

Research Title: Guidelines for Affairs Management in Agricultural Campus Guangxi Universities

Part 1: List of interviewees

No.	University	Profession	Highest degree	professional title	Administrative Level	Working years
1	Guangxi Vocational University of Agriculture	Educational management	Doctor's degree	Associate Professor	high	8
2	Guangxi Vocational University of Agriculture	communication	Master's degree	Lecturer	Middle	7
3	Guangxi Vocational & Technical College	Administrative managemen	Master's degree	Lecturer	Middle	4
4	Guangxi Vocational & Technical College	International economics and trade	Master's degree	Assistant research institute	Basic	3
5	Guangxi Eco-Engineering Vocational & Technical College	Business administration	Master's degree	Associate Professor	high	10

No.	University	Profession	Highest degree	professional title	Administrative Level	Working years
6	Guangxi Eco-Engineering Vocational & Technical College	Forestry engineering	Master's degree	Lecturer	Middle	5
7	Guangxi Agricultural Engineering Vocational and Technical College	Ecology conservation	Master's degree	Lecturer	Middle	5
8	Guangxi Agricultural Engineering Vocational and Technical College	Plant protection	Master's degree	Lecturer	Middle	6

Part 2: Interview outline

Content	Questions
Professionalism	What advice do you have for managers to use their Professionalism to successfully persuade others to follow their advice? How to improve the Professionalism of their managers?
Network Competence	In what ways can the school effectively judge the usefulness of resources provided by partners? How to improve the school's network capability?
Management Mode	What are your suggestions for working in an administrator-approved school?? How to improve the school Management Mode?
Collaborative management	What advice do you have for teachers and students to give to the school on matters of management and to be adopted? How to optimize school Collaborative Management?
Service Quality	What do you think about the difference between the service you get at school and what the school promises? How to improve the Service Quality of school affairs management?
School Culture	What advice do you have for schools to develop the potential of their staff? ? How to optimize the school's campus culture?

Part 3: Interview content

    Interviewee 1

1) Regarding the Professionalism, what advice do you have for managers to use their Professionalism to successfully persuade others to follow their advice? How to improve the Professionalism of their managers?

Affairs management workers should be clear about whether their suggestions are effective and reasonable. After confirming their effectiveness, they should clarify their own views to help others analyze the advantages and disadvantages, and show their successful experience and contribution in the field of management to convince others of their professional quality; At the same time, pay attention to thinking in different directions, understand others' concerns and worries, and resolve each other's uniformity through good communication, so as to persuade others to adopt their own suggestions..

The ways to improve the professional quality of managers are: Managers should clarify their career direction, identify their positions, and keep learning and researching on knowledge and experience in the field of management. For example, they should participate in management training courses organized by universities or professional training institutions, which cover leadership development, team management, project management, conflict resolution and other aspects to constantly update and improve their knowledge and skills, adapt to the changing management environment, and enhance their professional identity.

2) Regarding the Network Competence, in what ways can the school effectively judge the usefulness of resources provided by partners? How to improve the school's network capability?

By listening to the opinions of experts, the university can have an in-depth understanding to ensure that the resources provided by the partners match the development goals and strategic direction of the university, and then evaluate the characteristics and quality of the resources, including the technical level, professional ability and Service Quality, to ensure that the resources can meet the needs and standards of the university.

The ways to improve the network capability of the school are to establish a strong external cooperation network, actively establish close cooperation with enterprises, government departments and other universities, expand the external cooperation network of the school, and increase the source of resources and support. Maintain and manage the relationship with external partners regularly, establish long-term and stable cooperative relations, and promote the exchange of information and the sharing of resources. Keeping an eye on the agricultural field and the education industry, keeping abreast of industry development trends and changes in policies and regulations, and mastering relevant industry dynamics are crucial for decision-making and planning of affairs management.

3) Regarding the Management Mode, what are your suggestions for working in an administrator-approved school? How to improve the school Management Mode?

The suggestions to improve the school's working methods recognized by administrators are as follows: administrators should fully communicate and consult with faculty and staff, establish common educational concepts and goals, encourage administrators and faculty and staff at all levels to participate in the decision-making and management process, enhance mutual trust and cooperation between managers and staff, and improve the school's leadership system, operating mechanism and management system on this basis.

The methods to optimize the Management Mode of the school include: training the managers, in-depth interpretation of documents, setting reasons, working methods, and specific operation processes. The participatory management mechanism is introduced to allow teachers to participate in the process of management decision-making. Through the holding of the faculty congress and the establishment of the teacher representative committee, teachers have the opportunity to express their opinions and suggestions, and participate in the decision-making and implementation of school management.

4) Regarding the Collaborative Management, what advice do you have for teachers and students to give to the school on matters of management and to be adopted? How to optimize school Collaborative Management?

Suggestions made by teachers and students to the school on issues of affairs management and adopted: set up full-time staff management, have specific feedback channels, so that questions can get feedback, and disclose the results within a reasonable range.

The suggestions to optimize the Management Mode are: improve the sense of identity of teachers and students to the school, let teachers and students feel the warmth of the school, consider teachers and students everywhere, help them when they have difficulties, and answer questions in time. Teachers can use their professional expertise and educational experience to make positive contributions to the development and progress of the school. Through the participation of teachers, the strength of the school can be better consolidated and the continuous development of the school cause can be promoted. Continuously optimize Collaborative Management, constantly summarize experience, improve measures, and establish a sound long-term mechanism to ensure the continuous effectiveness and stability of Collaborative Management.

5) Regarding Service Quality , what do you think about the difference between the service you get at school and what the school promises? How to improve the Service Quality of school affairs management?

Advice received from the school that the service is not the same as the school promises: I feel that the school has cheated, and I have been disappointed with the school since then. I may not cooperate with various affairs, so I need to pay attention to it. First, the manager should listen carefully to the teacher's feedback and understand their concerns and grievances. Secondly, establish an effective communication mechanism so that teachers can freely express their opinions and suggestions. Then, the affairs manager needs to conduct an in-depth investigation and analysis of the teacher's feedback, understand the root cause and specific situation of the problem, and finally make a correct response.

Suggestions for improving the Service Quality of school affairs management: Administrators should strive to balance the interests of the served and the served, and comprehensively consider the needs and appeals of both sides. In the decision-making process, try to be fair and impartial, and do not take sides. Clarify the

responsibilities and obligations of service providers to ensure that they provide services in accordance with regulations and standards; At the same time, the person being served should also understand the limitations and difficulties of the person serving, and respect their reasonable work arrangements and decisions. Establish a sound feedback mechanism, so that both sides have channels to express opinions and suggestions, and timely understand the problems and solve them. Pay attention to and make good use of the feedback of both parties, and constantly improve and enhance the quality of service.

6) Regarding the School Culture, What advice do you have for schools to develop the potential of their staff ? How to optimize the school's campus culture?

The suggestions of the school to develop the potential of the staff: collect opinions, do some activities and competitions that the staff are interested in; Schools should combine academic culture with humanistic care, pay attention to the emotional needs and mental health of teachers and students while cultivating academic quality. The school can conduct regular personal development planning with each staff member, understand their career goals and development needs, and tailor development paths and plans for them. To provide support for faculty and staff with a mentor system, senior teachers or industry experts as mentors, to give them personalized guidance and training, to help them better play their potential.

Suggestions to optimize the school's campus culture: take teachers and students as the base, teachers and students are interested in doing more, teachers and students are not interested in doing less, focus on the practical, less formal. We advocate a learning organizational culture, encourage faculty and staff to continue to learn and make progress, and build a team atmosphere of common learning and common growth.

Interviewer 2

1) Regarding the Professionalism, what advice do you have for managers to use their Professionalism to successfully persuade others to follow their advice? How to improve the Professionalism of their managers?

Before making suggestions, the transaction manager should have a deep understanding of the problem, clearly plan his own proposal, and consider the

interests and needs of the other party; Make sure your suggestions are beneficial to the other person. Then rely on reliable data, facts and case studies to prove that your recommendations are based on objective analysis and research.

Improve the professional quality of managers: constantly learn and master the professional knowledge related to management work, improve their leadership, focus on teamwork, improve communication skills and innovative thinking. For example, attend industry conferences and seminars related to university affairs management, learn about the latest trends and best practices in the industry, exchange and share experiences with peers.

2) Regarding the Network Competence, in what ways can the school effectively judge the usefulness of resources provided by partners? How to improve the school's network capability?

Analyze the school's own needs and goals, evaluate the resources provided by partners, analyze the input of resources and the benefits of the use of resources, and collect feedback in the process of cooperation in a timely manner.

The methods to improve the school's network ability are as follows: establish a strong external cooperation network, expand the school's external cooperation network, increase the source of resources and support; Strengthen relationship maintenance and management, explore cooperation opportunities and values, identify potential cooperation opportunities and values through research and analysis, and carry out targeted cooperation projects to achieve mutual benefit and win-win results for both parties.

3) Regarding the Management Mode, what are your suggestions for working in an administrator-approved school?? How to improve the school Management Mode?

The interests of the school and the overall interests must be considered first. Even if the opinions of individual teachers are contrary to the interests of the school as a whole, decisions should be made based on the mission and goals of the school to protect the long-term interests of the school. Therefore, it is necessary to strengthen communication and cooperation with teachers and students, and let teachers and students recognize the development goals and values of the school by

clarifying work goals and demonstrating method advantages.

Optimize Management Mode: Establish open communication channels and strengthen communication and consultation between school administrators and teachers. Regularly hold teacher seminars, departmental meetings and other activities, listen to teachers' opinions and suggestions, and jointly discuss the improvement and optimization of school management plans. Introduce advanced concepts, simplify management processes, focus on data analysis, continuous feedback and improvement.

4) Regarding the Collaborative Management, what advice do you have for teachers and students to give to the school on matters of management and to be adopted? How to optimize school Collaborative Management?

Establish feedback mechanism, actively listen to opinions, establish open communication channels, actively communicate and negotiate with teachers, explore problems together, and find solutions. Respect teachers' opinions, fully listen to their suggestions, and try to find consensus points acceptable to both sides, so that teachers can feel that their opinions are respected and valued, establish a good atmosphere of communication and cooperation, and promote the common development and progress of the school. Evaluate implementation results and continuously improve decisions.

Optimization of Collaborative Management: clear division of responsibilities, in teaching, curriculum design, teaching methods, academic activities, subject construction and other aspects can fully listen to the suggestions of teachers and students. However, affairs involving personnel appointment and removal and management decision-making are usually the responsibility of the school management, and the school's financial and asset management are usually the responsibility of professional financial personnel and asset management personnel. School safety and security work is an important management function of the school, requiring professional security personnel and security personnel to be responsible for the above aspects, teachers should not intervene and participate too much. In general, it is necessary to strengthen communication and cooperation with teachers and students, promote information sharing, and establish efficient teams.

5) Regarding Service Quality , what do you think about the difference between the service you get at school and what the school promises? How to improve the Service Quality of school affairs management?

Should maintain integrity, timely communication, active improvement, ensure that the service and commitment;On the basis of understanding the causes of the problems, the service managers should formulate specific improvement measures and plans to solve the problems feedback from teachers, improve the work process, strengthen personnel training, optimize the management system and other aspects to enhance the Service Quality.

Suggestions for improving the Service Quality of the school's affairs management: improve the process, pay attention to details, regular training, continuous improvement to meet the needs. To provide managers with opportunities and platforms for career development and encourage them to continue to learn and improve. Through training, cultivation and promotion mechanisms, managers are encouraged to actively engage in work, and get a sense of accomplishment and satisfaction, so as to improve Service Quality.

6) Regarding the School Culture, What advice do you have for schools to develop the potential of their staff ? How to optimize the school's campus culture?

Provide training opportunities, encourage innovative practices, clarify incentive mechanisms, and create a good atmosphere; Emphasize values, build team spirit, promote diversity, and build characteristic brands. It can also establish exchange and cooperation mechanisms among faculty members, encourage them to carry out interdisciplinary and cross-departmental collaborative research and projects, and promote knowledge sharing and collaborative innovation. Schools can set up projects and innovation funds to finance faculty and staff to carry out research, teaching reform, social services and other projects, and encourage them to carry out innovative practices that are beneficial to the development of the school and society.

Suggestions to optimize the school's campus culture: The school leadership should have a unified ideological understanding and action direction, establish a correct work orientation, unite and lead the whole school teachers and students to jointly promote the construction of School Culture. The school may establish a

sound cultural construction mechanism, set up a special cultural construction department or working group, responsible for organizing and coordinating the work of school cultural construction, and promote the implementation and implementation of various work measures.

Interviewer 3

1) Regarding the Professionalism, what advice do you have for managers to use their Professionalism to successfully persuade others to follow their advice? How to improve the Professionalism of their managers?

The affairs manager should keep calm and rational, and fully consider the specific goals and needs of the school or department before making suggestions, and at the same time, integrate the goals and needs of the individual, and finally formulate suggestions to ensure that they can solve the current problems and achieve the goals. For example, in the face of emergencies, affairs managers can rely on stable emotions to keep calm and rational, formulate countermeasures, express their views clearly and accurately, communicate and coordinate effectively with all parties, and maintain campus order and security.

Suggestions on how to improve the professional quality of transaction managers: pay attention to the latest trends and innovative practices inside and outside the industry, look for opportunities to introduce new thinking into their own work, constantly expand their horizons, actively participate in interdisciplinary cooperation and projects, constantly reflect and learn, sum up experience and lessons, accumulate experience and wisdom to adapt to changes and improve their professional quality.

2) Regarding the Network Competence, in what ways can the school effectively judge the usefulness of resources provided by partners? How to improve the school's network capability?

Investigate the credibility and reputation of the partner, understand its position and influence in the industry or field, assess whether the resources provided by the partner are sustainable and stable, and whether they are in line with the development goals and values of the school.

The methods to improve the school's network ability are as follows:

establish smooth communication channels, maintain timely and effective communication and information exchange with external partners, and promote the smooth progress of cooperation projects; Strengthen the maintenance and management of relationships, expand the school's external cooperation network, and increase the sources of resources and support; Select professional evaluation experts and institutions for evaluation.

3) Regarding the Management Mode, what are your suggestions for working in an administrator-approved school?? How to improve the school Management Mode?

The suggestions to improve the school working method recognized by administrators are as follows: First, we should actively listen to the teachers' opinions and dissatisfaction, understand their demands and ideas, and understand the specific reasons and problems of their disapproval of the school management method through communication and exchange with teachers. Then, establish an open communication channel, conduct in-depth dialogue and exchange with teachers, and jointly explore the problems existing in the school Management Mode and the possibility of improvement. By listening to and understanding each other, find points of agreement and seek solutions to problems together.

Suggestions to optimize the Management Mode: Through organizing training courses, lectures, seminars and other forms, strengthen the training of teachers' professional knowledge and management skills, and enhance their recognition of the school Management Mode; Formulate clear management policies and rules and regulations to let teachers understand the specific content and requirements of the school Management Model.

4) Regarding the Collaborative Management, what advice do you have for teachers and students to give to the school on matters of management and to be adopted? How to optimize school Collaborative Management?

Recommendations to ensure that teachers and students advise the school on matters relating to the management of affairs and are accepted: The scope of teachers' involvement should include aspects closely related to their work and affecting their work and life interests. Schools should establish a relationship of trust

and cooperation, so that teachers can feel the sincerity and respect of managers, and enhance their enthusiasm and initiative to participate. By establishing a good cooperative relationship, the unity and cooperation between teachers can be promoted to jointly promote the development and progress of the school.

Optimization of Collaborative Management: Before the formulation of the program, we should do a good job of publicity and mobilization, listen to the opinions of teachers and students in teaching and management, and encourage teachers and students to participate in the development of the school. Encourage cooperation and coordination among different departments, promote resource sharing and information exchange, and enhance the overall management efficiency.

5) Regarding Service Quality , what do you think about the difference between the service you get at school and what the school promises? How to improve the Service Quality of school affairs management?

The service received in the school is not the same as the advice promised by the school: listen to the teacher's feedback on the problem, understand the teacher, and communicate deeply, investigate the whole matter, and give the teacher feedback on the improvement measures and progress in a timely manner, so that they know that their opinions are taken seriously.

Suggestions to improve the Service Quality of school affairs management: schools can strengthen the publicity of service awareness, improve the service awareness of concerned personnel, improve the initiative of teachers and students, so that teachers and students can participate in the management of the school.

6) Regarding the School Culture, What advice do you have for schools to develop the potential of their staff? How to optimize the school's campus culture?

Schools should establish a reward and incentive mechanism to fully affirm and commend teachers and students who have made achievements in academic, scientific research, teaching and service. Encourage teachers and students to make greater contributions to the development of the school through the establishment of scholarships, honorary titles, and advanced individual or team recognition. In addition to the traditional evaluation of academic achievements, a diversified evaluation mechanism can also be established to consider the comprehensive performance of

faculty and staff in teaching, research, service, teamwork and other aspects to encourage their all-round development.

Suggestions to optimize the school's campus culture: carry forward the campus spirit culture, establish a good school spirit and discipline. By holding various cultural activities, campus festivals and other forms, to create a strong campus cultural atmosphere, stimulate the sense of belonging and honor of teachers and students. Schools can hold special meetings or set up special working groups to formulate specific School Culture construction plans, including clear goals, division of tasks, schedules, etc., to ensure that School Culture construction work is carried out in an orderly manner.

Interviewer 4

1) Regarding the Professionalism, what advice do you have for managers to use their Professionalism to successfully persuade others to follow their advice? How to improve the Professionalism of their managers?

Managers should have full confidence in their own professional quality, accumulate cases and experience continuously, and comprehensively consider the reality and needs of all parties when making suggestions. With strong problem solving ability and innovation ability, managers should be able to quickly and accurately identify the key points of problems, propose effective solutions, and increase the feasibility of their suggestions by giving examples. In order to persuade others.

Advice on how to improve the professional quality of business managers: learn to effectively manage their time and energy, develop reasonable work plans and priorities, improve work efficiency and productivity, regularly conduct self-reflection and assessment, understand their emotional state and work performance, timely adjust and improve their behavior.

2) Regarding the Network Competence, in what ways can the school effectively judge the usefulness of resources provided by partners? How to improve the school's network capability?

Evaluate the benefits and value of resources provided by partners in practical applications through field visits, investigations and case studies, and conduct in-depth analysis and evaluation of the strategic relationship and cooperation value

between partners and universities.The methods to improve the school's network ability are as follows: strengthen the integration and utilization of network resources, make full use of external network resources, integrate resources of all parties, optimize the allocation and sharing of resources, and improve the comprehensive strength and competitive advantage of the school. Cultivate a professional external relations team, establish a professional external relations team, responsible for the management and development of external network relations, and improve the influence and competitiveness of the school in the external network.

The methods to improve the university's network capability include: participating in industry organizations and alliances, actively participating in industry organizations and alliances, establishing contacts with other universities in the same industry, sharing resources and experience, and jointly solving common problems in the development of the industry. Establish strategic partnership, establish long-term and stable cooperative relationship with some strategic partners, deepen cooperation, and jointly promote the development and improvement of the school. Establish innovative cooperation models, explore and establish innovative cooperation models for deep cooperation.

3) Regarding the Management Mode, what are your suggestions for working in an administrator-approved school?? How to improve the school Management Mode?

The suggestions to improve the school working methods recognized by administrators are as follows: First, when formulating and implementing school management policies and decisions, the decision-making process should be transparent and fair, the opinions and suggestions of teachers should be fully consulted, the opinions of the majority should be respected, and decisions should be made through reasonable procedures and procedures. Secondly, establish a feedback mechanism for teachers to the school Management Mode, encourage teachers to put forward constructive opinions and suggestions, and promote the continuous improvement and optimization of the school Management Mode. It builds trust and cooperation with teachers and makes them feel that their opinions are respected and valued, so that they are more willing to actively participate in school

management and decision-making.

Suggestions to optimize the Management Model: Introduce the philosophy, objectives and system of school management to teachers in an open and transparent way, and enhance their recognition and confidence in the Management Model. Establish an incentive mechanism to encourage teachers to actively participate in school management and teaching. Teachers who have made outstanding achievements in school management and teaching are commended and rewarded by means of evaluating the best and praising the advanced, and their work enthusiasm and creativity are stimulated.

4) Regarding the Collaborative Management, what advice do you have for teachers and students to give to the school on matters of management and to be adopted? How to optimize school Collaborative Management?

To ensure that teachers and students make suggestions to the school on issues of affairs management and are adopted: to establish effective communication and exchange channels, so that teachers can understand the relevant information and decision-making dynamics in a timely manner, and express their opinions and suggestions. Promote communication and cooperation among teachers to improve the quality and efficiency of decision making. Regular feedback and summary, timely reply and feedback to teachers' comments and suggestions, so that they know that their opinions are valued and adopted.

Optimize Collaborative Management: managers need to advocate a fair and just working environment and management mechanism, ensure that teachers' rights and interests are fairly protected, and encourage teachers and students to actively participate in school management. The cohesion and collaboration among teachers can be enhanced by organizing team building activities and carrying out exchanges and cooperation.

5) Regarding Service Quality , what do you think about the difference between the service you get at school and what the school promises? How to improve the Service Quality of school affairs management?

The service received at school is not the same as the advice promised by the school: maintaining close communication with teachers and students is crucial.

Managers need to actively listen to the feedback of teachers and students, understand their needs and expectations, and explain the current level of service to them in a timely manner to obtain understanding and support. For specific questions raised, it is necessary to deeply understand, verify, and respond.

Suggestions to improve the Service Quality of the school's affairs management: the school can hold regular symposia to listen to the needs of teachers and students, and the school can establish an online complaint platform on which teachers and students can submit complaints and track the progress of complaint handling in real time. Doing so can streamline the complaint handling process and improve the transparency and traceability of complaint handling. Schools should clarify the standards and procedures of complaint handling, and guide teachers and students to correctly understand and use the complaint mechanism. Clearly specify which problems are appropriate for complaints and which problems should be resolved through other channels to avoid excessive complaints and abuse of the right to complain.

6) Regarding the School Culture, What advice do you have for schools to develop the potential of their staff? How to optimize the school's campus culture?

Suggestions for the school to develop the potential of faculty and staff: through training, lectures, academic exchanges and other activities, stimulate the learning enthusiasm and innovation ability of teachers and students, promote the common development of individuals and the school, and provide diversified growth opportunities and development space. An incentive and reward system will be established to recognize and reward faculty members who have outstanding performance in teaching, research and academic innovation, so as to motivate them to continue their efforts and exert greater potential.

Suggestions to optimize the school's campus culture: Cultural construction is an important support and guarantee for the school's development, and it is the concrete embodiment and implementation of the school's development goals and values. Only through cultural construction can the school establish a correct development concept, form a common value identity, gather the consensus and strength of the whole school, and promote the continuous development of the

school. The school can provide support for independent study and research, such as purchasing professional books, providing subscriptions to academic journals, funding to participate in academic conferences, etc., to encourage independent study and exploration of faculty and staff; Organize interdisciplinary training and exchange activities to allow faculty and staff to gain knowledge and experience from different fields, broaden their horizons, and promote innovation and interdisciplinary cooperation.

Interviewer 5

1) Regarding the Professionalism, what advice do you have for managers to use their Professionalism to successfully persuade others to follow their advice? How to improve the Professionalism of their managers?

If it is others who ask the manager for advice and help, the manager has both rich experience and the power to make recommendations. Managers should consider whether teachers, students and staff do not understand the rules and regulations of the school and the development plan, as well as the development plan of the professional field. At this time, we should first patiently listen to the difficulties and problems of others, guide them to speak out their views and understandings on difficulties, and then analyze the advantages and disadvantages together under the premise of complying with the school rules and regulations and conducive to their long-term development, and help them find the right direction. If it is necessary for managers to persuade others to approve certain rules and regulations and management methods of the school, they should first put themselves in the other's shoes, establish a good relationship with others through empathy, establish trust and respect, and then help them understand the reasons for the establishment of rules and regulations of the school, so that they can understand the practices of the school.

Suggestions on how to improve the professional quality of transaction managers: actively participate in professional training and seminars, learn new management theories and practices, master the latest management skills and tools, read relevant academic literature and industry reports, and understand the latest trends and developments of the industry.

2) Regarding the Network Competence, in what ways can the school effectively judge the usefulness of resources provided by partners? How to improve the school's network capability?

As a public undergraduate, we usually have more complete and stable external network resources, including cooperative relations with the government, other universities and scientific research institutions. More attention is paid to the cooperation with government departments and public institutions, and the use of government resources and policy support to promote the development of schools and serve the society. Pay more attention to academic exchanges and cooperation with other universities and research institutions, carry out scientific research projects and personnel training cooperation, and enhance the academic reputation and influence of the university.

The methods to improve the school's network ability are as follows: establish a professional external relationship management system, establish a professional external relationship management system, integrate all kinds of external resources and information, improve the management efficiency and effect of foreign cooperation projects, and promote the improvement of the school's network ability. Strengthen international exchanges and cooperation, carry out international exchanges and cooperation, establish cooperative relations with internationally renowned universities, attract international high-quality resources, and enhance the international influence and competitiveness of the university. Establish contacts with other universities in the same industry, share resources and experience, and jointly solve common problems in the development of the industry. Set up a team of experts, actively explore the market, and develop new partners.

3) Regarding the Management Mode, what are your suggestions for working in an administrator-approved school?? How to improve the school Management Mode?

Our university is a public undergraduate, which is directly managed by the competent government departments, and the school leaders are appointed or appointed by the government. In terms of management methods, we follow the relevant government rules and regulations, and the management is relatively

standardized, focusing on academic research and personnel training. Therefore, the school has a corresponding feedback mechanism, and the school encourages teachers to put forward constructive suggestions and suggestions to jointly promote the continuous improvement and optimization of school management. When dealing with the problem that teachers do not approve of the school management method, we will try our best to seek consensus, avoid intensifying conflicts and antagonisms, and maintain the harmony and stability within the school. For teachers who make helpful suggestions or solve problems, administrators can give appropriate recognition and rewards to encourage their continued participation and contribution. Make teachers feel that their input makes a substantial contribution to the development and improvement of the school.

Suggestions for optimizing the Management Model: Create a good working atmosphere and team culture to enhance teachers' sense of belonging and identity. Through caring, mutual assistance and mutual trust, we will promote the unity and cooperation among teachers and jointly promote the implementation and implementation of the school Management Model. Improve the school teachers' recognition and support of the school Management Mode, and promote the smooth progress of school management and achieve good results.

4) Regarding the Collaborative Management, what advice do you have for teachers and students to give to the school on matters of management and to be adopted? How to optimize school Collaborative Management?

Recommendations to ensure that teachers and students make recommendations to the school on issues of affairs management and are adopted: Clearly define the scope and manner in which teachers can be involved, including the topics in which they can make comments and suggestions, the forms and channels for participating in discussions, etc. This gives teachers a clear idea of where to participate and how to express their views. Ensure that teachers receive equal and fair treatment in the process of participation, regardless of their position and status, they should have the opportunity to participate in the decision-making process.

Optimize Collaborative Management: Establish diversified and open communication channels, including regular teacher-student seminars, suggestion

boxes or online platforms, to encourage teachers and students to speak freely and actively participate in the management of school affairs. Cultivate mutual trust and team spirit among teachers through team building and communication and cooperation, and promote common development and progress. It can also stimulate the enthusiasm and enthusiasm of teachers through incentive and reward and punishment mechanism, and promote their greater contribution to the development of the school.

5) Regarding Service Quality , what do you think about the difference between the service you get at school and what the school promises? How to improve the Service Quality of school affairs management?

The service received in the school is different from the suggestions promised by the school: First of all, the manager should listen to the feedback of teachers and students, understand the beginning and end of the matter through communication, and try to eliminate misunderstandings and doubts. If the school does not do something, it promises to improve it as soon as possible and give timely feedback on the improvement progress.

Suggestions to improve the Service Quality of the school's affairs management: Establish a feedback mechanism for complaint handling, and timely feedback the results and opinions of the complaints to the complainants, so that the complainants feel that their opinions have been valued and dealt with. For example, schools can set up a dedicated complaint feedback mailbox or mailbox for teachers and students to submit complaints at any time. This can simplify the channels for receiving complaints, make it easier for teachers and students to file complaints, and reduce administrative costs.

6) Regarding the School Culture, What advice do you have for schools to develop the potential of their staff? How to optimize the school's campus culture?

The university's suggestion to develop the potential of faculty and staff: build a scientific research management system, including scientific research project management, scientific research results management, scientific research resource sharing, etc., to improve the efficiency and level of scientific research management. The school can organize various kinds of training, lectures, academic exchanges and

other activities to help the faculty and staff constantly improve their professional ability and knowledge level. In addition, schools can also encourage staff to participate in academic conferences, seminars, etc., to expand their professional horizons. Strengthen the training and introduction of informatization talents, improve the informatization level of management personnel and technical personnel, and ensure the smooth implementation and operation of informatization construction.

Suggestions to optimize the school's campus culture: Schools can carry out various forms of teacher and student participation activities, encourage teachers and students to actively participate in the construction of School Culture, and put forward constructive suggestions and suggestions. For example, a teacher-student representative assembly or a cultural construction committee can be set up to allow teachers and students to participate in the decision-making and implementation of school cultural construction.

Interviewer 6

1) Regarding the Professionalism, what advice do you have for managers to use their Professionalism to successfully persuade others to follow their advice? How to improve the Professionalism of their managers?

The manager should have good communication skills and solid professional quality, understand the concerns and goals of others through good communication skills and approachable way, and help them analyze pros and cons with convincing real cases and clear structure, so that others can accept suggestions.

Suggestions on how to improve the professional quality of transaction managers: Transaction managers need to actively participate in team cooperation and collaboration, accumulate rich practical experience by participating in actual work projects, management case analysis, etc., and improve the ability to solve problems and cope with challenges; Establish contacts with professionals in the same industry, share experience and resources, strengthen teamwork, complete work tasks together, and regularly reflect on their work performance and professional competence; Pay attention to the improvement of communication skills, leadership and team management skills to form a comprehensive quality, regularly pay attention to industry news, academic research results, management cases, etc., understand the

development trend and innovative technology of the industry, maintain industry sensitivity and foresight, identify my own advantages and shortcomings, and take measures to constantly improve and enhance my professional quality.

2) Regarding the Network Competence, in what ways can the school effectively judge the usefulness of resources provided by partners? How to improve the school's network capability?

As a vocational undergraduate, we pay more attention to cooperation with enterprises and industries, make use of industry resources and job market needs, and train talents to meet the needs of industry development. According to the professional Settings of the school, we will develop some practical projects and internship bases, and cooperate with enterprises to provide practical opportunities and vocational training, so as to enhance students' practical ability and vocational competitiveness. It also pays attention to students' career planning and employment services, and establishes a school-enterprise cooperation model with enterprises to promote students' smooth employment and career development.

The methods to enhance the network capability of the school are as follows: strengthen external publicity and brand building, establish a good image and reputation of the school through active external publicity and brand building, attract more partners and resources, and expand external network relations of the school. Encourage teachers and students to participate in external activities, encourage and support teachers and students to actively participate in various external activities, such as academic conferences, industry exhibitions, social practices, etc., expand the external relationship network of the school, and enhance the social influence and competitive advantage of the school. Build an efficient project management mechanism, establish an efficient project management mechanism, standardize the project management process, and ensure the smooth implementation and efficient operation of cooperative projects. Enhance the ability of network management talents, strengthen the training and introduction of network management talents, improve their professional ability and management level, and provide talent support for the network development of the school.

3) Regarding the Management Mode, what are your suggestions for working in an administrator-approved school?? How to improve the school Management Mode?

We are under the direct management of local government authorities or relevant industry authorities, with school leaders appointed by the government. Our focus lies in vocational education, emphasizing skill training and practical ability development while closely integrating with the industry. With a strong emphasis on vocational education practice and students' employment prospects, we prioritize practical skills training and maintain a relatively flexible management approach. Therefore, when teachers disagree with the school's management methods, we first evaluate whether their suggestions are reasonable and constructive. If their comments are based on factual evidence and sound arguments that contribute to improving both the efficiency of our school's management and teaching quality, they should be actively considered and accepted. However, if these comments only pertain to individual teachers or local matters without significant impact on overall operations and development of the school, they can be addressed on a case-by-case basis. Regardless of comment content, it is important to engage in communication and consultation with the teacher who made them.

Suggestions for optimizing our Management Mode include establishing an open communication channel where deep dialogue and exchange take place between teachers and administrators to jointly discuss existing problems within our current Management Mode as well as potential areas for improvement. By listening to one another's perspectives and understanding each other better, we can identify common ground points while seeking collaborative solutions to address these issues together. When formulating and implementing school management policies or decisions, transparency must be ensured throughout the decision-making process along with fairness towards fully consulting teachers' opinions while respecting majority viewpoints through reasonable procedures.

4) Regarding the Collaborative Management, what advice do you have for teachers and students to give to the school on matters of management and to be adopted? How to optimize school Collaborative Management?

Recommendations for ensuring that teachers and students provide input on affairs management issues to the school and have them adopted: Emphasize transparency and fairness. By promoting transparency and fairness, teachers can enhance their trust in and recognition of the management, thereby reducing potential conflicts and doubts. It is essential to fully consider the needs and expectations of teachers while maintaining the integrity and stability of school management systems and regulations, so as to prevent teacher dissatisfaction or resistance.

Suggestions for optimizing Collaborative Management: Schools should offer necessary resource support, including financial assistance, equipment provision, venue availability, etc., to ensure that teachers and students can actively participate in school affairs management with adequate guarantee and support. Incentive mechanisms can be established to commend and reward those who actively engage in managing school affairs by providing valuable suggestions that are accepted. This will encourage more individuals to actively participate in such endeavors. Additionally, organizing relevant training sessions and guidance programs will help teachers and students comprehend the school's management system as well as its decision-making process, thus enhancing their ability levels when participating in school affairs management.

5) Regarding Service Quality , what do you think about the difference between the service you get at school and what the school promises? How to improve the Service Quality of school affairs management?

Advice received at school that does not match what the school promised: Listen to the needs of teachers and students in a timely manner, establish and improve the complaint handling mechanism, ensure that teachers and students can timely and effectively submit complaints and opinions, and get reasonable handling and reply, actively cooperate with and support the improvement work, and strengthen the school's supervision and evaluation of Service Quality improvement work to ensure the effective implementation and effectiveness of improvement measures.

Suggestions to improve the Service Quality of school affairs management: establish a clear complaint handling process, including complaints receiving,

recording, classification, investigation, resolution and feedback. The process should be clear and simple, easy for teachers and students to understand and operate, and ensure that complaints are dealt with in a timely and effective manner. Formulate standards and guidelines for handling complaints, clarify the principles, procedures and standards for handling complaints, and ensure fairness, impartiality and objectivity in handling complaints. Standards for handling complaints may include provisions on handling time limits, responsible personnel, handling results, etc.

6) Regarding the School Culture, What advice do you have for schools to develop the potential of their staff? ? How to optimize the school's campus culture?

Suggestions for the development of faculty and staff: Build a perfect information platform, integrate all kinds of information resources of the school, including teaching resources, open scientific research data, etc., to realize the sharing and management of information resources. Use information technology to improve the breadth of education and training, including the construction of online teaching platforms, virtual laboratories, distance education systems, etc., to support flexible teaching and personalized learning.

Suggestions for optimizing the school's campus culture: The school can establish an effective culture construction evaluation mechanism, evaluate and inspect the School Culture construction work regularly, find out the problems and deficiencies in time, and take targeted improvement measures to ensure that the School Culture construction work continues to develop in a good direction. Establish a supervision and evaluation mechanism, regularly inspect and evaluate the work of cultural construction, discover and solve problems in a timely manner, and ensure the smooth implementation of work and the achievement of results.

Interviewer 7

1) Regarding the Professionalism, what advice do you have for managers to use their Professionalism to successfully persuade others to follow their advice? How to improve the Professionalism of their managers?

Transaction managers persuade others to adopt their own opinions through Professionalism and professional ability. People with strong professional ability have trust and authority, logic and arguments, problem-solving ability, and good

communication and expression skills. These factors make their suggestions more convincing and feasible, and can be recognized and accepted by others.

As for how to improve the professional quality of transaction managers, I think it is necessary to actively participate in learning and discussion, encourage myself to think of novel and effective solutions, constantly challenge the status quo, and seek innovative ways to solve problems and cope with challenges. Participate in industry-related certification assessment or review activities to enhance their professional recognition and authority, enhance personal confidence and influence; Summarize work experience in time, find problems and improve them, and continuously improve my professional level and management ability; To broaden their vision and improve their professional management quality.

2) Regarding the Network Competence, in what ways can the school effectively judge the usefulness of resources provided by partners? How to improve the school's network capability?

We are a junior college, students have one year to practice outside the school. In terms of network capabilities, we will choose reputable and strong enterprises, departments or universities as partners to ensure the quality and effect of cooperation. At the same time, whether the professional fields of the partners match the teaching and research direction of our colleges and universities. We also consider whether we can provide valuable resources and support to the institutions. If the partner has performed well in the past and achieved positive results, then the university will be more inclined to choose to continue the cooperation with the partner, of course, the geographical location and transportation convenience is also one of the factors considered by the university. Schools can assess and risk analysis the resources provided by partners to determine their actual contribution to school development and potential risks. Schools need to comprehensively evaluate the value and risk of resources by considering factors such as the quality, availability, sustainability and cooperative relationship with partners.

The methods to improve the network capability of the school are as follows: establish a sharing platform and resource pool, establish a sharing platform and resource pool, provide more resources and services for the school's teachers and

students, improve the overall competitiveness of the school, and call on teachers and students to recommend suitable cooperative enterprises and units for the school. Establish strategic partnerships: Establish long-term and stable cooperative relations with some strategic partners, deepen cooperation, and jointly promote the development and improvement of the school.

3) Regarding the Management Mode, what are your suggestions for working in an administrator-approved school? How to improve the school Management Mode?

The main task of our school is to cultivate application-oriented and skill-based talents, and the Management Mode pays more attention to practical teaching and vocational skill training. Therefore, the management of teaching and practical training will pay more attention to the adjustment and optimization of actual occupational needs. We will focus on students' personality development and career planning, and help students achieve their own development goals through personalized counseling and guidance. The school has a corresponding feedback mechanism to accept teachers' opinions. The school also encourages teachers and students to participate in the development and management of the school, give more opinions and make common progress. Managers will actively respond to the problem that teachers do not recognize the school Management Mode, promote the improvement and optimization of the Management Mode, enhance the school management level and efficiency, and maintain the harmony and stability within the school.

Suggestions to optimize the Management Mode: provide relevant training and support to help them adapt to and accept the Management Mode of the school, improve their management level and effectiveness; Establish a feedback mechanism for teachers to the school management style, encourage teachers to put forward constructive opinions and suggestions, and promote the continuous improvement and optimization of the school management style.

4) Regarding the Collaborative Management, what advice do you have for teachers and students to give to the school on matters of management and to be adopted? How to optimize school Collaborative Management?

Recommendations to ensure that teachers and students give advice to the school on issues of affairs management and are adopted: Through adequate communication and explanation, teachers can enhance their understanding and acceptance of decisions and reduce possible conflicts and misunderstandings. Before making major decisions, teachers' representatives and administrators can be organized for in-depth discussions and consultations to explore problems together and find solutions. Consensus building and consultation can reduce the disputes and conflicts that may be caused by decision-making, and improve the legitimacy and feasibility of decision-making. When dealing with teachers' opinions and suggestions, managers should maintain transparency and fairness, open the decision-making process and basis, and let teachers understand the fairness and rationality of decisions.

Optimize Collaborative Management: Establish an effective feedback mechanism, collect and sort out the opinions and suggestions of teachers and students in a timely manner, analyze and solve the feedback problems seriously, and enhance the sense of participation and belonging of teachers and students in the management of school affairs. Encourage teachers and students to carry out independent management and innovation practice, give them a certain autonomy and space, stimulate their creativity and innovation consciousness. The school leadership should set an example, actively participate in the management of school affairs, play a demonstration and leading role, and establish correct management orientation and values for teachers and students.

5) Regarding Service Quality , what do you think about the difference between the service you get at school and what the school promises? How to improve the Service Quality of school affairs management?

The service received at the school is not the same as the school commitment: clarify the responsibilities and obligations of staff and students in terms of Service Quality, require them to actively participate in service improvement work, and jointly maintain the reputation and image of the school. Establish a complaint handling mechanism, which stipulates that relevant departments must handle complaints within a certain period of time, and report the results to the complainants.

Suggestions to improve the quality of the school's service: The school can set up a special complaint handling team or department, which is responsible for receiving, recording, analyzing and handling complaints. The complaint handling team needs to have professional literacy and rich experience to properly handle all types of complaints, so as to provide the quality of service of the school.

6) Regarding the School Culture, What advice do you have for schools to develop the potential of their staff? ? How to optimize the school's campus culture?

The school's proposal to develop the potential of the staff: establish a knowledge sharing and exchange platform to promote knowledge and experience sharing among the staff. Such as internal forums, sharing meetings, knowledge base, etc., to help employees learn and grow, improve the overall quality of the team.

Suggestions for optimizing the school's campus culture: schools need to clarify the overall goal and vision of cultural construction to enhance the sense of belonging and honor of teachers and students. Conduct a comprehensive analysis and evaluation of the current campus culture, understand the existing problems and shortcomings, and identify areas that need to be improved and optimized. Based on the analysis of goals and problems, schools can formulate specific work plans, including clear work content, division of tasks, responsibility units, time nodes, etc., to ensure the orderly progress of cultural construction.

Interviewer 8

1) Regarding the Professionalism, what advice do you have for managers to use their Professionalism to successfully persuade others to follow their advice? How to improve the Professionalism of their managers?

Professional affairs are handed over to professional people, and professional managers often have rich knowledge and experience, and have certain authority and trust in relevant fields. As a result, their advice is more likely to be seen as reliable, trusted and respected by others. At the same time, when making suggestions, people with strong professional quality can often use strict logic and sufficient arguments to support their own views, which makes the suggestions more convincing. They are able to express their ideas clearly and provide relevant data and cases to support their opinions, thus making their suggestions more acceptable.

As for how to improve the professional quality of transaction managers, I think I can improve my professional quality by participating in professional training, seminars and academic conferences, expanding my knowledge and vision, and constantly learning new knowledge, skills and best practices. At the same time, in-depth understanding of university affairs management related fields of theoretical knowledge, regulations and policies, case analysis, etc., to improve the professional understanding and insight of university affairs management; Pay regular attention to education news, industry foreword reports, academic seminars, management case seminars, etc., understand the development trend and innovative technology of education management industry, and keep industry sensitivity and foresight.

2) Regarding the Network Competence, in what ways can the school effectively judge the usefulness of resources provided by partners? How to improve the school's network capability?

The school first needs to assess its own needs and determine whether the resources provided by the partner match the needs of the school. Resources provided by partners are likely to be useful if they meet the actual needs of the school and have a positive impact on school development. The school then conducts site visits and research to find out what the partners are actually doing and whether the resources provided meet expectations. Through exchanges and understanding with partners, schools can more comprehensively assess the quality and reliability of resources provided by partners. Secondly, analyze the past cooperation history and cases of the partners to understand whether the resources provided in the cooperation have brought positive effects and results. If the partner has performed well in the past and has a successful case, the resources it provides are likely to be useful.

The methods to improve the network capability of the university are as follows: actively establish close cooperative relations with enterprises, government departments and other universities, expand the external cooperation network of the university, and increase the sources of resources and support; Conduct in-depth analysis and evaluation of the existing external network relationships of the school, understand the value and potential of each relationship, and carry out targeted

cooperation and projects; Establish innovative cooperation models: Explore and establish innovative cooperation models, such as industry-university-research cooperation, school-enterprise cooperation, interdisciplinary cooperation, etc., promote resource sharing and complementary advantages, and enhance the innovation ability and competitiveness of the school.

3) Regarding the Management Mode, what are your suggestions for working in an administrator-approved school?? How to improve the school Management Mode?

The Management Mode of our school emphasizes career orientation and pays more attention to the cultivation of students' vocational skills and the improvement of their employability. The management measures usually focus on career planning, internship and employment. At the same time, we pay attention to social responsibility and local services, actively participate in local economic construction and social services, and provide talents and intellectual support for local economic and social development. As a manager, different opinions put forward by teachers should be respected, but the decision-making power and responsibility ultimately lie with the manager, who needs to comprehensively consider the rationality, scope and importance of opinions, communication and negotiation, school interests and overall interests and other factors to make decisions in line with the overall interests of the school. Even if they do not agree with the teacher, the manager should listen carefully to the teacher and try to understand their position and appeal. Demonstrate value and respect for teachers' opinions, make them feel heard and understood, explain reasons for decisions, and try to provide a transparent and fair decision-making process.

Suggestions for optimizing the Management Model: When making and implementing decisions, managers should keep the decision-making process transparent and fair, explain the reasons and considerations of decisions to teachers, and let them understand the basis and purpose of decisions. For teachers who make helpful suggestions or solve problems, administrators can give appropriate recognition and rewards to encourage their continued participation and contribution. Make teachers feel that their input makes a substantial contribution to the development

and improvement of the school. Provide professional development support and training opportunities for teachers to enhance their Professionalism and management capabilities.

4) Regarding the Collaborative Management, what advice do you have for teachers and students to give to the school on matters of management and to be adopted? How to optimize school Collaborative Management?

Recommendations to ensure that teachers and students provide advice to the school on matters of management and are adopted: The school can establish clear engagement mechanisms and criteria that specify which ideas and suggestions are consistent with the school's development direction and management needs, can be adopted and implemented, and which need to be further discussed and evaluated. This ensures that the teacher's comments and suggestions are targeted and feasible. After receiving the teacher's opinions and suggestions, the manager should communicate and explain in a timely manner, and explain the reasons and considerations for the decision to the teacher in detail.

Optimize Collaborative Management: pay attention to the construction of School Culture, create a positive, harmonious and good campus atmosphere, so that teachers and students agree with the school's sense of honor and mission, and are willing to work hard for the development goals of the school. Establish a sound teacher and student representative system, select representatives to participate in the decision-making and implementation process of school affairs management, and ensure the representation and participation of teachers and students. Establish a mutual evaluation mechanism between teachers and students, so that teachers and students can evaluate and feedback each other, timely understand each other's needs and opinions, and promote the improvement and perfection of management work.

5) Regarding Service Quality , what do you think about the difference between the service you get at school and what the school promises? How to improve the Service Quality of school affairs management?

The service received in the school is not the same as the advice promised by the school: providing low-quality service may lead to complaints and

dissatisfaction of teachers and students, and even cause negative reports of public opinion, causing damage to the reputation and image of the school. Therefore, it is necessary to pay attention to the feedback of teachers and students, strengthen the communication between the school and teachers and students, deeply understand the situation of teachers and students at the grassroots level, ensure that the school promises are implemented, and rectify the undone part in a timely manner, and make it public within a certain range.

Suggestions to improve the Service Quality of school affairs management: Schools can establish a variety of complaint receiving channels, including telephone hotline, E-mail, online complaint platform, written letters, etc. In this way, it is convenient for teachers and students to participate in the management and service of the school anytime and anywhere, and choose the most suitable way to express their demands.

6) Regarding the School Culture, What advice do you have for schools to develop the potential of their staff? ? How to optimize the school's campus culture?

Recommendations for schools to develop the potential of staff: Develop and implement a comprehensive training and development plan, including the content and methods of training for different positions and Orders. This can include internal training, external training, professional skills training, leadership development, etc. Establish a mentorship system so that new employees can have an experienced employee to guide their work and development. Mentors can share experiences, provide guidance, solve problems, and facilitate the integration and growth of new employees.

Suggestions on optimizing the school's campus culture: Schools can determine key tasks and key areas of cultural construction according to the actual situation, such as campus culture construction, teacher-student relationship construction, academic atmosphere construction, etc., to ensure the concentration of resources and energy. Strengthen publicity and promotion work, improve teachers and students' understanding of and participation in cultural construction, create a good atmosphere of public opinion, and promote teachers and students of the whole school to participate in cultural construction.

Appendix D

The Context of the Interviewees

Research Title: Guidelines for Affairs Management in Agricultural Campus Guangxi Universities

Part 1: Expert information

No.	Professional title	Education background	Leader experience	University
1	Associate Professor	Doctoral degree	15	Guangxi Normal University
2	Professor	Doctoral degree	24	Guangxi University
3	Associate	Doctoral degree	18	Guangxi University
4	Professor	Doctoral degree	23	Guangxi University
5	Associate Professor	Doctoral degree	13	Guangxi Vocational University of Agriculture
6	Associate Professor	Doctoral degree	16	Guangxi University
7	Associate Professor	Doctoral degree	12	Guangxi Vocational University of Agriculture
8	Associate Professor	Doctoral degree	15	Guangxi University
9	Professor	Doctoral degree	21	Guangxi University

Part 2: Evalution

No.	Guide	suitability					Feasibility				
Professionalism		5	4	3	2	1	5	4	3	2	1
1	Outstanding leadership to motivate team members, promote team cooperation and achieve common goals										
2	Good communication skills to promote information flow and teamwork.										
3	Ability to organize and plan, allocate resources reasonably, and formulate clear work plans and goals.										
4	Ability to solve problems and make decisions quickly and correctly to deal with challenges and emergencies.										
5	Maintain a sense of responsibility and Professionalism, pay attention to the needs of teachers and students, and provide a good learning and living environment.										
6	Innovation and change consciousness, actively adapt to the progress of The Times, and lead the development of the campus.										

No.	Guide	suitability					Feasibility				
Professionalism		5	4	3	2	1	5	4	3	2	1
7	Maintain high moral quality and professional ethics, and improve self-cultivation.										
8	Pay attention to the development of the field of education management, continue to learn, improve professional level and management ability.										
Network Competence											
1	Define the specific goals and needs of cooperation, and search for partners in a targeted manner.										
2	Strengthen external publicity and brand building, establish a good image and reputation, and attract more partners and resources.										
3	Actively participate in various exchange activities in the industry to expand contacts and establish a relationship network.										
4	Comprehensively consider the strength of partners, combined with field visits, to ensure that partners can meet the needs of cooperation.										

No.	Guide	suitability					Feasibility				
	Network Competence	5	4	3	2	1	5	4	3	2	1
5	Evaluate the characteristics and quality of resources provided by partners to ensure that they match the development goals and strategic direction of the school.										
6	Seek common interests and cooperation space of partners to ensure that cooperation is based on common interests and mutual benefit.										
7	After determining the partner, sign the cooperation agreement in time, clarify the rights and obligations of both parties, and ensure the legal and stable cooperation relationship.										
8	Actively communicate with partners, maintain long-term and stable cooperative relations, and promote resource sharing and mutual benefit.										

No.	Guide	suitability					Feasibility				
	Network Competence	5	4	3	2	1	5	4	3	2	1
9	Seek innovative cooperation models, such as industry-university-research cooperation, school-enterprise cooperation, joint training, etc., to promote resource sharing and complementary advantages.										
	Management Mode										
1	Define clear management objectives and development direction, enhance the sense of belonging and identity of teachers and students, and jointly promote the implementation and optimization of the Management Model.										
2	Establish a scientific transaction management system from the aspects of personnel organization structure, management process and job responsibilities.										

No.	Guide	suitability					Feasibility				
Management Mode		5	4	3	2	1	5	4	3	2	1
3	Strengthen information construction, innovate working methods, improve management efficiency and Service Quality, encourage innovative thinking and practice, and build Management Models and methods in line with the characteristics of the school.										
4	Focus on talent training, strengthen team building, and establish an efficient team cooperation mechanism.										
5	Strengthen the coordination and cooperation between various departments in the university and external partners, establish information sharing and resource integration mechanisms, and promote the development of affairs management.										
6	Establish a sound quality control and evaluation system, and conduct regular evaluation and inspection of various affairs.										

No.	Guide	suitability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
Management Mode											
7	Advocate the management concept of teacher-student as the center and service as the purpose to enhance the satisfaction and participation of teachers and students.										
Collaborative Management											
1	Define clear Collaborative Management objectives, clarify responsibilities and obligations, and promote efficient collaboration.										
2	Establish the mechanism and process of Collaborative Management, hold regular meetings, summarize experience and improve measures to ensure continuous and effective management.										
3	Establish a feedback mechanism to ensure that teachers' opinions and suggestions are collected and sorted out in time, and encourage teachers and students to conduct independent management and innovative practice.										

No.	Guide	suitability					Feasibility				
	Collaborative Management	5	4	3	2	1	5	4	3	2	1
4	Establish diversified communication channels and encourage cooperation projects between departments to promote common development.										
5	Strengthen information sharing and exchange, utilize the resources and advantages of various departments, improve resource utilization and reduce management costs.										
6	Establish a cooperative relationship of mutual trust, mutual help and mutual assistance, strengthen the trust and cooperation between departments, and form a good working atmosphere and team spirit.										
7	Establish a sound supervision and management mechanism, supervise and evaluate the implementation of Collaborative Management, find and solve problems in time.										

No.	Guide	Suitability					Feasibility				
	Service Quality	5	4	3	2	1	5	4	3	2	1
1	Clarify the job responsibilities, improve the work flow, and ensure that the transaction process is controllable and measurable.										
2	Strengthen the sense of service, pay attention to feedback from teachers and students, strengthen the communication between the school and teachers and students, and improve the service.										
3	Pay attention to the update of hardware facilities, upgrade of service platforms, and adapt to the development of The Times.										
4	Strengthen training and skill upgrading to meet the evolving needs of teachers and students.										
5	Establish a variety of complaint receiving channels to facilitate teachers and students to participate in and supervise school management and services.										

No.	Guide	Suitability					Feasibility				
Service Quality		5	4	3	2	1	5	4	3	2	1
6	Improve the feedback mechanism, balance the interests of service providers and service recipients, and pay attention to and make good use of feedback from both sides.										
	School Culture	Suitability					Feasibility				
1	The goal of making the campus culture clear is to inherit the ideals, beliefs, values and codes of conduct created by all staff and students in the process of long-term study.										
2	Deeply explore the principles, means and paths of campus culture construction, and effectively integrate material culture, spiritual culture, environmental culture and institutional culture.										
3	Develop and improve the school philosophy, and make the school philosophy fully recognized by teachers and students with a variety of campus cultural and sports activities.										

No.	Guide	Suitability					Feasibility				
	School Culture	5	4	3	2	1	5	4	3	2	1
4	Build academic culture to develop advanced culture, practice and spread advanced culture through innovative spirit, and enhance the vitality of campus culture.										
5	Attach importance to the construction of hardware conditions, take into account the improvement of soft power, and build a comprehensive and coordinated development path based on teachers and students.										
6	Based on the main body of campus culture such as administrators, teachers and students, coordinate the relationship between various functional departments, form joint efforts and consensus, and jointly build campus culture.										
7	Handle the relationship between fine culture and popular culture, combine academic culture and humanistic care, and grasp the hierarchy and diversity of campus culture.										

Appendix E

The Results of the Quality Analysis of Research

Instruments

Part 1: Guidelines for Affairs Management in Agricultural Campus Guangxi Universities

Ask experts to consider the consistency, comprehensiveness and completeness of the questionnaire. The definition and check ✔ into the actual score box. The score values are as follows:

No.	Questions	The result of consideration from experts					Suggestions for improvement
		1st	2nd	3rd	4th	5th	
Part 1: Personal Information of respondents							
1	University	1	1	1	1	1	
2	Age	1	1	1	1	1	
3	Gender	1	1	1	1	1	
4	Educational background	1	1	1	1	1	
5	Professional title	1	1	1	1	1	
6	Working years as an administrator	1	1	1	1	1	
7	Position	1	1	1	1	1	
Part 2: Survey about the current situation of affairs management in agricultural campus Guangxi universities							
Professionalism							
1	Administrators have stable emotions.	1	1	1	1	1	

No.	Questions	The result of consideration from experts					Suggestions for improvement
		1st	2nd	3rd	4th	5th	
2	Administrators have the ability to adjust emotions.	1	1	1	1	1	
3	Administrators have creative problem-solving skills.	1	1	1	1	1	
4	Administrators are innovative.	1	1	1	1	1	
5	Administrators have the ability to change.	1	0	1	1	1	
6	Administrators can cope with unexpected work tasks.	1	1	1	1	1	
7	Wherever an organizational change occurs, administrators are confident that they can handle it.	1	1	0	1	1	
8	Administrators believe that most of their colleagues are good at dealing with change.	1	1	1	1	1	
9	Administrators have good communication skills.	1	1	1	0	1	

No.	Questions	The result of consideration from experts					Suggestions for improvement
		1st	2nd	3rd	4th	5th	
10	Administrators have excellent persuasive skills and strategies.	1	0	1	1	1	
11	Administrators can successfully persuade others to adopt their suggestions.	1	1	1	1	1	
12	Administrators can find their own development path from transaction management.	0	1	1	1	1	
Network Competence							
1	The university has the ability to recognize the value of external networks.	1	1	1	1	1	
2	The university seeks potential partners through various channels.	1	1	1	1	1	
3	The university will evaluate the credibility of potential partners.	1	1	0	1	1	
4	The university will maintain network relations at all levels.	1	1	1	1	1	

No.	Questions	The result of consideration from experts					Suggestions for improvement
		1st	2nd	3rd	4th	5th	
5	Before working with a partner, the university will first assess whether the partnership will hinder the University's relationship with other partners.	1	1	1	1	1	
6	The university will manage network relations at all levels.	0	1	1	1	1	
7	The university knows what kind of relationship to maintain with which partner.	1	1	1	1	1	
8	Before working with potential partners, the university will discuss ways of working with them in advance.	1	1	1	1	1	
9	The university knows how to get resources and information from partners.	1	1	1	1	0	
10	The university is able to judge whether the resources provided by the partner are useful.	1	1	1	1	1	

No.	Questions	The result of consideration from experts					Suggestions for improvement
		1st	2nd	3rd	4th	5th	
11	The university knows to promote school development through the resources and information of its partners.	1	1	1	1	1	
Management Mode							
1	The development goals of the university is achievable.	1	1	1	1	1	
2	The university has a sound leadership system.	1	1	1	1	1	
3	The university has a reasonable mechanism.	1	0	1	1	1	
4	You agree with the school's working methods.	1	1	1	1	0	
5	You agree with the school's work system.	1	1	1	1	1	
6	The current affairs management of the school is running well.	1	1	1	1	1	
7	You are proud to be an employee of the school.	0	1	1	1	1	
8	You believe that the organization can provide you with the	1	1	1	1	1	

No.	Questions	The result of consideration from experts					Suggestions for improvement
		1st	2nd	3rd	4th	5th	
	development opportunities you want.						
9	You are willing to spend the rest of your career at work.	1	1	1	1	1	
10	Your values are very similar to the values of your organization.	1	1	0	1	1	
Collaborative Management							
1	Teachers and students are willing to participate in the management of school affairs.	1	1	1	1	1	
2	There are avenues for teachers and students to advise the school on matters of management.	1	1	1	1	1	
3	Teachers and students made suggestions 0n the issue of affairs management and were accepted.	1	0	1	1	1	
4	Teachers and students are willing to cooperate with	1	1	0	1	1	

No.	Questions	The result of consideration from experts					Suggestions for improvement
		1st	2nd	3rd	4th	5th	
	the management of school affairs.						
5	When someone compliments your college, it feels like a personal compliment.	1	1	1	1	1	
6	When someone criticizes your university, it feels like a personal insult.	1	0	1	1	1	
7	When you talk about your university, you usually say "we" instead of "they".	1	1	1	1	1	
8	You like to take the initiative to talk to your supervisor or colleagues and get to know them.	1	1	0	1	1	
9	You are willing to help colleagues complete tasks.	1	1	1	1	1	
10	You think a supportive work environment is good for school development.	1	1	1	0	1	
11	Teachers and students are willing to work hard for	1	1	1	1	1	

No.	Questions	The result of consideration from experts					Suggestions for improvement
		1st	2nd	3rd	4th	5th	
	the development of the school.						
12	The success of the university is your success.	1	1	1	1	1	
Service Quality							
1	You think the school is reliable.	1	1	0	1	1	
2	You are satisfied with the school facilities.	0	1	1	1	1	
3	You think the management of school affairs is trustworthy.	1	1	1	1	1	
4	It is safe for teachers and students to leave matters.	1	1	1	1	1	
5	When teachers and students expect the university to provide timely services, they can get a response.	1	1	1	1	0	
6	When teachers and students need the school to provide services, it can be realized.	1	0	1	1	1	

No.	Questions	The result of consideration from experts					Suggestions for improvement
		1st	2nd	3rd	4th	5th	
7	The university is empathetic to the needs of teachers and students.	1	1	1	1	1	
8	The university is willing to increase services for the needs of teachers and students.	1	0	1	1	1	
9	The service you receive at school is as good as the school promises.	1	1	1	0	1	
10	You can feel the university's efforts to provide better service.	1	1	1	1	1	
School Culture							
1	The university is involved in the personal growth and development of its staff.	1	1	1	1	1	
2	The university attaches great importance to the development.	0	1	1	1	1	
3	The university develops the potential of its staff.	1	1	1	1	0	
4	The university provides knowledge and skills	1	1	0	1	1	

No.	Questions	The result of consideration from experts					Suggestions for improvement
		1st	2nd	3rd	4th	5th	
	training opportunities for its staff.						
5	The university understands the needs of teachers and students.	1	1	1	1	1	
6	The university is willing to provide convenience for the development of teachers and students.	1	1	1	1	1	
7	The university trusts teachers and students.	0	1	1	1	1	
8	The development of the university cannot be separated from the support of teachers and students.	1	1	1	1	1	
9	The university values the suggestions of teachers and students.	1	1	1	1	1	
10	The university values team building.	1	1	0	1	1	

Part 2: Reliability analysis of small sample questionnaires

(n=30)

Affairs management in agricultural campus Guangxi universities	Number of terms	Cronbach α	KMO	Barth spherical value	df
Professionalism	12	0.927	0.714	187.708	66
Network Competence	11	0.918	0.731	224.616	55
Management Mode	10	0.887	0.602	285.71	66
Collaborative Management	12	0.952	0.594	261.31	66
Service Quality	10	0.953	0.775	166.957	45
School Culture	10	0.888	0.715	223.61	78
Total	**65**	**0.978**	**0.969**	——	——

Part 3: Reliability analysis of formal questionnaires

(n=269)

Affairs management in agricultural campus Guangxi universities	Number of terms	Cronbach α	KMO	Barth spherical value	df
Professionalism	12	0.947	0.973	3250.916	66
Network Competence	11	0.945	0.972	2997.027	55
Management Mode	10	0.951	0.974	3475.844	66
Collaborative Management	12	0.949	0.973	3379.157	66
Service Quality	10	0.947	0.966	2955.191	45
School Culture	10	0.953	0.978	3714.416	78
Total	**65**	**0.973**	**0.969**	**21588.830**	**2145**

Appendix F

Certificate of English

BSRU

BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mrs. Long Tao

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 25th January 2021

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

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Appendix F

The Document for Accept Research

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

วิทยาเขตนครศรีธรรมราช

๓/๓ ม.๕ ต.มะม่วงสองต้น อ.เมือง จ.นครศรีธรรมราช ๘๐๐๐๐

โทร. ๐๗๕-๓๔๒๘๙๘ โทรสาร ๐๗๕-๓๔๕๘๖๒

อว.๘๐๒๗ / ๑๐๓

๘ พฤษภาคม ๒๕๖๗

เรื่อง   รับรองการลงบทความวิจัยเพื่อตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์

เรียน   นายหลง เทา

ตามที่ **นายหลง เทา และรองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม และรองศาสตราจารย์ ดร.จิตตวิสุทธิ์ วิมุตติปัญญา** ได้ส่งบทความวิจัยเรื่อง "**แนวทางการจัดการกิจการในวิทยาเขตเกษตรกรรม มหาวิทยาลัยกว่างซี**" เพื่อพิจารณาตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ซึ่งได้รับการคัดเลือกเข้าสู่ฐานข้อมูล ของศูนย์ดัชนีการอ้างอิงวารสารไทย (ศูนย์ TCI) ได้ถูกจัดกลุ่มคุณภาพวารสารประจำปี พ.ศ.๒๕๖๒ ให้เป็น วารสารที่มีคุณภาพกลุ่มที่ ๒ (TCI ฐาน ๒) และอยู่ในฐานข้อมูล TCI จนถึง ๓๑ ธันวาคม ๒๕๖๗ โดยจะดำเนินการจัดพิมพ์ในฉบับต่อไปตามระยะเวลาที่ได้กำหนดไว้ และวารสารมหาจุฬานาครทรรศน์ ได้รับบทความวิจัยของท่านเป็นที่เรียบร้อยแล้วนั้น

ในการนี้ วารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ขอรับรองว่าบทความของท่านได้ผ่านตอบรับเพื่อพิจารณาบทความตีพิมพ์ เผยแพร่ในปีที่ ๑๑ ฉบับที่ ๗ (กรกฎาคม ๒๕๖๗) นี้ ซึ่งภายหลังจากนี้บทความจะผ่านการตรวจสอบ ความถูกต้องทางวิชาการ โดยกองบรรณาธิการวารสารฯ และผู้ทรงคุณวุฒิต่อไป

จึงเรียนมาเพื่อโปรดทราบและดำเนินการต่อไป

เรียนมาด้วยความเคารพ

ปุญญาดา

(นางสาวปุญญาดา จงละเอียด)

บรรณาธิการวารสารมหาจุฬานาครทรรศน์

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช

Research Profile

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