

GUIDELINE FOR IMPROVING STUDENT WELL-BEING BASED ON
STUDENT AFFAIRS MANAGEMENT IN PUBLIC
UNIVERSITY IN GUANGXI

WU DAHUI

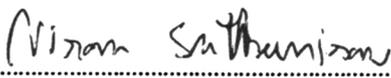
A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Educational Administration
Academic Year 2023

Copyright of Bansomdejchaopraya Rajabhat University

Thesis Title Guideline for Improving Student Well-Being of Based on Student Affairs Management in Public University in Guangxi

Author Mrs.Wu Dahui

Thesis Committee


..... Chairperson
(Associate Professor Dr. Niran Sutheeriran)


..... Committee
(Assistant Professor Dr. Patchara Dechhome)


..... Committee
(Associate Professor Dr. Jittawisut Wimuttipanya)

Accepted by Bansomdejchaopraya Rajabhat University in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Educational Administration


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


..... President
(Assistant Professor Dr. Kanakorn Sawangcharoen)

Defense Committee


..... Chairperson
(Associate Professor Dr.Achara Niyamabha)


..... Committee
(Associate Professor Dr.Wisut Wichitpatcharaporn)


..... Committee
(Assistant Professor Dr.Teerawat Montaisong)

Title	Guideline for improving student well-being based on student affairs management in Public University in Guangxi
Author	Wu Dahui
Program	Education Administration
Major Advisor	Associate Professor Dr.Niran Sutheeniran
Co-advisor	Assistant Professor Dr.Patchara Dechhome
Co-advisor	Associate Professor Dr.Jittawisut Wimuttipanya
Academic Year	2023

ABSTRACT

The objectives of this research were: 1) to study the current situation of student well-being based on student affairs management in public Universities in Guangxi, 2) to provide the guidelines for improving student well-being based on student affairs management in public universities in Guangxi, 3) to evaluate the suitability and feasibility of guidelines for improving student well-being based on student affairs management in public universities in Guangxi. The sample were group of this research was 357 student affairs administrators from 11 public universities in Guangxi. Research instruments included: 1) questionnaire, 2) structured interview, and 3) evaluation form. data analysis by using percentage, mean, standard deviation and content analysis.

The results were found that: 1) The current situation of student well-being based on student affairs management in five aspects was at high level. 2) The guidelines for improving student well-being based on student affairs management in five aspects, which contain 39 measures. There are 8 measures for supporting learning guide, 8 measures for psychological counseling, 6 measures for campus activities, 8 measures for employment guidance, and 9 measures for dormitory management. 3) Guidelines for improving student well-being based on student affairs management are suitability and feasibility. This is conform to the research of The OECD Student Assessment Program (Programme for International Student Achievement, "PISA").

Keywords : Student well-being, Student affairs management, Guideline

ชื่อเรื่อง	แนวทางการพัฒนางานบริหารกิจการนักศึกษาด้านสุข ภาวะของนักศึกษามหาวิทยาลัยรัฐในมณฑลกวางสี
ชื่อผู้วิจัย	อู๋ ต๋าฮุย
สาขาวิชา	การบริหารการศึกษา
อาจารย์ที่ปรึกษาหลัก	รองศาสตราจารย์ ดร. นีรันตร์ สุธีนิรันตร์
อาจารย์ที่ปรึกษาร่วม	ผู้ช่วยศาสตราจารย์ ดร. พัชรา เดชโฮม
อาจารย์ที่ปรึกษาร่วม	รองศาสตราจารย์ ดร. จิตวิสุทธิ์ วิมุตติปัญญา
ปีการศึกษา	2566

บทคัดย่อ

วัตถุประสงค์ของการวิจัยนี้คือ 1) เพื่อศึกษาสภาพปัจจุบันของงานบริหารกิจการนักศึกษา ด้านสุขภาวะของนักศึกษามหาวิทยาลัยรัฐในมณฑลกวางสี 2) เพื่อเสนอแนวทางการพัฒนางานบริหาร กิจการนักศึกษาด้านสุขภาวะของนักศึกษามหาวิทยาลัยรัฐในมณฑลกวางสี 3) เพื่อประเมินความ เหมาะสมและความเป็นไปได้ของแนวทางการพัฒนางานบริหารกิจการนักศึกษาด้านสุขภาวะของ นักศึกษามหาวิทยาลัยรัฐในมณฑลกวางสี กลุ่มตัวอย่างในการวิจัยครั้งนี้คือ ผู้บริหารกองกิจการ นักศึกษามหาวิทยาลัยของรัฐในมณฑลกวางสี 11 แห่ง รวมทั้งสิ้น 357 คน เครื่องมือที่ใช้ในการวิจัยครั้ง นี้ ประกอบด้วย 1) แบบสอบถาม 2) การสัมภาษณ์แบบมีโครงสร้าง และ 3) แบบประเมิน สถิติที่ใช้ใน การวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) สภาพปัจจุบันของงานบริหารกิจการนักศึกษาด้านสุขภาวะของนักศึกษา โดยภาพรวมทั้ง 5 ด้าน มีค่าเฉลี่ยอยู่ในระดับสูง 2) แนวทางการพัฒนางานบริหารกิจการนักศึกษา ด้าน สุขภาวะของนักศึกษา ประกอบด้วย 5 ด้าน รวมทั้งสิ้น 39 มาตรการ ได้แก่ การสนับสนุนแนะแนวการ เรียนรู้ จำนวน 8 มาตรการ การให้คำปรึกษาด้านจิตวิทยา จำนวน 8 มาตรการ การจัดกิจกรรมใน มหาวิทยาลัย จำนวน 6 มาตรการ การแนะแนวด้านอาชีพ จำนวน 8 มาตรการ และการจัดการ หอพัก จำนวน 9 มาตรการ 3) ผลการประเมินแนวทางพบว่าแนวทางการพัฒนางานบริหารกิจการ นักศึกษาด้านสุขภาวะของนักศึกษา มีความเหมาะสมและความเป็นไปได้

คำสำคัญ: สุขภาวะของนักศึกษา, งานบริหารกิจการนักศึกษา, แนวทาง

Acknowledgements

I would like to express my heartfelt gratitude to all those who have supported and accompanied me throughout my doctoral journey. This experience would not have been possible without the guidance and encouragement of my supervisors and family members.

First and foremost, I would like to thank my major advisor, for his unwavering commitment and exceptional mentorship. His invaluable advice and meticulous guidance have been instrumental in shaping my research and academic development. I am grateful for his patience and understanding, especially during the challenges and perplexed that came my way.

I would also like to extend my sincere gratitude to my two co-advisor, Their wealth of knowledge and expertise have been invaluable in my academic growth. I appreciate their feedback and suggestions, which have greatly improved my research and writing.

My family has been a constant source of support throughout my doctoral studies. I would like to thank my husband for his unwavering love and encouragement. He has been my pillar of strength, always believing in me and pushing me to pursue my academic goals. I am also grateful to my parents for their unwavering support and care, which has enabled me to focus on my studies.

I would like to express my gratitude to all my colleagues and friends who have supported me throughout my doctoral studies. Their friendship, encouragement, and understanding have helped me overcome the challenges I faced. Their contributions have enabled me to focus on my research and complete this academic work. I am also grateful to the staff of the Bansomdejchaopraya Rajabhat University for their assistance and support in my research.

In conclusion, I would like to express my deepest gratitude to all those who have contributed to my doctoral journey. Your support, encouragement, and guidance have been invaluable in helping me achieve this milestone in my academic career.

Wu Dahui

Contents

	Page
Abstract.....	i
Abstract (Thai).....	ii
Acknowledgement.....	iii
Contents.....	iv
List of Figures.....	vi
List of Tables.....	vii
Chapter	
1 Introduction	1
Rationale.....	1
Research Question.....	3
Objective.....	3
Scope of the Research.....	4
Advantages.....	5
Definition of Terms.....	6
Research Framework.....	7
2 Literature Review	8
Concept of educational administration.....	8
Concept of student affairs management.....	22
Context of Public University in Guangxi.....	55
Related Research.....	58
3 Research Methodology	72
The Population/ Sample Group.....	72
Research Instruments.....	73
Data Collection.....	75
Data Analysis.....	75

Contents (Continued)

	Page
4 Results of Analysis	81
Symbol and Abbreviations.....	81
Presentation of Data Analysis.....	81
Result of Data analysis.....	82
5 Discussion Conclusion and Recommendations	116
Conclusion.....	116
Discussion.....	121
Recommendations.....	134
References	139
Appendices	158
A List of Specialists and Letters of Specialists Invitation for IOC Verification...	159
B Official Letter.....	166
C Research Instrument.....	182
D The Results of the Quality Analysis of Research Instruments.....	223
E Certificate of English.....	239
F The Document for Accept Research.....	241
Researcher Profile	243

List of Figures

Figure	Page
1.1 Research Framework.....	7
4.1 Guideline for improving student well-being based on student affairs management.....	99
4.2 Guideline for improving student well-being based on student affairs management in Learning guide.....	100
4.3 Guideline for improving student well-being based on student affairs management in Psychological counseling.....	101
4.4 Guideline for improving student well-being based on student affairs management in Campus activities.....	102
4.5 Guideline for improving student well-being based on student affairs management in Employment guidance.....	103
4.6 Guideline for improving student well-being based on student affairs management in Dormitory management.....	104

List of Tables

Table	Page
2.1 The results of the synthesis of student well-being based on student affairs management.....	42
3.1 Lists of university and sample size.....	73
4.1 Number of people and percentage of respondents.....	82
4.2 The average value and standard deviation of the current situation of student well-being based on student affairs management.....	83
4.3 The average value and standard deviation of the current situation of learning guide of student well-being based on student affairs management in public universities in Guangxi.....	84
4.4 The average value and standard deviation of the current situation of psychological counseling of student well-being based on student affairs management in public universities in Guangxi.....	86
4.5 The average value and standard deviation of the current situation of campus activities of student well-being based on student affairs management in public universities in Guangxi.....	88
4.6 The average value and standard deviation of the current situation of employment guidance of student well-being based on student affairs management in public universities in Guangxi.....	90
4.7 The average value and standard deviation of the current situation of dormitory management of student well-being based on student affairs management in public universities in Guangxi.....	92
4.8 Personal information of interviewee.....	94
4.9 Guideline for improving student well-being based on student affairs management in Public University in Guangxi.....	95
4.10 The average value and standard deviation of the evaluation of the suitability and feasibility of guidelines for improving student well-being based on student affairs management in five aspects.....	105
4.11 The average value and standard deviation of the evaluation of the suitability and feasibility of guidelines for improving student well-being based on student affairs management in learning guide.....	106

List of Tables (Continued)

Table	Page
4.12 The average value and standard deviation of the evaluation of the suitability and feasibility of guidelines for improving student well-being based on student affairs management in psychological counseling aspects..	108
4.13 The average value and standard deviation of the evaluation of the suitability and feasibility of guidelines for improving student well-being based on student affairs management in campus activities aspects.....	110
4.14 The average value and standard deviation of the evaluation of the suitability and feasibility of guidelines for improving student well-being based on student affairs management in employment guidance aspects.....	112
4.15 The average value and standard deviation of the evaluation of the suitability and feasibility of guidelines for improving student well-being based on student affairs management in dormitory management aspects.....	114

Chapter 1

Introduction

Rationale

Suhomlinski, a famous educational practitioner and educational theorist, believes that education is to cultivate happy people. Chinese President Xi Jinping has given instructions on many important occasions to continuously enhance the people's sense of gain, happiness and security. In the new era, the desire for happiness is even stronger, Therefore, scholars are not only interested in students' academic status and how the education system promotes students' overall development and quality of life, but also pay more and more attention to students' well-being. Student well-being is closely related to the effectiveness of student management in university, The key to improving students' well-being lies in improving the management of student affairs.

The concept of "student affairs" emerged from and developed in the United States in the early 20th century. With the professional development of managers and the introduction of programmatic documents, student affairs have gained an independent status in the field of higher education and become an important part of university management. Student affairs include many areas, such as extracurricular activities, behavior, dormitory life, entrance guidance, etc. to promote the development of students, realize the goal of college talent training significance and role increasingly valued, and is regarded as important recessive curriculum resources, and conventional classroom academic resources contract collaboration, dedicated to the study and development of the whole university career.

In terms of the international: Bock, former president of Harvard University, said, "Common sense can tell us why after-school activities can help students grow in some important aspects more than academic activities." The role of extracurricular activities such as student affairs in colleges and universities cannot be ignored. With the continuous promotion of the popularization and internationalization of higher education, not only the United States, but also universities around the world are paying more and more attention to the management of student affairs. In the process of integration and collaboration with academic affairs, today's university campuses face more complex situations and more challenges in many areas of

management. The management content has ranged from routine registration management and freshman entrance education to high-tech plagiarism and sexual harassment, from the principal of university management to the parents of students, which makes the task of college student affairs management more difficult. Therefore, it is necessary to summarize and sort out the achievements of the current college student affairs at the present stage and absorb the essence, so as to promote the professional management of college student affairs in China.

In terms of China: In the Modernization of China's Education 2035, "Based on the basic national conditions, with the goal of uniting people's hearts, improving personality, developing manpower, cultivating talents and benefiting the people, and cultivating socialist builders and successors with all-round development of morality, intelligence, physique, beauty, and labor". Since the new era, the number, thought and behavior of Chinese college students have undergone great changes, and their social and economic background, lifestyle, personality characteristics are more diverse, the identity is less and less, and the difference is more and more big. Nowadays, college students' consciousness of learning style, life attitude and value orientation are also influenced by modern network communication technology, the diversified characteristics of students are more and more obvious, and the types and work requirements of student affairs are changing quietly. Whether the management of student affairs in colleges and universities is directly related to the quality of talent training. These new situations have posed severe challenges to the management of student affairs in Chinese colleges and universities. It not only brings new challenges to the management of college student affairs in China, but also is a historical opportunity for us to innovate the traditional university student management mode. In order to actively respond to this change, we should base on the national conditions, focus on academic topics and international standards; in-depth investigation and research in practice to provide reference for greater challenges.

In terms of Guangxi: As an area inhabited by ethnic minorities, which is located in the border areas, there is a certain gap between educational resources, teaching methods and educational concepts and developed areas, so the educational reform in Guangxi is more urgent and arduous. The innovation of the working method of college student affairs management can promote the

development of student affairs management towards a direction more conducive to the development of students, and can promote the reform of college education in China. At present, China's research on student affairs management innovation is still in the primary stage. On the basis of the existing research results at home and abroad, and combined with the characteristics of Guangxi's relatively backward economy and numerous ethnic minorities, the innovation in management is particularly important. Specifically, in the process of student affairs management, the management mode in Guangxi public universities is mainly administrative orders, the management concept is relatively backward compared with developed countries, and the practice and concept are disconnected; in the student affairs management organization, the unclear rights and responsibilities affect their communication and coordination; student affairs management personnel lack corresponding professional knowledge and training, and the number of full-time personnel is not professional. All of these problems need to be solved urgently.

Research Questions

1. What is the current situation of student well-being based on student affairs management in Public University in Guangxi?
2. What are the guideline for improving student well-being based on student affairs management in Public University in Guangxi?
3. Are the guideline for improving student well-being based on student affairs management in Public University in Guangxi suitability and feasibility?

Objectives

1. To study the current situation of student well-being based on student affairs management in public Universities in Guangxi.
2. To provide the guidelines for improving student well-being based on student affairs management in public universities in Guangxi.
3. To evaluate the suitability and feasibility of guidelines for improving student well-being based on student affairs management in public universities in Guangxi.

Scope of the Research

Population and the Sample Group

Population

The population of this research was about 1265 student affairs administrators from 11 public university in Guangxi.

The Sample Group

According to Krejcie and Morgan sampling table, the sample group of this research was 357 student affairs administrators from 11 public universities in Guangxi. By using stratified random sampling and simple random sampling was also used by drawing from public universities. First of all, according to the 59 public universities according to the eastern, southern, western, northern, central region division, select 2 universities in each region for research, a total of 10 universities, due to the large number of universities in the central region, increase 1 university; Then, 357 students from 11 universities were randomly selected according to the number of student affairs administrators.

The interviewees in this research was 11 high-level student affairs administrators in public universities in Guangxi. The qualifications of interviewees are as follows: 1) at least 8 years of work experience in highlevel student affairs management in Public universities, 2) have extensive experience in student affairs, 3) graduated with master's degree or above.

The experts for evaluation of the suitability and feasibility of guideline for improving student well-being based on student affairs management in Public University were 11 high-level student affairs administrators in Guangxi. The qualifications of the experts are as follows: 1) at least 10 years of work experience in high-level student affairs management in public universities, 2) have extensive experience in student affairs, 3) graduated with doctor's degree, 4) academic title is associate professor or above.

The Variable

According to the analyzed of related theories and researches, the core content of student well-being based on student affairs management are as follows: 1) Learning guide, 2) Psychological counseling, 3) Campus activities, 4) Employment guidance, 5) Dormitory management.

Advantages

1. Through this study, it can provide reference for analyzing and solving practical problems. Through this study, research and interview, we found that the practical problems and difficulties existing in the management of student well-being based on student affairs in public universities in Guangxi were found, so as to explore solutions and provide support for education reform and innovation.

2. Perfect the theoretical system of improving student well-being based on student affairs management. At present, there is still a lack of theoretical research on improving student well-being based on student affairs management in Guangxi universities, the relevant research is not systematic enough, and the system construction is not perfect. On the basis of drawing lessons from foreign experience and domestic advanced ideas, the theory and practice plan of promotion strategy in line with the actual situation of improving student well-being based on student affairs management in public universities in Guangxi are extracted.

3. The connotation of Guangxi university improving student well-being based on student affairs management has been expanded. Since the beginning of the 21st century, the economy and society have made rapid development and progress, the modern education cause has also made rapid progress, and the content of college improving student well-being based on student affairs management has also been constantly enriched.

4. Promoting the theoretical research of improving student well-being based on student affairs management. Combined with the actual situation of Guangxi and the advanced practice and theoretical achievements of improving student well-being based on student affairs management at home and abroad, we read a large number of domestic literature on the management of student affairs and improving student well-being in colleges and universities, analyzed its theoretical achievements, and carried out relevant quantitative research, and summarized the problems existing in the management of improving student well-being based on student affairs in public universities in Guangxi.

Definition of Terms

Learning guide refers to Universities guide students in all academic and non-academic, in-class and after-class, university learning and lifelong learning, and even career planning. The contents of learning guidance include learning ideas and ideas, learning objectives and content, learning methods and means, learning psychology and morality, etc. The purpose of university study guidance is to maximize the potential of students, broaden students' educational experience, help students to successfully complete their studies, cultivate students' learning ability, and promote students' better development.

Psychological counseling refers to in college campus this specific environment, consulting object for college students, consultant according to the specific psychological problems, the correct use of psychological counseling related theory and technology, through conversation and discussion, guide the consulting object found the root of their psychological problems, change the original cognitive, emotional, behavior pattern, so as to maintain and improve mental health, promote college students' potential development and personality development.

Campus activities refers to focusing on the needs of students, in line with the purpose of respecting students' subjectivity and stimulating students' creativity, colleges and universities organize and carry out ideological and political, academic science and technology, entertainment and sports activities with rich content, novel forms and strong attraction.

Employment guidance refers to according to their personal situation and employment needs, colleges and universities help job seekers to determine the employment direction and career planning, recommend career positions for them, and provide them with knowledge, experience and skills related guidance and services in the process of preparing for employment, so as to help them achieve employment.

Dormitory management refers to the process of using rules and regulations to restrain students' behavior in the dormitory, dealing with students' affairs in the dormitory in accordance with relevant regulations and procedures, maintaining the normal operation of hardware and software facilities in the dormitory, providing safe and sanitation services for students, and carrying out ideological and political education for students.

Research Framework

In the era of new knowledge economy, social competition is increasingly fierce, and college students are facing multiple pressures such as study, economy and employment. Improving students' well-being can help them better cope with stress and improve their physical and mental quality. The improvement of well-being can enhance students' ability to resist pressure and help them better adapt to society and face future challenges. With the improvement of living conditions, college students' ability in psychological endurance has decreased. Improving students' well-being can meet their multi-level needs, enhance their psychological state, and effectively reduce their psychological pressure. Students with strong well-being are more likely to achieve all-round personal development, including academic, social, emotional and other aspects.

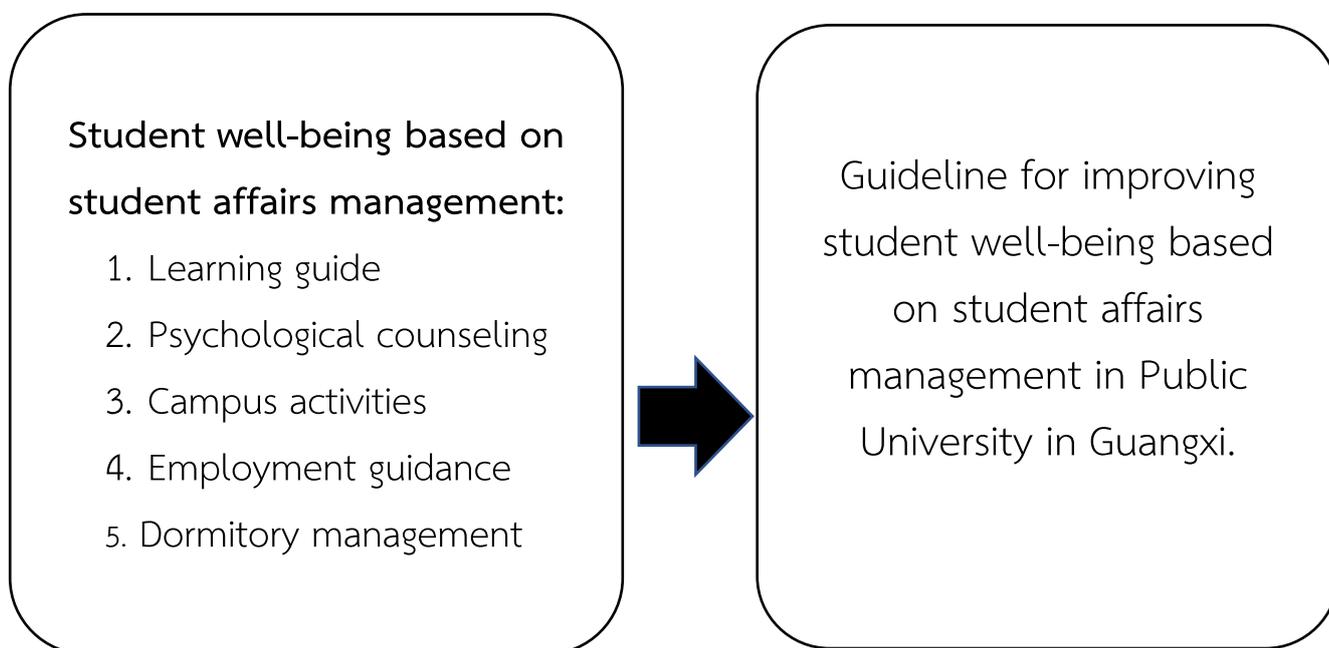


Figure 1.1 Research Framework

Chapter 2

Literature Review

The research in improving student well-being based on student affairs management in Public University in Guangxi, the researcher was analyzed documents, concepts, theories, and researches related to student affairs management and improving student well-being. The details are as follows

1. Concept of educational administration.
2. Concept of student affairs management.
3. Context of Public University in Guangxi.
4. Related Research.

Concept of Educational Administration

It is very important for us to sort out the definition, connotation and meaning of relevant sub-concepts of educational management to carry out relevant research.

Definition of educational administration

This study belongs to the category of educational management, therefore, the clear definition of educational management is the basis and premise for us to carry out the study.

Chen Xiaobin (2017, p.52) proposed that educational administration is a science to study the process and laws of educational administration. According to the characteristics of the object of educational administration, we can divide it into two categories: broad sense educational administration and narrow sense educational administration. The so-called broad sense of Education administration takes the management of the whole national Education administration system as its own research object. The so-called narrow sense of Education administration takes a certain type of school organization as its own research object.

Sergiovanni, T. J. (2014, p.10) Educational management includes educational organization, leadership and decision-making, teacher management, student management, etc. The core task of educational management is to provide suitable environment and conditions to maximize the benefits of educational practice.

Fu Shujian (2015, p.14) Educational management theory shows the research of educational management practice and related issues, and clarifies some paradigms of educational management research.

Zhou Hongyu, Li Yuyang (2022, p.3) proposed to study the phenomenon of educational administration (educational administration activities, system, mechanism and concept), and reveal the law of educational administration (general laws and special laws) by studying the phenomenon.

Yang Tianping (2002, p.64) Educational management is a comprehensive science of history, in terms of its object, it points to the human educational management activities; for its purpose, it reveals its phenomenon and essence and guides the guidance of educational management practice; for its content, it is the logical development of the history of educational management; for its method, it follows the dialectical thinking line from abstract to concrete. In a word, educational management is the study of the concept of educational management in accordance with the law of history and logic.

The educational administration in this study focuses on its narrow concept, which refers to the systematic activities of planning, organizing, coordinating and controlling the various resources of the education system in order to achieve the educational purpose and training goals.

The connotation of educational administration

For the connotation of Education administration, the academic community has not reached a unified statement, and opinions vary.

Zhang Fu (1989, p.57) put forward that in his book Modern Education administration, he pointed out that educational administration is a specific field of social management. In order to realize the function of educational administration, we must consider the general and common functions in various fields in the process of social management. The fundamental purpose of educational administration is to cultivate people of certain specifications. It is precisely this point that, due to the nature of the scientific process and laws of education, and the different objects and means of management, it finally leads to the differences between educational administration and other fields of social management.

Zhang Xinping (2004, p.383) put forward some micro clues and future development trends reflected in the historical development process of the

educational administration paradigm. There are five major aspects in total. In short, it is from single simplification to multiple synthesis, from "management" as the center to "reason" as the center, from materialized and independent personality to mutual aid social personality, from description and interpretation to critical reflection, from efficiency and rationality to value ethics. His views has a basic consensus with the relevant research of some scholars, which indicates that this will be the five basic development trends of educational administration theory in the new century.

Luo Jianhe (2006, p.13) The intellectual basis of educational management theory is the intellectual viewpoint held by the builders of educational management theory when engaged in educational management research and constructing educational management theory, which affect the nature, content and confirmation mode of educational management theory.

Yu Guanhua (2013, p.24) proposed that Japanese scholar Ryoxiong Ando proposed in his book "School Management" that for schools, Education administration should not only manage the school materials and equipment, but also the education plans and activities.

Wang Xia, Guo Yuelan (2019, p.21) proposed that in the Connotation, Characteristics and Development Path of educational administration , it is believed that the connotation of educational administration includes three aspects: educational goal, educational process and management activities; the characteristics of educational administration include comprehensive, systematic, scientific and practical; and the development path of educational administration includes from empirical management to scientific management and then to innovative management.

With the development of modern society, the connotation of Education administration has changed greatly. For institutions of higher learning, Education administration is a process of improving the teaching quality of higher education and promoting the continuous development of education and the continuous growth of higher education according to the development law of higher education. educational administration plays a relatively important role in the process of running a school. It emphasizes the efficiency management of the school, and takes the target management and quality management as the starting point of management, so that the effect of management can achieve the overall optimization. In the process of

management, we should oppose egalitarianism, flexibly manage the system when necessary, and attach importance to the combination of administrative methods and scientific means in terms of management methods, so as to seek the maximum effect of educational administration.

Education administration in universities and universities

This study focuses on the education management of universities, so it is also necessary to understand the relevant research situation on university and university education management.

Cai Guochun (2000, p.2) put forward that the higher education in the United States is closely related to the needs of national economic development, and the great development of education has promoted the great development of science and technology and industrial civilization."Pragmatism has enabled American universities to adopt a more realistic attitude to participate in international economic and technological competition and achieve remarkable achievements."

Zhang Jie (2006, p.127) is put forward: the American university Education administration system concept influenced by free practical ideas, in the rapid development of industrial demand increasing background, the western university critical education, speculative function fade, and training function, university has no longer become a special place to cultivate elite, become the social functions of professional factory, university skillfully into the modern industry and the development of technology development.

Chu Zuwang, Jiang Hongchi (2009, p.86) put forward: the American university professional market and the requirements of the students themselves guidance to set, rather than completely in accordance with the national unified system and standards, students have greater freedom on professional choice, can on the basis of widely selected courses to determine their interests and expertise, in time also students must determine in the entrance, but also a "personal", to meet students' specific interest, achieve learning goals, allowing students outside the school existing professional and design new majors. Personal professional to determine the first need students according to the personal situation to determine interest, and then choose from the list of curriculum, preliminary construction from the professional curriculum system and professional characteristics, and then determine the professional course, professional name, reported by the major course teacher, by the

consultant teacher plans to provide professional advice, students then apply to the university, finally approved by the professional teacher committee. In the performance assessment method is flexible and pay attention to the ability assessment, teachers and students can choose the examination method according to their own personal situation, students' usual performance can also be included in the assessment, this kind of learning tolerance is fully in line with the humanized teaching management thought.

Hu Zhixia (2010, p.143) put forward that the Education administration system of British universities emphasizes the quality consciousness while adhering to the concept of freedom."Although the British government has institutions such as the Department of Education and Science to impose restrictions on school affairs, British university principals and teachers enjoy far more independence than schools and teachers in other countries."The cultural atmosphere of academic freedom also naturally generates the autonomy of learning. British universities mainly adopt the academic year credit system, Freshmen first take a year of basic courses, Then choose a major, Mutual recognition of credit between different majors, Most universitys and universities also implement mutual recognition of credits, A large number of basic courses and multi-disciplinary courses, In response to the needs of technological development, Students can choose courses across grades and departments according to their own ability, In order to ensure the advanced service nature of the university, The school will adjust the course content according to the scientific research progress and the dynamic time, In the assessment of attention to the improvement of ability and more in the form of papers, reports, A prominent feature of teaching evaluation is that candidates' self-evaluation, And occupies a large proportion in the comprehensive evaluation, This evaluation method not only mobilizes the initiative of students, but makes students examine themselves, It also avoids the teachers' evaluation bias. In short, the Education administration system and methods of British universitys and universities embody the student-centered thought, and ensure the quality of their education to a certain extent.

Li Jiaxin (2014, p.106) put forward: after a comparative analysis of the management concept and management mode of universities at home and abroad, they carefully considered the existing management concept and mode in China. According to the research, the Education administration of universities in China

should highlight the concept of socialization, marketization and international management, and promote the transformation from classified centralized centralization to local decentralization.

Cheng Jinkuan (1997, p.16) proposed: we can clearly understand that the United States implements a higher Education administration system featuring macro state intervention, local decentralization and school autonomy, and the separation of administrative management and academic management. As a young country, the achievements of higher Education administration in the United States are obvious to all, and its successful experience can be learned from by China. This paper discusses the basic problems of higher Education administration system, the comparison of the differences of higher Education administration system between China and the United States, and the enlightenment to the management of higher education in China.

Wang Luo-Zhong, Chen Jiang-Hua (2017, p.38) mentioned in the Research on the Reform of University Education administration based on Performance Evaluation that university Education administration should pay attention to performance evaluation, establish a scientific performance evaluation system, and promote the improvement of the quality of university education.

Liu Hanyang, and Wang Lina (2019, p.172) in the "Research on university Education administration based on Teacher Professional Development" is that the university Education administration should pay attention to the professional development of teachers, improve the quality and ability of teachers, and promote the improvement of the quality of university education.

To sum up, from the perspective of Britain and the United States, both the credit system and the academic year credit system reflect a greater degree of learning freedom and are guaranteed accordingly, reflecting the humanization in the Education administration system. Although there are differences in the educational administration systems of the two countries, the management concept of democracy and equality, the humanistic thought of serving teachers and students, and the system design view based on the needs of educational subjects are the same. This humanized concept is worthy of reference and absorption. As humanized thought is gradually valued in Education administration, humanized thought is expected to reach a consensus on the university Education administration system

and become the mainstream of thought in the field of education. Therefore, this paper will make further research and discussion on this point.

Concept of People-oriented Education administration

With the development of The Times, the "people-oriented" educational management concept that focuses on the object of educational management has emerged accordingly.

Qi Xiaoping, TangYan (2005, p.96) described the "people-oriented", believing that it fully integrates the democratic and scientific educational thought, stimulates the autonomy of university students with a higher vision and more cutting-edge educational concept, and guides their innovation ability, independent ability and conscious ability. Some scholars say that people-oriented is the scientific means of psychological counseling, humanistic care and ideological and political education in the process of student management. In the process of Education administration, we should start from the perspective of caring and understanding students, and pay attention to the internal needs of students' hearts.

Wang Fengchang (2013, p.75) by referring to ancient China's "people-oriented" thought, that Education administration is to trace back to the source of human nature, with people-oriented demands, group interests requirements as the starting point, by formulating a series of people-oriented management systems and measures, to guide students to independent innovation and development.

Zhang Wei (2013, p.84) believes that Education administration should start from ideological education, change students 'thought, mind and behavior mode essentially, and stimulate students' learning motivation with personal dreams as the goal, so as to achieve the goal of Education administration .

Zhou Lingyu (2015, p.83) that "people-oriented", the students as the core subject, in the process of Education administration to students' own characteristics, the ultimate goal as a starting point, emphatically for the development of students shape good learning environment, learning conditions and teaching mode, to stimulate students growth motivation and self-consciousness, so as to achieve the ultimate goal of student management.

Lin Xiaomin (2018, p.265) said that educators should update their ideas and improve their management methods. To cultivate graduates with service awareness, they should implement the service concept in the student management work, adopt

flexible methods to guide students, and maintain the enthusiasm of students. Teachers should establish the idea that education belongs to the service industry, and teachers are the service providers of education, and they should respect, love and serve students.

Wang Jing (2018, p.116) pointed out that education is the fundamental of education, to add the "independent" management consciousness into the student management work, build an independent management platform, formulate reasonable planning, highlight the importance of self-management, so that students can develop good habits and weaken the form of management, so that students can form autonomy and self-discipline.

Cheng Wan (2010, p.16) Modern management master Peter Drucker proposed the theory of achievement management that the purpose and expectations of the team must be transformed into goals, and the maker must also be the realization; under the guidance of the overall goal, each level can set small goals according to the actual situation. The realization of the goals at all levels requires decentralization to cultivate the sense of ownership of team members. Driven by the sense of ownership, the initiative and creativity of team members are more likely to be awakened. The core content here is the goal, and the premise of decentralization must be based on the principle of achievement first, otherwise conflict and waste will be difficult to contain. Drucker also stressed that in the implementation of the target and task stage, the team members should be fully given enough trust to ensure the real decentralization, promote the team members to strengthen self-control, independently and achieve the team goals more efficiently, and also to some extent highlight the "people-oriented" management principle.

In a word, Education administration is essentially a core management means adopted by educational institutions to achieve the team goals. The ultimate goal of the team is to fully realize the cultivation of students, and the way adopted is to organize the knowledge education, student service and the development of various activities. Its most important feature is that the target positioning in the all-round growth and success of students, to provide students with efficient and high-quality services.

The development of people-oriented Education administration

With the deepening of education management, the concept of people-oriented education management has attracted attention and application by scholars.

Fang We (1994, p.48) believes that the concept of school student management in the United States is "service-centered and student development as the goal", emphasizing students' self-management, paying attention to students' freedom, equality and personality, and taking service as the means to create basic conditions suitable for the development of students. Its characteristic is to be student-centered, the second is to pay attention to the development and guidance of students' own needs, the third is the flexibility and wide suitability of the method. The student management mode is as follows: first, the organization specialization, which is the strip operation mode of multiple development; second, the management team is professional and standardized, forming a comprehensive consulting service system, the purpose is to promote the development of students by means of management.

Gong Chunlei (2011, p.49) believes that the principal is responsible for the management of students in Canada, and establishes a "student management center" with special staff. Its management characteristics are as follows: first, advocate legal management concept; second, respect personality and protect students' autonomy to participate in school decision-making; third, professional management team.

Yang Minghao (2018, p.43) believe that Germany's "dual system" education is very famous in the world. This model combines school education with the needs of enterprises, focusing on cultivating students' professional ability, social ability and professional ability, and stimulating students' learning motivation with the thought of "learning for future work". Let students participate in teaching evaluation to implement student management and stimulate students' subjective initiative.

Wang Luo-Zhong, Chen Jiang-Hua (2017, p.38) believes that the concept of student management in British schools is student-centered, with a sound student management system. The management team has a perfect functional division, high efficiency, and a highly professional student service system.

Liang Qi (2019, p.51) believes that Singapore learns from the German "dual system" model to some extent, integrates school resources and enterprise environment, and forms a comprehensive education model integrating school,

training base and enterprise. The student training and development program mainly includes four aspects: technical ability, technical ability, application ability, innovation and entrepreneurial spirit.

A comprehensive analysis of the above relevant research materials of student Education administration in various countries reveals the common points in student Education administration in various countries: First, pay attention to students' self-management ability, and let students participate in the management process. Second, countries are paying more attention to student management. With the development of science and technology education, research on student management methods has been increased. Third, began to pay attention to the democratic management, people-oriented, diversified management and other scientific management principles.

Theory of people-oriented educational administration

The research of university Education administration has been running through the whole process of higher education development. Many theoretical researchers and practitioners have studied the reform and development of university Education administration with various methods on the basis of combining the practical needs.

Liu Kefeng (2007, p.15) Marx put forward: man is a kind of natural existence with subjective consciousness, "people-oriented" university student management, is by guiding, focus on the human nature, interests, through flexible diversity of student management mode, improve the students for management and service acceptance, increase the willingness of students to participate in. On this basis, fully improve the students' innovation, autonomy, comprehensive ability and quality, to achieve the goal of students' growth and success.

Long Yunjie (2014, p.42) pointed out the management of higher education should be people-oriented and create a relaxed and harmonious humanistic environment, which is crucial to cultivating students' sound personality and exerting the initiative and creativity of educators. Managers should invest in people's feelings, show their personality charm, and truly respect, care about and understand people.

Lu Li (2001, p.77) in the interpretation of "people-oriented" concept of university management, points out that "people-oriented" is the fundamental essence of higher education, motivate all the teachers and students staff play the enthusiasm is the motive force of university management activities, universities and

universities is also the key to management innovation, in democratic management and the administration is the key to the problem of university Education administration.

Ma Jiansheng, Teng Jun, Zhang Lei (2009, p.78) analyzed the value of people-oriented thought in university management from the development process of people-oriented management thought in the construction of people-oriented management thought in university management.

Peng Jiafen (2010, p.230) made some explorations on the concept of people-oriented education in universitys and universities from the three aspects of teaching and building the concept of people-oriented education.

Qin Shaode (2009, p.19) pointed out in the concept of Higher Education under the Guidance of the People-oriented Scientific Development Concept that higher education should be guided by the scientific outlook on development, innovate the talent training mode, stimulate the enthusiasm and creativity of teachers and students as its own responsibility, and practice the concept of people-oriented education.

Wang Guanghui (2013, p.116) took the specific teaching management system of universitys and universities as the research object, and systematically analyzed the dehumanization of the Education administration system of universitys and universities. on the humanization of university teaching management system research from the perspective of historical development discusses the human nature of the university Education administration system, points out that the traditional university Education administration thought early play humanity, different historical period system has human side, and the existing university Education administration system is chapter see people, see people", defects, according to the disadvantages of unmanned causes, she proposed through perfect credit system, flexible system and ways to construct humanized Education administration system, construct people-centered Education administration idea.

Zhang Jieying (2007, p.104) pointed out in the "Interpretation and Construction of" people-oriented "is the core content of modern education concept, and the establishment of" people-oriented " university management concept is the requirement of The Times of Education administration reform and innovation.

Wang Qingru, Kong Ying (2006, p.48), in the humanized management mode of adult education in universities, discusses the humanized Education administration of adult education, a special student group, as the research object. This paper puts forward that the daily management of adult education students in university and universities is obviously different from ordinary higher education because of the particularity of older age, uneven level, large number and relatively scattered people, and synchronized teaching and management, which brings a lot of difficulties to the Education administration. In the face of these practical problems, university adult education humanized management priority is gradually set up a scientific management in teaching and management system, is to the core, from respect, understanding, trust, help people, cultivate people, etc., set up an effective operation mechanism, to give a person more development space, give a person more care, to better cultivate people to create a good environment, in order to improve the cohesion, centripetal force and sense of belonging, fully arouse the enthusiasm of and initiative of students.

Zhang Yuxin (2010, p.17) in the humanized teaching management system in the paper discusses the necessity of humanized teaching management reform in universitys and universities, analyzes the current teaching management system defects, further analyzes the cause of these defects, on the basis of university teaching management system to achieve rigid management and flexible management, "teacher" and in accordance with the unity, strengthen the management team construction, to create a harmonious teaching environment.

Zhao Dan (2010, p.17), focusing on the humanized education of students in Higher vocational universitys, he discusses the humanization of the Education administration system in higher vocational universitys as an example. He believes that humanized education is an important part of quality education and an important way of education in student management in higher vocational universitys. The student management workers in higher vocational universitys should carry out humanized education to students through multiple channels, channels and means, so as to truly reflect the students' subjectivity and respect students as the first principle, so that a harmonious atmosphere of education and education can be formed between teachers and students.

Feng Pei (2009, p.86) in the university teaching management system of human lack of internal factor analysis, points out that the lack of human internal reason is: the influence of the former Soviet union teaching management mode, the influence of university official standard cultural atmosphere, the influence of educators power will, the influence of the uneven distribution of university education resources and the influence of learners' own factors. The humanized reform of teaching management in universitys and universities should adhere to "teacher-oriented", guarantee their teaching autonomy, and uphold "student-oriented" to safeguard students' basic rights and interests.

Guo Fangqing (2014, p.255), in the article 25, discusses the humanization of university Education administration from the perspective of university campus culture construction. The article points out that the current university education teaching without the scientific and standardized the management, but university Education administration emphasizes scientific and standardized at the same time, often show the inhuman side, how to let the students can abide by the school discipline specification, and can make their own quality quality, it is necessary to realize the humanized management idea. Combine the humanized management concept of university education with the campus culture of university, realize the self-management of students, make the internal mechanism of university campus culture better reflected, and promote the ultimate realization of "inaction" management and humanized university Education administration.

Wei Min (2011, p.23) pointed out in the Research on university Teaching Management Based on the Perspective of People-oriented Management that the current university teaching management lacks people-oriented concept and urgently needs to implement humanistic management. Specifically, the professional setting mechanism is not flexible, which hinders the development of students' personality, the inflexible management system limits the teaching autonomy of teachers, the improper incentive mechanism, and the performance evaluation of teaching secretaries often ignore their professional level and service quality.

Yang Aijun (2011, p.65) pointed out in the construction of Teaching Management System in Higher Education based on the Humanistic Concept that the starting point and destination of higher education are people, and all means and methods of Education administration must be carried out around human factors.

People-oriented concept as the core of the construction of Education administration system is to mobilize and play education subject subjective initiative and creativity as a starting point, by shaping the harmonious educational environment, not only can guarantee the all-round development of teachers and students, realize personal optimization development, and can cultivate students' self-confidence, enhance the thinking ability and creative ability.

Wang Linyi (2012, p.58) believes in the article scientific Outlook on Development and Humanized Education in universities and Universities that the scientific outlook on development is to take people as the core of development, establish people-oriented, and promote the harmonious development of people, society and nature. Modern education attaches special importance to the development of human beings, and believes that the fundamental purpose of education should focus on the development of human beings, pay attention to the construction of human internal qualities, maintain the characteristics of human nature, and promote the perfection and harmonious development of human nature. This is consistent with the requirements of the scientific outlook on development. Therefore, higher education should truly carry out the scientific outlook on development, take the concept of humanized education as the leading concept of university education, and pay better attention to the development of human intrinsic quality such as the improvement of life quality and the creation of life value, so as to not only serve a certain stage of university students, but also serve their life.

Gao Yan male (2012, p.217) in the humanistic concept of university Education administration system exploration and practice pointed out in the current higher Education administration mechanism and management activities are lack of humanity, the cause of this problem is various, mainly has the negative factors of traditional culture, negative effects of field economy and Education administration mechanism defects. Therefore, it is necessary to construct the strategy of university Education administration system under the concept of "humanism" by establishing the concept of "people-oriented", strengthening the personality of educational administration subject, carrying out people-oriented Education administration activities and establishing scientific Education administration mechanism.

To sum up, "people-oriented" means to fully respect people's individual needs and meet people's basic demands and fundamental goals, and its ultimate

goal is to promote human development. The "people-oriented" Education administration is to care about the interests of students, respect the needs of students, play the initiative of students, so that students will organically combine their personal goals and educational goals, to achieve the fundamental purpose of education. In the process of Education administration, the principle of people-oriented means that all actions take students as the starting point and foothold, and the demands and interests of students as the focus of work. This is a criterion, a demand is also a goal.

Concept of Student Affairs Management

Student affairs management is an important part of education management, and the research of this aspect is developing with the research of educational management.

The connotation of university student affairs management

As for the connotation of student affairs management, many scholars have expounded and analyzed it from different aspects to help us to understand it better.

Cao Guangying (2021, p.63) views on Student Affairs (The Student Personnel Point of View) and the Declaration on Student Personnel Work revised by the American Council of Education in 1949, Cao mentioned the need to pay comprehensive attention to their physical, emotional, spiritual, social and intellectual development, requiring students to be regarded as "complete people". This is the most important early literature on the concept and thought of student affairs management in American universities.

Hu Zhixia (2020, p.42) SLI theory (Student Learning Imperative: Implication for Student Affairs) expounds the relevant content of student affairs management, that is, "promoting students' learning ability and personal development is the core of student affairs management, but also the basic law, which has the characteristics of the unity of universality and particularity, and the combination of theory and practice". According to SLI theory, the student affairs management in the United States mostly sets up special management workers according to the corresponding management projects, and a relatively perfect student training system has been established.

Wei na (2020, p.63) Student management in American universities and universities usually incorporates the idea of freedom and openness into their work. Student management provides guidance, training and services to students, but does not do specific work. For example, the student activity center is only responsible for providing a place for student activities and providing registration for student associations. Most of the work of the student management department is to provide students with relevant information, laws, rules and regulations to teach students how to choose, rather than to choose instead of students. At the same time, being student-oriented and respecting students is also one of the basic concepts of student affairs management in foreign universities.

Zhou Qian, and Hu Zhixia (2024, p.73) It emphasizes to provide each student with services to meet the needs of their personal interests and ability development, including intellectual development and comprehensive quality development, and can timely feedback and improve the deficiencies in the management of student affairs. In addition, many foreign universities have equality and diversification development committees, which formulate equality and diversification strategies according to students' personality and characteristics. The student affairs management department is mainly responsible for taking specific measures to effectively implement these strategies and document policies, with respecting the needs of students' personality development as the core, not ignoring the interests of the few because of the interests of the majority, and trying to provide equal opportunities to receive education and services.

Zhou Juan (2024, p.315) In the United States, university student affairs management refers to "student affairs work" (Student Affairs) or "student service work" (Student Services). The study of this paper focuses on the practical definition of university student affairs management: "university student affairs management refers to the organized service work for students, including admit a certain number of freshmen meet the requirements of the school registration, help them to adapt to the campus life and realize the goal of academic and personal growth, help students to design and implement extracurricular activities, make students during university, ensure that the school to take care of the students' health, accommodation, ensure the legitimate rights and interests of students and safety, make the student administrators aware of the students of school policy formulation, implementation".

Theory of university student affairs management

At present, the research on the university student affairs management mode and the "people-oriented" student affairs management mainly focuses on the following four aspects.

1. Research on the connotation and method reform of university student affairs management mode

Jiang Qunying (2001, p.103) The student affairs management mode refers to the market economy conditions, through the students' education, management and service for student development, make the school training goals and students' self development goal gradually realize identity and unified process, student affairs managers and is a kind of interactive relationship between students.

Li Ronghua (2003, p.94) The management mode of university student affairs refers to the scientific thinking method and operation method of the management of student affairs after long-term practice under the guidance of certain ideology and theory.

Wang Junfan (2011, p.63) Student affairs management mode, refers to the certain theory and education concept, under the guidance of the goal of higher education, in the academic affairs, especially the classroom teaching field of student education, student management, student guidance, student service idea, work content, work organization, working method system.

The definition of these related concepts provides some reference ideas for the concise and summary of the concept and connotation of the "people-oriented" student affairs management mode.

In recent years the theory of other disciplines to study the student affairs management articles, in promoting research theory level at the same time, the research focus also gradually from the collective education to personality needs education, working methods also gradually from binding management to developmental services, these views of "people-oriented" student affairs management mode construction has certain significance.

Left army (2000, p.81) organizational behavior incentive theory, system study student behavior and motivation, starting from students' internal motivation, the individual needs and external development goals, guide students to achieve established goals, combine organization and individual goals, internal motivation and

external incentives, to guide the student affairs management effectively, change the past only by personal experience in student affairs management.”

Zhao fang (2004, p.72) to draw lessons from social work concept, the service society, respect life, respect individual uniqueness concept into student affairs management, take case, group work and community work, multiple aspects to carry out the student affairs management.

He Xiaoming, Cao Liu. (2007, p.67) put forward the combination of student affairs management and family education to discuss the working mode of university student affairs management into the family of university student affairs management in the New Era.

Research on the management mode of student affairs in university management center

By summarizing the literature, the most prominent feature of the management mode of student affairs (i. e., the education one management mode) is to emphasize that students are the object of work, highlight the importance of management means, and advocate integrating students into the strict organization and management system through layers of management.

Wang Yuzhong (2005, p.70) student affairs management under the leadership of the party committee and the administration of the students into the unified management, the implementation of centralized management, student management according to the number of students create positions, form the combination of student management team. According to grades and majors, the school implements a "one-stop" management from enrollment to employment." In the past ten years, the academic circle has conducted more research on the disadvantages revealed in the development process of the management center model.

Song Liping (2007, p.37) In the process of development and evolution, the indoctrination mode, focusing on the function of ideological and political education; the compulsory constraint working mode, focusing on the narrow management function; the arranged alternative mode, focusing on the low level service function.

Lu Yue (2013, p.75) In the problem management mode, student affairs managers play the role of 'supervisor', regard students as the 'perpetrators' of continuous problems, and focus on the treatment and the prevention in advance. The nanny-style mode refers to that some student affairs managers do not fully

realize the subjectivity and development of students, and regard university students as the objects that need to be protected.

The management center work mode caused by this kind of "big management is not good, small management is not finished" situation, its disadvantages are obvious. At present, the academic view of trying to reform the management center mode can be roughly divided into the following three kinds: emphasizing the adjustment of the structure of the student affairs management system.

Qiu Zhengxiang, Sun Songping (2002, p.34) The existing management system basic unchanged, by increasing the student management service function, improve university students' self management ability, to departments issued certain management authority, raise the overall function of student management.

This idea advocates the adjustment in the system and structure, but there is no substantial change in the management mode and management concept. Although it has advantages in maintaining the stability of the school, it touches less on the core problems in the management of student affairs; emphasizing the rich experience of student management in western universities.

Cai Guochun (2000, p.67) Follow the United States and other western developed countries university student management mode, the students transactional work and ideological and political education work, management specialization, at the same time on the management system change the current'block, secondary management mode is "given priority to with article, level management.

This idea leads to the separation of student affairs management and ideological education, reduces the effectiveness and pertinence of ideological and political education, and deviates from the student training strategy in China; emphasizing the self-governance and self-service of university students.

Cai Hongmei (2004, p.180) emphasized the group and individual self-management mode, that is, the student management mode with university student autonomy as the main body.

In a sense, this view reflects the respect for the subjectivity of university students, but from the current reality of university student affairs management, it is difficult to implement the working concept of fully realizing student self-management.

3. Research on the management mode of student affairs in university service center

According to relevant information, the books related to university student service mainly include: Zhang Dongjiao's "On Educational Communication", Chen Jianxiang's "New Education: Serving for Learning", Liu Junxue's "Discussion on the Quality of Higher Education Service" and so on. These books reflect a common problem from many angles: the service-centered mode (education, one management and one service mode), in which students are the object of service, actively cultivate the awareness of providing high-quality service for students, and give full play to the service function of student affairs management.

In recent years, the research on the connotation and concept of the service-center student affairs management mode is relatively concentrated.

Li Yingjun, Guo Mei (2007, p.87) Expounds the connotation and characteristics of service-oriented student affairs management, points out that service-oriented student affairs management to student development, students' mental health, education student aid management, student affairs, student employment guidance service as the main content.

Chan KuiXian, Li Lei (2007, p.113) University students service concept, refers to the university student affairs management should starting from the fundamental interests of the students, to the students into physique and comprehensive development of builders and successors to the socialist cause as the goal, concerned about the students' thoughts and learning, in study, life, career employment, physical and mental health, safeguard their legitimate rights and interests to provide guidance and help.

The research on the design and construction of service-center student affairs management mode is relatively systematic and comprehensive.

Yang Kefei (2004, p.47) Service-oriented student affairs management mode to our education goal and content and the development of The Times, social development, the development of education and the development of students, for the improvement of student affairs management and inject new vitality.

Ma Yanhui (2010, p.224) University service leading student affairs management mode changed the 'Education administration', light service traditional concept, the students' ideological education, daily management and service, firmly establish the

idea of serving students as the education, management, education, management in service, education in service, management in the service, but also in the education and management services.

Zhang Wenjun (2005, p.75) Service-oriented student affairs management mode has the basic characteristics are as follows: the dominant of education idea, humanistic education concept, education form permeability, accept selectivity, service diversification, convenience, service content of systematization, specialization, work team professional, expert, etc.

These thoughts and viewpoints explain the cognition of the service-oriented student affairs management mode from different angles, and have certain reference significance for the design and construction of the "people-oriented" student service mode.

4. Research on the "people-oriented" student affairs management mode in universitys and universities

Current academia for management center student affairs management mode and service center student affairs management mode in the development of problems and deficiencies, put forward to build a new working mode of students' comprehensive development as the core, namely "people-oriented" student affairs management mode (education a management a service development mode). As for the basic concept of "people-oriented" student affairs management mode, the academic circle has developed different theories.

Zhao Changyong (2008, p.296) People-oriented student affairs management philosophy, Based on the comprehensive development of students, Persisting in providing strong support for students' personality development, Respect students, trust students, guide students and serve students, The student is the subject, Ability to freely choose about their own personal development, It is conducive to cultivating students' innovative spirit and creative ability, In the "people-oriented" student affairs management mode, The protagonist is the students, The supporting role is the mentor, Students can boldly implement their own action plan while receiving guidance, To achieve your own goals.

Wang Jun (2010, p.123) Pointed out that people-oriented student affairs management view should include three parts: student view of development, view of student affairs management, and view of student affairs management organization.

First, the student view of development. That is to look at students from the perspective of development, emphasizing students' independent understanding, independent choice, independent thinking, independent control and independent improvement. The second is the development of the student affairs manager view. That is to look at student affairs administrators from the perspective of development, student affairs administrators can not only develop themselves, but also must constantly develop themselves. The third is the development of the student affairs management organization view. The student affairs management organization should focus on the establishment of learning organization, and make learning become an important content and effective means of student affairs management organization operation.

These ideas provide an important reference basis for the construction of the theoretical system of this study.

The research on the design and construction of "people-oriented" student affairs management mode is also relatively concentrated, which can provide reference for the construction and operation of "people-oriented" student education, management and service mode studied in this paper.

Ji xuefeng (2006, p.99) To the student as the main body, to promote students' comprehensive development as the main content to build student affairs management mode, is in the people-oriented education principle of student affairs management new ways and new methods, is the main role of students, social value and way of thinking fully respect the education of rational regression.

Liu Min (2011, p.209) People-oriented student affairs management mode is the student as the main body, to promote students' all-round development as the main content of the new student affairs management mode, it to student education, management and service as the means to promote the all-round development of students. This model can be described in a chain, that is, education, management, service and development.

Ding Dongyu (2014, p.57) Mentioned with the comprehensive development theory to guide university student affairs management, the people-oriented student affairs management mode concept, methods and content also made a lot of description, but in details still need to continue and systematic.

This working mode breaks through the traditional student affairs management mode of simple education and management-based working mode, and transforms into the working mode of education, management and service.

5. Research on the international comparison of the management mode of university student affairs

The Department of Ideological and Political Affairs of the Ministry of Education of China (2016, p.239) mentioned in the book *Entering the Student Affairs Management in American Universities* when learning from foreign experience, "With the trend of education internationalization, the management concept, mode and method of university student affairs management in China will inevitably be affected by the internationalization. Many people began to call for learning the management concept and model of American student affairs, which we should treat dialectically." In recent years, domestic scholars have mainly studied the management of student affairs in the United States, The United Kingdom, Japan, Singapore and other countries, including the development status, development characteristics, theoretical basis, mode and methods of student affairs management and enlightenment to the management of student affairs management in foreign universities.

Wang Wenjie (2013, p.93) Western universities early put forward the idea of "big education", namely adhere to the comprehensive development of education concept, not only to develop all kinds of formal "education, but also develop all kinds of informal "education," informal education, committed to all kinds of education way of balance and coordination, make the education system is more and more perfect.

Study the foreign advanced experience, by comparing the similarities and differences of relevant work at home and abroad, apply the foreign advanced ideas and models to the management of student affairs in China, and advocate the innovation and beneficial reform of student affairs management in China. It should be said that the construction of "people-oriented" student affairs management mode is an emerging research theme in the field of university Education administration, which is also a higher requirement for the development of student affairs management in the new era, revealing the trend and direction of the development of university student affairs management mode. Both in the research ideas, research

content or in the research methods show the characteristics of deepening, the relevant research has also achieved the fixed stage results.

Research on university student affairs management

The analysis of the university student affairs management research by domestic and foreign scholars can help us to summarize the relevant situation and continue this study.

Bar Margaret (1993, p.117) In the Student Affairs Management Manual (The Handbook of Student Affairs Administration), A survey was conducted on more than 100 student affairs management branches of various American universitys and universities, The management center of student affairs management mode is roughly divided into the following four types, Including: Direct supervision mode (The Direct Supervision Model), This is the most traditional management model. It requires the student service department to report directly to the head of student affairs management, who is in constant contact with the heads of each department. At present, this model cannot adapt to the student affairs management after enrollment expansion; the funding model (The Revenue Source Model) is the new student affairs model. In public universities, because education fund and tuition income cannot be used to support the implementation of auxiliary projects including accommodation management, health and diet services, student union, and bookstore, some principals begin to be responsible for the fund management of such auxiliary services (auxiliary services), resulting in this management mode; service related mode (The Affinity of services Model), which is a common management mode in universities. Its contents usually cover: admission services, including tuition fees, file management, financial aid, registration and entrance education; student life, including student activities, discipline, accommodation life projects, student organization consultation; student support services, including consulting services, employment placement, student services, tutoring services; auxiliary services, such as student accommodation management, student union management, health services, bookstore operation, etc. In this model, the workers responsible for the above services have autonomy in the relevant service areas and also report to their leaders, relying on their branches to ensure mutual cooperation; the Joint Association model (The Staff Association Model), "as the huge bureaucracy and organizational plan, allows the student director to exercise unified leadership over the groups and

associations." The association regularly holds meetings of the heads of the student management department to jointly solve difficulties or mediate conflicts and conflicts, and plan overall activities. Members of the association provide information and suggestions to the head of student affairs management within the scope of their responsibilities and assist them in performing their management functions. There is basically no subordinate relationship between each other.

Cao Guangying (2021, p.62) After the Second World War, with the rapid expansion of university enrollment scale, foreign universities changed from elite training to mass education, and the management of student affairs in foreign universities also entered the period of "student service". In American universities and universities, students are regarded as the "food and clothing parents" of the school, and the sufficient source of students is the guarantee of the school's development and teachers' salaries. The school will put the service work in the first place, to solve the problems for the students, to do all the students, the concept of serving the students prevails. for instance.

Li Ye (2013, p.76) concluded university students want timely service, and some students emphasize that university teachers should be very happy and should help students accurately.

In the UK, the service concept of "students are the core" has also been established, focusing on providing meticulous and thoughtful services for students.

Lei Ji (2006, p.50) Expounds the core content of British university student affairs work: strengthen the cultivation of students 'general skills, improve students' self development and employment ability, improve student welfare, etc., from the concept, goal, system, work four levels of theory and practice analysis and generalization, in order to our university student affairs management work bring beneficial enlightenment.

Wei na (2020, p.63) In the 1960s and 1970s, the background of social unrest in the United States prompted the emergence of "student development theory" and became the guiding ideology of the management of student affairs in universities. Much of the literature, including the 1972 "Student Development in Tomorrow's Higher Education: Return to Academia" (Student Development in Tomorrow's Higher Education: A Return to the Academy), COSPA Statement (The COSPA statement) in 1975, A View of Student Affairs (A Perspective on Student Affairs) in 1987, and

Student Learning is urgent: Student Affairs in 1994 (The Student Learning Imperative: Implications for Student Affairs), and the Standard Principles for Good Student Affairs Practice (Principles of Good Practice for Student Affairs), published in 1998, Both have explained the significance of promoting students' all-round development, That is, student affairs management aims to improving students' learning and development, Adopt various ways to help students in an all-round development, It's a useful supplement to academic affairs.

Xia Yi (2010, p.132) Further research on the student development theory, she points out, American higher education sustainable development association was established in 2005, its basic concept for the sustainable development of higher education (hereinafter referred to as ASHE). ASHE is to further deepen LR, advocates the comprehensive use of all educational resources inside and outside the school, and emphasizes that the purpose of students' higher education is for the long-term development of individuals and society, including personality improvement and career planning.

Zhu Quanming (2012, p.28) conducted research on the problems existing in the management of university students, and put forward the common problems include the lack of scientific and efficient management mechanism, backward management concept, low comprehensive quality of managers, and unscientific student management structure.

Song Yu (2014, p.34) Research on the Innovation of Student Management Mode in Higher Vocational universitys mainly put forward several innovations of university student management mode on the basis of previous scholars.

Wu Xueyan (2013, p.63), On the Current Countermeasures to Improve the Effectiveness of university Student Management, puts forward the countermeasures to improve the efficiency of higher vocational university student management according to the problems in university student management.

Chen Xiucai (2016, p.58) Gives new ideas and measures on how to improve the effectiveness of university student management in the new period.

The management of student affairs in foreign universities has a complete theoretical basis and has accumulated valuable practical experience. Looking at the above research results, we can find that the work of student affairs abroad developed earlier, and roughly experienced four stages of "replacing the parental

system, student personnel, student service and student development". In student management, we advocate freedom and openness, student-oriented, respect the differences of students, realize the effect of educating students through service, including admission service, related supporting services, and supporting service for students, and establish the service concept of "students are work center" for students, to promote students' comprehensive development, and to help students achieve all-round development. However, from the current research situation, foreign research is more focused on the macro level, the micro level of the management of student affairs is relatively lacking, the research results are mostly focused on the affairs management, and the education and guidance of students' thoughts is less. The macro, medium background and the problems and challenges of the current university student affairs management in China are similar to the foreign university student affairs work. Therefore, based on the actual situation of the development of university student affairs management in China, it is necessary and feasible to study and draw lessons from the experience and practice of foreign student affairs work.

Throughout the existing research materials, we find that some achievements have been made in the research of student affairs management in universitys and universities, including both speculative research, example research and field research; the research content includes principle research and operational research. Although many experts and scholars have conducted studies on the management of student affairs in universities, the research results have their limitations. There are very few studies on public universities in Guangxi. With the development of The Times and the promulgation of new policy documents, and the actual situation of students has also changed, so it is urgent to carry out relevant studies.

The word concept of "well-being"

In the Oxford Senior Dictionary, The definition of the "well-being" is that: general health and well-being, "Well-being" is most commonly used in philosophy to describe things that are not instrumental or ultimately beneficial to the individual. "Well-being" was originally derived from Aristotelian ethics eudaimonia, The original word contains living well and doing well, There is also attention to "beauty" (such as physical fitness) and "spirit and god" (such as intellectual meditation and good government). In Chinese, "well-being" is usually translated as "well-being", "welfare", "quality of life" and so on. "well-being" is often used in daily life to refer to

a person's brief state, often refers to a kind of emotional satisfaction or emotional positive state, while "well-being" has a wider connotation and extension, including the whole life and all dimensions.

The evolution and development of the well-being theory

About what is well-being has been a topic worthy of discussion since a thousand years ago. Aristotle believed that well-being is the meaning and purpose of life and the ultimate purpose of human existence. He wrote in the Ethics of Nicomache: "We accept self-sufficiency because it makes our lives worth choosing and have nothing... We think that well-being is such, and indeed the most worthy of choice, not just as one of the other things." With the development and change of The Times, people's understanding of well-being is deepening, and the theory of well-being has also experienced a long evolution and development.

1. Hedonism theory

Hedonism, also known as well-being theory, is the oldest branch of the school of well-being theory. The core idea of hedonism is that well-being lies in well-being.

Diener E. (1984, p.542) Jeremy Bentham is one of the most famous representatives of hedonism theory. According to his theory, the more happy a person's life is, the better he is, and vice versa, and the value of these two experiences is their duration and intensity. The greatest characteristic of hedonism is that intuition is the criterion of judging well-being and pain, and plays a fundamental role. The biggest flaw of hedonism is that it is too superficial that all well-being and pain are related to well-being, and that the feelings of pleasure seem to be different and difficult to measure. So there are those who attack hedonism as a "pig philosophy", simply placing all pleasures in equal status, regardless of their level, which makes hedonism have to face more severe attacks.

Robert Nozick. (1974, p.49) Have proposed such a thought experiment: think about the rest of your life having a machine to connect your brain, bring you any most valuable or interesting experience through nerve stimulation, you may not know that you are on the machine, and you will choose to connect this experience machine? Obviously, for many people, we think the meaning and value of happy experience is not so.

2. Theory of seeking satisfaction

In order to solve all of the above criticisms, the theory of desire for satisfaction has been developed. The theory of seeking satisfaction has dominated because of the emergence of welfare economics. The theory is that different people have different experiences, and their inner well-being and pain are difficult to measure, so economists regard human well-being as preference or desire satisfaction, making it possible to assess the value of preference satisfaction (for example, money). According to the theory of desire to meet, a person's well-being is the overall level of their desire to meet in life, and the more satisfied the desire for life, the higher the person's well-being.

Richard B. Brandt (1965, p.41) is the representative of rule utilitarianism, who believes that the maximization of personal well-being is equivalent to the maximization of personal satisfaction; moral goodness comes from whether a person's desire for something is reasonable. The theory of desire for satisfaction avoids Nozick's refutation, and pleasure comes from the satisfaction of desire, rather than a false experience of pleasure. But it also brings another problem, that not all desires can bring well-being.

Derek Parfit (1969, p.37) Have proposed another thought experiment: imagine that you can start taking highly addictive drugs, which can cause a strong craving for drugs every morning. It will not bring you well-being, but not taking it will cause heavy pain. This assumption has clearly succeeded in refuting the idea of the desire-satisfaction theory.

3. Theory of life satisfaction

The great flaws of hedonism and desire satisfaction theory give rise to a more holistic theory of well-being, namely the theory of life satisfaction.

Von Wright (1963, p.91) he first put forward the view of life satisfaction. He believed that well-being comes from people's overall satisfaction with their own life. Proponents of life satisfaction theory often insist on evaluating the whole of life rather than the fragments of life, for a long period of life. The theory is that there are four simple questions to ask: whether there is a worthwhile life; an ideal life plan, a more detailed idea of the current life so far; and whether the present real life matches the plan of the ideal life. According to this view, well-being includes a cognitive state that represents whether a person's real life matches his life plan, and a person will not be happy without truly believing that his life satisfies his ideal life plan.

4. Emotional state theory

The theory of emotional state identifies a person's emotions and emotions. The theory holds that emotions have tendencies and a person's tendency to experience emotions will change with the environment, which is an aspect of human well-being.

Ed Diener (1966, p.83) suggests that for empirical researchers, the view of emotional tendencies suggests that in studies on subjective well-being, the impact of well-being based on "feeling" may not be comprehensive, and only evaluates a part of well-being. In his opinion, people have two emotional states, first, a person's "central" emotional state, referring to the long-term overall emotions and emotion, rather than simple pain or pleasure. The second is that individuals experience certain "borderline" emotional states, which have little impact on one's well-being, and a person tends to experience certain "central" emotional states rather than other emotional tendencies.

Subjective well-being

Subjective well-being is the most intuitive psychological feeling and feeling of a person's happiness experience, and its research has been deepening along with the development of educational management.

1. Main views of subjective well-being

In modern psychology, well-being refers to the overall assessment of their quality of life according to self-set standards, which is the state in which the individual is satisfied with his life as a whole. Subjective Well-Being is developed from the subjective theory and well-being theory, the well-being as personal subjective feelings and mental state, can represent people's evaluation of the current life situation. Some scholars also define subjective well-being as: subjective comprehensive satisfaction and positive mental health, which are important psychological parameters for individuals to quantify and describe the quality of life according to their own subjective standards, rather than temporary emotional state completely determined by environmental events. Some researchers believe that subjective well-being is a wide range of phenomena, including people's emotional response, domain satisfaction, and the overall judgment of life satisfaction. Each specific component needs to be understood in the person person, but the components are often interrelated. Eddiana believes that subjective well-being is

mainly composed of four parts, namely life satisfaction, positive emotion, negative emotion and domain satisfaction.

Warner Wilson (1967, p.42) proposed a broad review of subjective well-being (SWB) research, based on the limited data at the time, Wilson concluded that happy people are "young, healthy, well educated, rich, outgoing, optimistic, carefree, religious, married, strong self-esteem, work enthusiasm, moderate ambition, gender, a wide range of intelligence". In the 30 years since Wilson's report, studies of subjective wellbeing have developed further. Although researchers now learn more about the factors associated with subjective well-being, they are less interested in simply describing the demographic characteristics associated with it, instead focusing on understanding the processes behind well-being. The development of subjective well-being reflects the more and more attention to people's value and subjective feelings, and the view that well-being is higher than material or economic prosperity. Studies have found that almost all respondents believe that well-being is more important than money. Proponents of subjective well-being argue that social indicators by themselves do not define QoL because people respond to the same situation differently and they assess it based on their unique expectations, values, and previous experiences. Moreover, people believe that the happy people have more desirable lives and become better people than the unhappy ones. However, few people will think that subjective well-being is the only factor of a good life, and evaluating people's well-being is also influenced and restricted by other factors.

2. Main theoretical schools of subjective well-being

1) Bottom-up situational influence theory

Diener (1984, p.68) distinguished between bottom-up processes that influence subjective well-being. The bottom-up theory of situational influence holds that external events, situations and demographics are factors affecting subjective well-being. The theory holds that humans have basic and universal needs, and that then they are happy if one's environment allows him to meet them.

2) Personality trait theory

Personality characteristics is one of the most powerful and most consistent predictors of subjective well-being, so there are many theories and models to explain the relationship between personality and subjective well-being, one of the concept model is the temperament tendency of people's subjective well-

being, that some people have happy or unhappy factors are from genetic, is caused by inherent individual differences in the nervous system.

Kozma, Stone and Stones (1988, p.113) explore whether the stability of subjective well-being is due to the stability of the environment, personality, or emotional style. They found that all factors contributed to the stability of BB somewhat, but with minimal stable environmental component. Stable environmental factors do not fully explain the substantial stability of subjective well-being, which means that more stable factors such as personality must also be involved.

Other studies have shown that personality traits and cognitive tendencies are also associated with subjective well-being. In terms of subjective well-being, the traits that receive the most theoretical and empirical attention are extraversion and neuroticism.

Fujita (1991, p.26) Found that extraversion traits were associated with positive affective traits.

Lucas (1998, p.73) Studies on strong extraversion and emotions have come to similar conclusions.

Some researchers believe that subjective well-being is influenced by the interaction between personality traits and the environment, and the influence of personality traits on emotions may be regulated by the environment the individual is in, thus affecting subjective well-being.

3) The difference theory

Michalos (1985, p.68) Put forward the theory of multiple differences in satisfaction. According to Michalos's theory, individuals compare themselves by multiple criteria, including others, past conditions, wishes and ideal satisfaction degree, as well as needs or goals. The judgment of satisfaction degree is based on the differences between current conditions.

Diener and Fujita (1997, p.52) The idea that social comparison has an impact on well-being is that people should be happy if people around them are worse off, and feel unhappy if they are better off.

Wood (1996, p.88) states that social comparison is simply "a process of thinking about one or more information about others related to the self".

Wilson (1967, p.47) In his review of the well-being literature, he mentioned a specific difference: he sees high ambition as a major threat to well-being.

Many contemporary theories hold that the difference between a person's wishes and actual status is related to subjective well-being, suggesting that high aspirations lead to unwell-being because people are discouraged by the large gap between his or her present position and where they want.

4) Objective theory

Diener's (1996, p.29) According to Diener's theory, individual behavior is best understood by examining goals: what people often want to do in life and how they succeed in life. The type of goal a person has, the structure of a person's goal, the success of a person's ability to achieve one goal and the progress of achieving one goal can all affect a person's mood and life satisfaction.

Cantor and Sanderson highlight the importance of having goals, and a range of goal commitments provides a sense of personal agency, a sense of structure and meaning of everyday life. Furthermore, commitment to goals can help individuals cope with various problems in daily life and thus maintain personal and social well-being in adversity. Cantor and Sanderson also argue that the type of goals a person chooses can influence the impact of goals on subjective well-being: "well-being should be improved when individuals can pursue their unique personal goals within a value and independently chosen approach at a feasible level.

5) Adaptation and coping theory

Adaptation or coping is a core component of modern theories of subjective well-being. The theory suggests that evolution prepares us to adapt to external conditions, such as our bodies making some adaptations to help us with our harsh environments. Similarly, to some extent we can adjust feelings about good and bad things so that we do not stay in complacency or despair, and our emotional systems respond most strongly to new events that weaken over time, which also affects people's subjective well-being.

well-being assessment system

With the deepening of the well-being theory, people's practice of how to evaluate and how to improve well-being has also had a long-term development. At present, the academic research on well-being mainly focuses on Subjective Well-

Being, SWB and Psychological Well-Being, PWS. Among them, subjective well-being is based on the basic philosophy of well-being, taking more positive emotions and higher life satisfaction as important dimensions and indicators to achieve well-being, and believing that well-being is the subjective experience of an individual and the overall emotional and cognitive assessment of the quality of life. Psychological well-being on the basis of philosophy, think well-being is not only individual subjective judgment, also should have objective evaluation criteria, namely emphasizes the individual how to realize self potential and meaning of life, formed contains "autonomy, personal growth, self acceptance, life goal, control and positive relationship", six dimensional psychological well-being model.

Although different scholars about well-being and well-being have different research and interpretation perspective, but they formed a consensus: students 'well-being is not the surface of well-being or pleasure, but the students in the process of life cognition and emotional interaction, is a positive, positive experience and attitude, is a necessary basis for students' learning and development and strong driving force. The pursuit of well-being and the construction of a new well-being education model to help every child develop and form the ability to feel well-being, obtain and experience well-being, transfer well-being personality, and improve the realm of well-being should become the important goals and core value demands of the world education in the present and in the future.

Organization for Economic Cooperation and Development, The OECD, as one of the most important subjects in global education governance, Through its International Student Assessment Program (Programme for International Student Achievement, "PISA") continues to focus on the themes of student study and student growth, including well-being, And through the corresponding test results for the introduction and formulation of government education policies to provide suggestions.

This study on the basis of OECD official PISA2018 student questionnaire, in the comprehensive construction, analysis, compare the basic content of students 'well-being and the student affairs management framework and under the premise of the evaluation index, through the development trend of college students' well-being and influencing factors, so as to improve students' overall well-being based on student affairs management.

Table 2.1 The results of the synthesis of student well-being based on student affairs management

Evaluation dimension	The OECD PISA2018	Student Affairs Management
Corresponding variable transformation		
Learning cognitive dimensions	Specific subject skills: science, mathematics, reading, collaborative problem solving, reasoning literacy; Scientific confidence: the self-efficacy of science, scientific interest, and the internal power of science; Reading, mathematics, and science literacy; mathematical confidence: mathematical self-efficacy, interest, and motivation.	Learning guide
Emotional psychological dimension	Overall life satisfaction; achievement motivation; Personal expectations; Examination and study anxiety; Positive and negative emotions.	psychological counseling
Physical quality dimension	Cultural and sports activities: school art and sports education and activities, off-campus practical education and sports.	campus activities
Self-realization dimension	Life value, meaning and purpose identification; personal development.	employment guidance
Dimensions of social life	School sense of belonging; lived experience; Punch relationship.	dormitory management

According to table 2.1, the researchers analyzed and synthesized documents, concepts, theories, and researches related to student well-being and student affairs management. The researcher used the criteria to consider the corresponding characteristics. To use as a framework for research in this study. Which can be synthesized in 5 core content as follows: 1) learning guide; 2) psychological counseling; 3) campus activities; 4) employment guidance; 5) dormitory management.

Through the collection of monographs and the use of major databases such as CNKI, Wanfang, Springer, this study summarizes and sorts out the existing research literature at home and abroad, and the above five core contents of university student well-being based on student affairs management concept are described as follows.

Learning guide

Ji Jing (2012, p.58) divided the process of learning guidance into five dimensions: exploring personal goals, exploring career goals, choosing majors, choosing courses and arranging courses.

Qiu Xiaoping (2003, p.37) applies this model to adult students, he pointed out in the study, when the special groups to study guidance, learning guidance mode should be extended and extension, not only focus on students' professional or course choice, and should help students integrate, the use of school inside and outside education opportunities, resources.

Hao Yi (2007, p.22) that invasive learning guidance relationship (intrusive academic advising) is initiated by schools initiative rather than students initiative, more suitable for some students common academic problems, although very efficient, but the relationship between the two sides is distant, problem solving relationship announced the termination, unable to help form long-term personal development goals.

Geng Rui, Zhan Yisi (2012, p.71) believe that the main role of freshmen learning guidance is to help students adapt to the requirements of transformation and transition, affect whether students can integrate into the university, and then related to the establishment of students' learning goals, potential and lifelong career development.

Wang Xia, Guo Yuelan (2019, p.18) MIT will provide two mentors for freshmen, one is a teacher or manager, and the other is a senior peer mentor, providing information and advice from a student perspective.

Zhou Jinghui (2014, p.26) through the questionnaire survey and interview method to study guidance, found that at present Chinese universities to carry out the learning guidance is mainly in the form of "one to many", with the development of Internet technology, build the role of online learning guidance system is the trend of The Times.

Chen Yanhua (2014 p.23) believe that students tend to get personalized, developmental and targeted learning guidance.

Gao Chun Di (2015, p.55) pointed out through the relevant practice of University that students need professional guidance in self-cognition and self-exploration of University, and it is necessary to carry out the consultation and counseling work of professional change.

Geng Rui, Zhan Yisi et al (2017, p.57) believes that students' personal goals should be consistent with their own study, career and even life goals.

Wang Guanghui, Xie Huiting (2013, p.116) pointed out that the practice path of the new model of learning guidance for secondary universitys and departments in the "Internet +" perspective mainly includes the establishment of a learning guidance center and the comprehensive coordination of professional learning guidance resources.

As you can see, scholars for learning guidance research direction is divided into two kinds, one is to study guidance as a function, the early research stage more, focusing on the university in academic work and student affairs management of different dimensions such as what method, strengthen students' understanding of the university environment, cognition and ability of professional learning content. The second research direction is to take learning guidance as a systematic system, analyze how to make specialized development from the aspects of personnel, institutions, system and so on, take learning guidance as an integrated function, and play a role through system construction. The research and practice of study guidance for university students started early in foreign countries. Many developed countries have established a relatively mature and perfect study guidance system for university students, and the research related to study guidance in Chinese universities is not mature, but it is undeniable that study guidance research has become the focus of attention of more and more scholars. The existing research on learning guidance provides some literature support for this paper. First of all, for the learning guidance system of university students, the guidance content, guidance form, work team, operation mechanism and so on are the indispensable elements, and these elements influence each other and work together.

In conclusion, this study has concluded that: The learning guide refers to Universities guide students in all academic and non-academic, in-class and after-

class, university learning and lifelong learning, and even career planning. The contents of learning guidance include learning ideas and ideas, learning objectives and content, learning methods and means, learning psychology and morality, etc. The purpose of university study guidance is to maximize the potential of students, broaden students' educational experience, help students to successfully complete their studies, cultivate students' learning ability, and promote students' better development.

Psychological counseling

Austin, J. T., & Vancouver, J. F (1996, p.338) believe that psychological counseling centers in universities and universities are constantly improving their functions with the growth of students' psychological needs. Firstly, the psychological counseling center should make a plan for the actual psychological status and make the annual work plan according to the academic year; secondly, maintain the website of the psychological counseling center and publicize the mental health education to the students; finally, establish the three-level mental health education system of the school, university and class, so as to deepen students' lives and solve problems for students from all levels.

Zhu Jieyi (2011, p.68) and others believe that the suspension rate, school resumption rate, graduation rate and graduation rate are caused by a variety of complex factors, which can only become a reference index for the evaluation of psychological counseling services, but can not be used as the only index to evaluate the effect of psychological counseling services.

Cui Qianqian (2023, p.129) proposed that the mental health work should be started from six aspects, including the establishment of special leading institutions of mental health education, the establishment of mental health full-time and part-time team, the establishment of the working mechanism of mental health education, carrying out special lectures and special activities, mental health prevention, and giving full play to the role of modern network media.

Chen Wen (2016, p.37) pointed out that in addition to the theories and skills of their own disciplines, they also used the methods of school social work, such as case work, group work and community work.

Chi Li-Ping, Xin Zi-Qiang (2002, p.27) that the goal of university psychological counseling center is for the society to cultivate "moral, intellectual, physical, beauty,

labor" comprehensive development of talents, so the psychological counseling center should not only to do their job, also auxiliary academic studio, sports, arts and other functional departments work, expand their functions, to provide a multi-functional psychological counseling center.

Li Dongming (2010, p.107) for students to carry out the corresponding psychological counseling and consulting work, help them better processing environment to adapt, self management, learning, interpersonal, dating, job employment, personality development and emotional regulation of confusion, improve the level of university students' mental health, promote the all-round development of students.

Zhang Xinping (2004, p.383), the university psychological counseling center is generally more important institutions, especially in developed countries, there are a considerable number of full-time psychological counselors, an average of 6, can reach more than 30, about 500 students can be equipped with a full-time psychological counselors, has reached the standard of the United Nations.

Xiao Hua (2016, p.37) believes that under normal circumstances, if a student has a healthy psychology and a positive heart, then his grades will not be bad. Similarly, if a student has a good academic performance, it reflects the psychological quality of the student and is also good. It is of certain reference value to evaluate the effect of psychological counseling service from the perspective of academic performance, but also because of the specific situation of students, it cannot be generalized to evaluate the effect of psychological counseling service.

Xu Chang (2015, p.52) believes that the goal of students' mental health education should give full play to the principle of subjectivity, take improving the general psychological quality of students as the main guidance, and rely on "one set of systems, secondary organizations, three goals, four forces, five types of graduate mental health education channels".

Yue Hua, Tian Weiming, Wang Tan. (2016, p.2) proposed strategies to improve the effect of graduate mental health education, namely, the education goal based on promoting adaptation, the education principle aimed at promoting self-education, the education mode based on service support, the education team with full participation, and the process-oriented education evaluation.

As you can see, most universities and universities have been aware of the students' mental health education and the important role of psychological counseling services, many scholars and psychology experts, also actively involved in the construction of psychological counseling services, through years of psychological counseling service work, these dedicated to psychological counseling service staff, also accumulated a lot of rich experience, university psychological counseling services also formed a certain scale.

Foreign mental health education originated early and has experienced a long period of development course. It has been quite mature in terms of conditions, perspectives, technology and other aspects, and has formed a set of theoretical system adapted to China's national conditions, and has achieved remarkable results in practice. Foreign educational concepts and goals, professional and highly educated workers, advanced psychological counseling services, rich and comprehensive educational content, diversified educational channels, strict and standardized professional access standards and other theories and practices have given some reference and enlightenment to China's mental health education work. Chinese research, more and more scholars and the general education workers will focus on the students of daily mental health, they through a variety of channels using a variety of ways, the mental health status and influencing factors, the present situation of mental health education and countermeasures conducted a series of research, enrich the mental health education research content and path, provide useful reference for this study.

In conclusion, this study has concluded that: The psychological counseling refers to in college campus this specific environment, consulting object for college students, consultant according to the specific psychological problems, the correct use of psychological counseling related theory and technology, through conversation and discussion, guide the consulting object found the root of their psychological problems, change the original cognitive, emotional, behavior pattern, so as to maintain and improve mental health, promote college students' potential development and personality development.

Campus activities

Chi Shuqing, Zhang Yanhua, Wang Yu. (2011, p.6) that "university campus cultural activities has many functions, is an important point in the field of campus

culture construction, is an important way to improve students' quality, is an important form to meet the demand of teachers and students, is an important carrier for teachers and students to understand society, the study of workers and peasants, has a significant role in promoting social and cultural construction".

He Xiaoming, Cao Liu. (2007, p.67) to the "intelligent knowledge culture" word, intelligent knowledge culture including academic activities and self education activities, including self education activities including various community activities, school, essay competition, knowledge contests, style, etc., these activities can let the teachers and students learning and spreading knowledge of literature, art, at the same time to show the era, inspire the realistic spirit.

He Jiangna (2023, p.148) pointed out in the thinking on the Vitality of Campus Cultural Activities in universitys and Universities that the ideological and political education function of campus cultural activities in universitys and universities is mainly manifested in the educational function, cohesion function, guiding function and adjustment function.

Jiang Tao (2015, p.10) discussed the important role of campus cultural activities in university students 'mental health education, and pointed out that campus cultural activities are of great significance to the popularization of university students' mental health knowledge, psychological adjustment, the cultivation of sound personality and the shaping of the role of university students.

Jiang Xiule, Long Xiushing (2006, p.35) believe that "campus cultural activities are an important form of the spirit and taste of universitys and universities, and are the most active, abundant and the most popular key part of teachers and students on campus".

Luo Liyuan, and Wu Dongze (2023, p.160) mentioned the concept of "top-level design", that is, that university campus activities should be planned on the whole, under the overall management, and then the specific implementation steps should be implemented to every link of the activity, so as to maximize the use and play of resources. In addition, relevant management regulations can be formulated to ensure that the activities have evidence to follow and rules to follow. At the same time, we will supervise and manage the personnel and funds in the process of campus cultural activities, and link the quality of activities with the performance of student affairs managers to ensure the quality of activities.

Ma Juan (2011, p.12) that campus activities is "a kind of designed by school administrators and organization to the student as the main body, based on the campus, to create a spiritual environment and cultural atmosphere as the means, to cultivate socialist qualified talents, for the purpose of all the teachers and students to participate in a series of activities, its essence is through the activities to achieve the purpose of education".

Tang Wen, Qiu Jing (2012, p.146) pointed out that "campus cultural activities mainly refer to the second classroom activities organized by university students on campus. It is the platform and carrier for the school to carry out ideological education, behavior guidance and comprehensive quality improvement for university students, and has an important cultural education function".

Li Puzhi (2009, p.52) took the Music Department of Southern university of Sun Yat-sen University as an example, and believed that concerts promote the development of traditional culture and professional exchanges, the skills competition of music department highlights the humanistic style of the university, and the series of lectures in the School of Music can broaden students' vision of professional subjects.

Yu Jing, Gao Xiang (2012, p.24) pointed out that campus culture should be transformed as the ideological field into the tangible of brand construction, and at the same time promote all teachers and students to form a consensus on building the brand of campus cultural activities.

As you can see, campus cultural activities is an auxiliary means of classroom learning, through activities can make students autonomous learning, obtain direct experience, and classroom learning, through a variety of recreational form, attract students to participate in, students participate in the activity will naturally feel its unique school charm, in osmosis edify sentiment, physique, by the education and inspiration.

The research on campus activities in universitys and universities has gradually been paid attention by scholars in the cultural, ideological and educational circles, and has a relatively rich research on the connotation, characteristics, functions, existing problems, corresponding principles and development path of campus activities in universitys and universities, which lays a solid foundation for the development of this research.

In conclusion, this study has concluded that: The campus activities refers to focusing on the needs of students, in line with the purpose of respecting students 'subjectivity and stimulating students' creativity, colleges and universities organize and carry out ideological and political, academic science and technology, entertainment and sports activities with rich content, novel forms and strong attraction.

Employment guidance

Li Shuyuan. (2004, p.6) Employment guidance can help students expand their understanding of their existing career options and prepare them for a wide range of positions to help students explore careers beyond their major. At the same time, the relevant departments regularly provide students with comprehensive and continuous employment guidance, which helps students to carry out their own career development in the process of professional learning, and better guide students to complete the transition from school to society.

Li Ye (2013, p.76) The key to employment guidance is to make clear that the current employment guidance is to increase "long-term" opportunities for students, that is, teaching relevant employment experience or further qualifications, rather than getting a job immediately.

LI Zhongliang, TANG Xiaohui (2008, p.78) need to consider the lifelong development of students and expand the service scope. First, the service quality can be further improved by strengthening the professional ability of staff and employing professionals; second, online services can be widely used to cover the shortage of teachers and make students more easily obtain employment guidance; third, the university employment guidance center should strengthen the cooperation with various professional universitys to provide employment guidance suitable to the needs of students of different majors.

Liu Xiaoyuan (2020, p.36) university employment guidance should cover consulting and planning of career development in different fields, experiential education and centralized recruitment services.

Li Jialiang (2024, p.25) pointed out that the employment guidance of universitys and universities should expand its service scope, including various functions such as information exchange, ability training, consultation and guidance,

and career planning, so as to give full play to its important role as a bridge of communication between universities and universities and employers.

Li Minyu (2024 p.83) think employment guidance of universitys and universities should be more targeted, form a professional teachers, personalized employment planning, counseling and resources information matching, the employment guidance covers the whole process of student learning growth, help students to explore their own advantages, on the basis of achieve high quality employment goals.

Ma Yingfeng (2018, p.19) The cultivation of students' employability is the responsibility of all higher education stakeholders, including universities, governments, enterprises and students themselves. universitys and universities should give full play to their advantages to build a multi-subject and all-aspect employment guidance system.

Sun Na, Liu Deyu (2012, p.3) that to make full use of big data analysis technology to build dynamic university graduates employment guidance system, establish the employment of university graduates information platform, at the same time access "students" and "enterprise", through the big data technology analysis, provide more accurate analysis and guidance, realize the balance of "supply" and "demand".

Sun Weiwei (2016, p.263) proposed to cooperate with various forces to make the employment work more systematic, effectively promote the multi-party linkage of relevant subjects, and form a joint educational force to boost the development of the employment of university graduates.

Wang Qing (2018 p.41) pointed out that relevant professional training and assessment should be carried out regularly to improve the professional degree of relevant staff in employment guidance. In addition, the relevant management system should be improved to effectively improve the service level of employment guidance work in universitys and universities.

As you can see, university graduates employment guidance each paradigm changes and the changes of the development of the internal logic, university student affairs management of employment guidance to clear universitys and universities, government, society, employers and the responsibility of university graduates employment stakeholders, foreign research on university graduates employment

guidance started earlier, gradually formed with national characteristics, the characteristics of the system construction path, for provides a good theoretical reference and reference for this study. Chinese relevant research has conducted extensive and in-depth research from the aspects of policy, employment quality and current situation, and also put forward corresponding optimization paths according to the historical background at that time.

In conclusion, this study has concluded that: The employment guidance refers to according to their personal situation and employment needs, colleges and universities help job seekers to determine the employment direction and career planning, recommend career positions for them, and provide them with knowledge, experience and skills related guidance and services in the process of preparing for employment, so as to help them achieve employment.

Dormitory management

Yu Huiling (2022, p.181) put forward the concept of green dormitory. By enumerating some indicators of university dormitory management, he proved that the green dormitory, which integrates the sustainable concept into the dormitory management practice, can bring warmth and comfort to the dormitory students more than the traditional dormitory.

Liu Guangyu (2013, p.22), based on the in-depth analysis of the dormitory management of Israel Institute of Technology, proposed a stable matching model, that is, student dormitories should be allocated according to the academic, seniority, social characteristics and economic characteristics of the resident students.

Zuo Jun (2000, p.81) put forward the concept of building strategic partnership between teachers, dormitory administrators, dormitory students and other dormitory related personnel, advocate the harmony, equality and friendship of dormitory related personnel, and create conditions for universities to carry out good educational activities in the dormitory.

Ji xuefeng (2006, p.99) pointed out that the dormitory management mode of the combination of "student engineering + logistics" is the most common mode in Chinese universities. Among them, the student engineering department of the school is responsible for the education management of residential students, while the logistics department is responsible for the dormitory hardware facilities and maintenance and other property work.

Hua Yixi (2015, p.33), dormitory management innovation is to adapt to the needs of the university reform, colleges and universities should speed up to establish a more flexible dormitory management system and operation mechanism, need to pay attention to the traditional management despise service single mode, into multiple participation mode, improve dormitory management service level, to provide more high quality service.

Huang Li (2011, p.84), based on their own practical experience in dormitory management, emphasize that students' dormitory satisfaction is an important indicator of the sustainable development of college education, and they should strive to improve the service level and service quality of the dormitory.

Huang Yan (2013, p.42) by conducting active interference, passive interference, active and passive interference and other types of interference experiment, and according to the experimental data, the research analysis to change the student behavior in the dormitory strategy, and summarizes these strategies, summarizes the accommodation based on these strategies to improve students in the dormitory resources protection and the overall effect of sustainable utilization.

Jiang Yufeng (2008, p.71) divided the dormitory management mode into comprehensive management mode and management mode, and summarized the advantages and disadvantages of the two modes, the former is conducive to the unified management of schools, but easily lead to unclear division of labor, the work is difficult, often prevarication; the latter introduced the market mode, hired the property management company for professional management, but this mode focuses on the "management" of students, prone to conflicts and conflicts with students, weaken the education function of the school in the dormitory.

Jun Tongqiang (2010, p.57) summarized the dormitory management mode, and believed that the current situation of university dormitory management has comprehensive management mode, semi-socialized management mode, operational management mode and community management mode, and proposed the guided dormitory management mode.

Ji Jiawei, Guo Hongfei (2023, p.22) based on the "Internet + student dormitory" management mode, put forward the information dormitory management, must actively learn intelligent service, explore intelligent management digital, intelligent visualization, network specialization in the dormitory management

coordination of key areas path, promote the management model of gear upgrade, vigorously improve management efficiency.

Kong Meng (2015, p.25) through a large number of empirical research, think college dormitory property management mode as run, outsourcing, hybrid three, after analyzing the pros and cons of three patterns, think wisdom will become an important assistant of university dormitory management, inevitable trend, sets up the core concept of "people-oriented", to provide professional service standards, humanized service needs and personalized service means is becoming the focus of the dormitory management reform.

As you can see, the academic community recognized the importance of college dormitory management, focus focus on the present situation of the dormitory management, existing problems and countermeasures, focus on the dormitory safety management, dormitory system construction, dormitory hardware and software facilities, dormitory ideological and political education, cultural construction, etc., most research way from the dormitory management problems of the guidance, deeply analyze the causes of the deficiencies in higher vocational colleges dormitory management, to study the solution, solutions are put forward, the research results of the dormitory management experience, has important reference value. However, from the existing research, it is found that much attention is not paid to the multiple interests of college student dormitory management under the new situation. At the same time, the previous academic literature lacks the research on the main position of students in dormitory management, mainly taking it as the management object, rather than the management subject. Therefore, the previous research results of university student dormitory management theory have important academic reference value, but also leave a large space for the research of this study.

In conclusion, this study has concluded that: The dormitory management refers to the process of using rules and regulations to restrain students' behavior in the dormitory, dealing with students' affairs in the dormitory in accordance with relevant regulations and procedures, maintaining the normal operation of hardware and software facilities in the dormitory, providing safe and sanitation services for students, and carrying out ideological and political education for students.

Context of Public University in Guangxi

In China, with the rapid development of economy and society, higher education, as an important base for cultivating high-level talents, plays an increasingly prominent role and status. The state attaches more importance to higher education. It has not only invested a lot of resources to improve the quality of education, but also issued a series of policy documents to guide the reform and development of higher education. Especially in the context of globalization and information technology, higher education is facing unprecedented opportunities and challenges. How to cultivate high-quality talents with innovative spirit and practical ability has become an important subject facing higher education.

In the aspect of university student affairs management, the state has put forward clear requirements. On the one hand, it is emphasized to strengthen ideological and political education and guide students to establish correct world outlook, outlook on life and values; on the other hand, it pays attention to cultivate students' innovation ability and practical ability, encourage students to participate in various social practice activities and improve their comprehensive quality. In addition, the country also actively promotes the development of education, which provides new means and tools for the management of university student affairs.

The management of college student affairs faces multiple crises and challenges. First of all, with the continuous expansion of enrollment scale, the number of students surges, and universities face great pressure in resource allocation, personalized management and service provision. This requires the university student affairs management department to improve the work efficiency and innovate the management mode to meet the increasingly diversified needs of students. Secondly, the diversification of student problems also brings challenges to the management of college student affairs. With the development and change of social economy, students are faced with increasingly complex problems, such as psychological problems, interpersonal relationship problems, career planning problems and so on. The solution of these problems requires the university student affairs management department to have more professional and meticulous service ability. In addition, the development of globalization and informatization has also put forward new requirements for the management of university student affairs. How to guide students to correctly deal with the cultural impact brought by globalization, and how

to use information means to improve management efficiency and service quality are all important issues facing the management of college student affairs.

For Guangxi, As an important province in the western region, Guangxi also presents its unique characteristics in the development of higher education. With the development of Guangxi's economy and society, the demand for higher education talents is increasingly strong, which requires colleges and universities to constantly improve the quality of education and cultivate more excellent talents. In recent years, with the support of the state and the autonomous region government, Guangxi universities have continuously strengthened the connotation construction and improved the level of school running. Especially in the aspect of student affairs management, Guangxi universities actively explore and practice, and have formed some management modes and experience with local characteristics.

There are a total of 85 ordinary institutions of higher learning in Guangxi, among which 59 are public universities, accounting for the majority. Moreover, the education of high-level talents such as graduate students is mainly conducted in public universities. However, according to the 2015 China Education Yearbook, there are 50 higher education universities in Guangxi, 33 undergraduate universities are mainly distributed in Nanning, and 13 graduate training institutions. The number of faculty and staff in undergraduate institutions reached 40,967, with 26,089 full-time teachers. In 2015, the statistics of 13,125 graduate students, the number of graduates 9,146, the current number of students is 34,106, ordinary college graduates 303,981,97,498 graduates, the current number of students is 491,574. Compared with the neighboring province Guangdong, the development of higher education in Guangxi is slightly behind, with 28 graduate training institutions, more than twice that of Guangxi, and undergraduate institutions are almost twice that of Guangxi.

However, the management of student affairs in Guangxi university is also facing many crises and challenges. First of all, Guangxi is located in the western region. Compared with the eastern region, the educational resources are relatively scarce, which brings some difficulties to the management of student affairs. How to provide high-quality services for students under the condition of limited resources is a key consideration for the student affairs management department of Guangxi universities. Secondly, the student group of Guangxi universities also presents some unique characteristics, such as ethnic diversity and cultural background diversity. This

requires that the university student affairs management department should fully consider the differences of students and provide more targeted and personalized services when providing services. In addition, universities in Guangxi also face some special challenges, such as how to strengthen students' ideological and political education and guide students to establish correct values; how to strengthen students' practical education and improve students' comprehensive quality.

Generally speaking, higher education in Guangxi is in a slow development, and the management of various universities, including the management of student affairs, urgently needs to improve the quality. Guangxi university student affairs management has both opportunities and challenges. Only by constantly adapting to the needs of the development of The Times, and actively exploring and practicing new management modes and methods, can we better serve the growth of students and the development of colleges and universities.

About Guangxi University. As an important institution in Guangxi region, Guangxi University's student affairs management is in an unprecedented background. Globalization, informatization and diversification have become the main characteristics of this era, which not only provides more development opportunities for students, but also puts forward higher requirements for the management of student affairs in Guangxi University. Under the context of globalization, students have a broader vision and the demand for international communication and cross-cultural communication is increasing. Guangxi University needs to actively respond to this trend, strengthen international exchanges and cooperation, and provide a broader international platform for students. At the same time, the development of information technology also provides more convenience for the management of student affairs. For example, through big data, artificial intelligence and other technical means, it can more accurately grasp the needs of students and provide more personalized services.

Policy opportunities: National and local governments' attention to and support to higher education provides a good policy environment for the management of student affairs in Guangxi University. For example, the national and local governments have issued a series of policies to encourage students to participate in social practice, innovation and entrepreneurship activities, which

provides more development directions and opportunities for the management of student affairs in Guangxi University.

Resource opportunities: As a comprehensive university, Guangxi University has rich educational resources and teachers. The student affairs management department can make full use of these resources to carry out various forms of educational activities and service projects, so as to provide students with more comprehensive and high-quality educational services.

Innovation opportunities: In the context of globalization, informatization and diversification, student affairs management needs to constantly innovate to adapt to new challenges. Guangxi University can actively explore new management modes and methods, such as the introduction of student autonomy system and carrying out online education, so as to enhance students' autonomy and participation.

At the same time, the management of student affairs in Guangxi University also needs to be constantly improved and optimized: with the progress of society and economic development, the needs of students are becoming increasingly diversified. Student affairs management departments need to pay more attention to the personalized needs of students and provide more targeted services. At the same time, it is also necessary to strengthen the attention and services to students' mental health, career planning and other aspects. With the expansion of the enrollment scale and the increase of the number of students, the work pressure of the student affairs management department is also gradually increasing. How to ensure the service quality and efficiency has become an urgent problem to be solved. The development of information technology provides convenience for student affairs management, but it also brings challenges. How to make full use of information means to improve management efficiency and service quality, the student affairs management department needs to learn and explore.

Related Research

Management of student affairs in Guangxi colleges and universities

Su Jingjie (2024, p.55) At present, the mode of funding education in universities in Guangxi mainly includes four modes: precise funding, career development orientation, social practice volunteer service and policy publicity incentive. However, due to the shortage of human resources in Guangxi, there are

regional deficiencies in the productivity development level and education input, which leads to the poor effect of funding education in Guangxi. Therefore, we can improve the effectiveness of funding education in Guangxi by improving the funding mechanism, strengthening the construction of the funding team, broadening the channels of funding publicity, and building a diversified education platform.

Wang Lijuan (2023, p.41) As a settlement of ethnic minority communities, ethnic minority college students occupy the majority of the number of college students. We must pay more attention to the employment of ethnic minority students in Guangxi, promote the economic development of ethnic minorities, and enhance ethnic unity. Based on the study of the employment situation of ethnic minority students in Guangxi colleges and universities, this paper further expounds the significance of promoting the employment of ethnic minority students in Guangxi colleges and universities, finds out the relevant problems encountered by students in the process of employment, and provides corresponding solutions, so as to promote the employment of ethnic minority students.

Feng Guanghui (2022, p.61) Through the four undergraduate colleges and universities in Guangxi students to carry out field trips and online research, analysis of the current Guangxi college student financial aid work results and the existing problems, affirmed the current funding policy to college family economic difficulties students bring great changes, and strengthen the propaganda work, accurate identified solution object, etc to discuss how to improve the effect of student financial aid work, in order to better promote college student financial aid work in Guangxi.

Hu Yaojie, Li Liying, Wu Tong (2022, p.137) Analyze the situation of college students' understanding of college sports culture, physical exercise, proposed to college students as the subject of the campus sports culture construction, scientific campus sports culture construction goal, strengthen the campus sports culture talent team construction, cultivate Guangxi college students' lifelong sports consciousness, increase the proportion of sports activities in the construction of campus sports culture in Guangxi.

Kuang Hongda, Li Jian, Gu Zhengjie (2023, p.44) The network psychological help behavior of college students in Guangxi is affected by psychological health and other factors. Network psychological help has become a new form for college

students to meet their mental health needs, and is an important supplement to offline psychological help. They are different, which should be paid attention to by schools.

Zhao Qing, Tang Linling (2022, p.38) To explore the development status of innovation and entrepreneurship values of college students in Guangxi, mainly from the four aspects of society, university, family and individual. According to the survey results, the paper puts forward four training countermeasures of society, university, family and individual, in order to strengthen students' concept change, knowledge accumulation and practice cultivation, and promote the innovation and entrepreneurship education in colleges and universities to take root and sprout.

Du Hongyu, Shi Feng (2018, p.4) The current situation of students' participation in school management in Guangxi is generally consistent with that of public universities, which shows that: students have high willingness to participate in school management, but the lack of middle and high level participation in school management and low primary level participation satisfaction reduce the students' participation enthusiasm and actual participation rate; students' knowledge and ability to participate in school management are insufficient.

Yang Yang (2016, p.43) In 1985, Guangxi established the first private universities with independent diploma qualifications, Yongjiang University (now Nanning College) soon developed to the present 12 private universities. At the same time of the rapid development, many problems also appear. The private universities in Guangxi are still in the exploration and development period of development and standardization, improvement and improvement. The growing size of students causes the problem of mental health, and the new changes in the student management and students. This requires that the student management of private colleges and universities should start from the characteristics of students and establish the management thought of "people-oriented". Although the private universities often take the student management work as the first priority of the school work, implement a series of measures to improve and improve the student work with counselors as the main force, but there are still lagging management methods, lack of flexibility and innovation; the specific working mechanism in the work is not obvious effect; the student management work fails to cause enough attention, the student management work can not effectively display; the logistics support work for

the student work; the student work team is unstable, the student management constitution is unreasonable, and so on.

Huang Shengman (2018, p.31) One-stop service is both an opportunity and a challenge for college students' work. Guangxi University of Finance and Economics has built a college student affairs management service center in combination with the actual educational mode of the two and three districts, so that it can truly become a bridge between schools and students and a service platform for doing practical things for students.

Liu Shiming (2018, p.23) In colleges and universities, freshmen dormitory fraud is a common problem, which has both the reasons of freshmen themselves and the factors of university management.

Chen Pan (2023, p.106) At present, the mode generally adopted in Guangxi universities is "counselor + class teacher + student assistant", and there are two prominent problems in practice. First, the roles of guide, class and assistant are blurred and overlapping responsibilities; second, the role of the head teacher is not fully played. Colleges and universities in Guangxi should clarify the roles of guidance, class and assistant, build the mechanism of guidance, class and assistance, play the supporting role of "undergraduate tutorial system", establish scientific guidance, class guarantee and supervision system, in order to better class management..

Qin Yingying, Xiao Chengwei, He Jingfang (2020, p.13) Advantages of campus sports events in Guangxi universities, namely: high quality event resources, good prospect for tournament development; disadvantages: low operation level, poor publicity, single source of funds; opportunity: good policy, rapid development of sports industry, establishment of five media alliances of Guangxi universities; Threats: market competition of university league, weak construction of core concept of campus events, and relative lack of event audience.

Student affairs management in American colleges and universities

Wang Xia, Guo Yuelan (2019, p.15) Higher education originated in the United States. Since the establishment of Harvard university, the first higher institution in the United States in 1636, the functions of student affairs management have been reflected. In other words, student affairs management runs through the entire history of American higher education. Based on this, the development process of university student affairs management needs to combine the history of the United States and

explore the history of landmark events or influential documents to explore the specialization of student affairs management in the United States.

This stage was from the establishment of Harvard university in 1636 to the independence of the States in 1776, the stage of student affairs management appeared with the emergence of American universities and universities. Early higher education is the result of the transplanted continental model, university student affairs management is also influenced by the early colonial thought, the management concept, mode and style is mainly follow the early British Cambridge, Oxford university and other classic British university model, take boarding, through strict discipline and moral control to manage students. In the earliest harvard, Yale, William and Mary, for example, university is not big, students age generally is small, school instead of parents regulatory duties, by teachers, principals and directors of the school activities of students, and through mental, physical and economic means to punish students disciplinary violations, this is usually called "alternative parenting" (in loco parentis).

Under the student management mode of "alternative parenting system", student affairs and academic affairs are naturally integrated and undifferentiated, and there is no independent management of student affairs. Teachers have dual roles. In addition to undertaking normal teaching tasks, they should also play the role of parents to supervise and control students 'words and deeds according to the religious belief regulations, so as to improve students' thought, morality, character and knowledge. Student affairs and academic affairs are intertwined, and the management of student affairs is not separated from the school management affairs. Teachers 'restraint on students' behavior is regarded as their basic responsibility, and the maintenance of students' daily life and learning order is an important part of school management."Replace parenting" is a kind of embryonic stage of student affairs management system, its purpose is through discipline regulations control and management of students' behavior, to ensure the normal operation of student affairs, but this management mode hindered the close interaction between teachers and students and harmonious development, ignored the students as the subject position of "people", caused the relationship between teachers and students of opposition and contradiction. Although this kind of embryonic university student affairs management has a clear management concept and professional functional division, it

is the continuous deepening of the above problems that causes people to pay more attention to and think about the management of university student affairs.

This stage began from American independence in 1776 to the birth of a student affairs management professional in 1891. With the end of the colonial era, the independent United States hoped that higher education would gradually escape the influence of the British model and turned its eyes to the German model to seek new development. Influenced by the German Humboldt model modern university, scientific research the status of universities in the great development, university teachers began to focus on specialized research field and academic research as the development direction, students extracurricular activities, to a certain extent, has given rise to the management function of independent and professional development, student affairs gradually separated from academic activities, become an independent work. During this period, due to the shift of teachers' focus, the role of replacing parents was gone, but more basic discipline management (discipline management). Most of the administrators and teachers of American universities also gradually accepted the new idea: universities should treat and cultivate students as a whole person, and strive for their all-round development. University teachers should be the main contributors to the educational function, while the daily management of students should be handled by specialized personnel and departments, which constitutes the endogenous driving force for the development of student affairs management. In 1862, on the other hand, the President of the United States signed the drink, act (Morrill Act), the expansion of universities is the diversity and complexity of students, different social level, different gender and minority students began to appear in the United States campus, this constitutes the student affairs separated from academic affairs of objective conditions and development opportunities. In 1870, Professor Gurney (E. Gurney) was appointed the first Dean (first university dean) of Harvard University, responsible for assisting the principal in managing the discipline of students. Harvard university began to be divided into two different parts, namely academic affairs and student affairs. Subsequently, in 1890, Harvard University established the New Student Advisory Board (the Board of Freshman Advisors) and established the Director of Student Affairs. In 1891, Harvard University appointed the first full-time dean of Student affairs management (dean of students) (L. Briggs). This appointment marked the birth of the management of

student affairs in American universities in the independent sense, which is the most important condition and key symbol for the emergence and development of student affairs management in the United States.

This stage was from the birth of professional student affairs in 1891 to the promulgation of the Student Personnel Declaration (The Student Personnel Point of View) in 1937. Harvard University after the student affairs full-time staff, set up special student affairs management, student affairs management in the school management structure become an independent functions, student affairs and academic affairs further differentiation and clear, student affairs management started from the school teaching and academic affairs, become an independent field. Thus, Harvard University's student affairs management model was imitated by many universities. For example, in 1901, the University of Illinois first appointed Clark (T. Clark) as the dean of Boys' Affairs (dean of men). Since then, many universities and deans have established deans for boys and deans for girls (dean of women), prompting a further separation of student affairs and its management from teaching and academic affairs.

After the 20th century, the management of student affairs was increasingly standardized and professional, the "extracurricular activities" of students gradually increased, and various community activities and sports activities became increasingly diversified. American universities and universities began to have special student committees (student council) and other student management organizations to be responsible for the daily management of the daily affairs of school students. With the deep practice of student affairs management, the theoretical research on student affairs management has also stepped up to a new level, and the psychological achievements have begun to be widely used in education, and its scientific method has also become the main tool of student affairs management. In 1919, psychologist Scott (M. Scott) from Northwestern University designed a personnel system for student affairs management and put forward the concept of "student personnel", which marked the "student personnel" (student personnel) stage of student affairs management in American universities. In this stage, university student affairs emphasize the attention to students' personality, students' practical needs and personal interests in the management. Like the specialization of university teachers, the management of student affairs is also constantly professional and

refined, forming many unique management function areas and supporting special management skills requirements. universities and universities began to appear projects specially prepared for student affairs management personnel, in order to improve the professional level of personnel.

In 1914, Columbia University awarded the first professional master's degree in female consultants, and in 1919, Jones (L. Jones) received his first doctorate in the field. The development of these master's and doctoral programs is of great practical significance to the expansion and professional development of the student affairs management staff. At the same time, the professional association of student affairs management came into being, and the industry organizations are constantly established to provide various opportunities and conditions for the development of communication, learning exchange, career promotion, power struggle and scientific research for the development of student affairs management personnel and student affairs management. Among them, the most representative is the Student Personnel Declaration issued by the American Board of Education in 1937. The declaration for the first time more clearly expounds the status and role of student affairs management, emphasizes the universities should focus on the comprehensive development of students, not just intellectual training, put forward the cattle future education orientation, extracurricular activities, accommodation meal arrangement 23 student personnel should do work, provide the basis for the development of student affairs management in the universitys and universities, marks the American student affairs management in the establishment of independent management role, the separation of student affairs and academic affairs is the necessity of higher education development process.

This stage was from the promulgation of the Student Personnel Declaration in 1937 to the introduction of the Tomorrow Higher Education Project (Tomorrow's Higher Education Project) in 1968. After the Second World War, the United States realized the importance of the development of higher education to the revitalization of the country, and the country attached great importance to the development of higher education. At the same time, a large number of students who failed to complete their studies during the World War urgently needed to continue to receive higher education after the war. To compensate for the contribution of soldiers during the period of the war, avoid high unemployment rate caused by military discharge, in

1944, the us Congress passed the veterans rights bill (The G. I. Bill of Rights), the bill: for all wartime service in the army not less than 90 days of military personnel for 1 year, no more than 4 years of education and training, paid by the government is no more than \$500 a year of tuition and fees and \$50 a month. This has greatly stimulated the boom of veterans, who flooded in university, and the number of students surged in a short time. In this case, universitys and universities build a large number of school buildings, and teachers are overwhelmed with the teaching needs of students, so they have to transfer a large number of students' life management to male deans, female deans and student deans and other student affairs administrators. The increase of the number of students, the complexity of student structure and the diversification of student needs have brought great challenges to the student affairs management of American universities, and the improvement of the service for students has been widely valued by all schools. In this case, the role of student affairs managers has gradually become professional.

In 1949, the American Board of Education (American Council on Education) issued a guidance document with the same name as the 1937 Student Personnel Declaration. The file analyzes the needs of students, such as students' environment adaptation, spirit, academic goals, points out that universitys and universities should set up the consciousness of service for students, including environmental adaptation, academic guidance, psychological counseling, health care and a series of best service, student affairs management into the "student service" (student service). The so-called "student service" is to set up personalized student service projects according to different elements such as students 'learning type, learning motivation, learning ability and social psychological characteristics, to meet the students' development space. "Student service" is the enrichment and development of "student personnel", and its essence is to meet the various requirements and wishes of students by providing direct service. Under the guidance of its concept, student affairs and academic affairs go hand in hand, both promote and complement each other, universitys and universities can through with the concept, student affairs and academic affairs go hand in hand, both promote and complement each other, universitys and universities can through extracurricular activities related to students 'academic to support students' learning and development.

on this basis, To promote the further development of student affairs management in American universities, In 1967, The American Association of University Professors (American Association of University Professors), the National Association of Students (the United States National Student) and other organizations have drafted a Joint Declaration of Students' Rights and Freedoms, Joint Statement on Student Rights and Freedoms), Take this as an important guiding ideology of student affairs management. The declaration establishes the theme of "promoting development through service", emphasizing that the role of student affairs managers is neither a "nanny" nor an authoritative discipline, but a collaborator of students' learning, and its fundamental function is to promote the growth and development of students through service.

From this point of view, this stage is not only the "golden age" in the history of American higher education, but also the rapid development of student affairs management. The concept of serving students still guides the management of student affairs in universities.

This stage was from the "Tomorrow Higher Education Project" in 1968 to the proposal of Student Learning Theory (Student Learning Imperative) in 1996. In the 1960s and 1970s, there were frequent campus riots and violent actions in American universities, especially the student movement, the student movement quickly affected the university movement in the United States, as well as the civil rights movement and anti-Vietnam movement in the United States. In these social movements, university students become the focus of social attention. On the one hand, the student affairs management department of American universitys and universities began to carry out a lot of education and guidance for student organizations, student associations and students' extracurricular activities, which accelerated the process of democratic management in universitys and universities. On the other hand, students are at a loss in the rapid changes in the society. It is urgent to find what they want outside the classroom, and their interest in extracurricular activities has changed a lot. At the same time, the academic field has also begun to carry out special research on university students, on the change and development of students, the influencing factors of students 'growth, the types of students' personality, and the relationships between students' growth. These research results have greatly promoted the development of student affairs

management theory in American universities and universities. In 1968, the American university Personnel Association University Personnel Association (ACPA) launched the "Tomorrow Higher Education Project". In this project, "student development" (student development) is defined as the role of human development theory in higher education. Student development emphasizes shaping students' adult image, that is, university students have the right to decide their own direction of life, and have the right to choose the content of their education. Student development should be the center of the future curriculum, and connect student development to the work of the whole school. Since then, the concept of student development has become the guiding ideology of student affairs management in American universities. Later, in 1972, the project published "Student Development in Tomorrow's Higher Education: Return to Academic" (Student Development in Tomorrow's Higher Education: A Return to the Academy). This project not only emphasizes student learning as the focus of student development, but also provides an operational model, linking student development with various school work, and directly guiding the concept to concrete basic strategies of program construction and practice. The model mainly includes four parts: standard setting, evaluation, procedure strategy in reform, and evaluation. These four parts combine student development with academic development organically, marking the formal entry of American student affairs management into the era of promoting student development. The theory of student development not only points out the direction for institutions of higher learning to formulate talent training goals, but also provides a new perspective for understanding the purpose of student affairs management, finds the legal basis for the existence of student affairs management, and establishes the unshakable position of student affairs management in universities and universities.

In this stage, student affairs tend to be academic, and gradually form an educational partnership with academic affairs. In addition, the professional associations and industry organizations of student affairs management are also constantly improved, and the professional journals on student affairs management have also begun to come into being. on this basis, In 1987, The American Association of Student Affairs Managers (National Association of Student Personnel Administrators, NASPA) released the Student Affairs View (A Perspective on Student Affairs), The document states that, When universities and universities make

educational plans and provide services, Students should be regarded as equal partners, Encourage students to participate in the formulation of school policy documents and student affairs management activities. So far, the management of student affairs in American universities pays more attention to students' own development and independent development, trying to provide environments and conditions conducive to the growth of students through student affairs management, and promote the comprehensive development of students in cognition, emotion and learning.

This stage is from the proposal of students' learning theory in 1996. In the late 20th century, higher education in the United States became increasingly diversified, the specialization of student affairs management became better and better, and the cooperation and integration of student affairs and academic affairs received unprecedented attention. In fact, to achieve the goal of student development, the close connection between the student affairs and the academic affairs is crucial. On this basis, in 1996, the University Personnel Association put the combination on "Student Learning" (student learning) and published "Student Learning is urgent: Student Affairs" (Student Learning Imperative: Implication for Student Affairs, SLI theory). The document points out that learning is contact student affairs and academic affairs, class and extracurricular ties, the main responsibility of student affairs department is to encourage students 'learning and development, and joint academic affairs department to create conducive to promote the development of students' learning and conditions, "learning" is the standard of evaluating student affairs management level.

The following year, The American Association of University Personnel and the American Association of Student Affairs Managers jointly published the Seven Principles of Good Conduct in Student Affairs (Principles of Good Practice for Student Affairs), Put forward the seven principles of "students should promote active learning" in student affairs, That is, we should promote students to study actively, Should help students to develop common values and ethical standards, High expectations of student learning should be set and conveyed, Systematic research should be used to improve student and organizational performance, Resources should be used effectively to achieve the tasks and objectives of the organization, Should form an

education partner covering the entire school, A supportive and integrated student community should be established.

Then, in 1998, the University Personnel Association, the American Association of Student Affairs Managers, and the American Association of Higher Education (American Association for Higher Education (AAHE) jointly published the report "Strong Partners: Joint Responsibility for Students" (Powerful Partnerships: A Shared Responsibility for Learning). At the practical level, the report proposes ways to strengthen the partnership between student affairs and academic affairs to promote effective student learning.

The introduction of these documents has formed a huge influence in American universities, which not only lays the foundation of students' learning in concept, but also promotes a high degree of coupling between student affairs and academic affairs in practice. With the connotative development of higher education, the theory of students' learning has been continuously expanded and deepened.

In 2002, the American Association of Higher Education once again emphasized the centrality of student learning in its report, Strong Expectations: A New Vision of University Learning, Greater Expectations: A New Vision for Learning as a Nation Goes to university). The report points out that for students to become lifelong learners in the 21st century, universities should provide necessary support for students' cognitive development, intellectual improvement and skill training.

In 2004, the Personnel Association of Universities and the American Association of Student Affairs Managers jointly published "Reflective Learning: A School-wide Student Experience" (Learning Reconsidered: A Campus wide Focus on the Student Experience, LR Report). The report to study itself, think learning is a kind of combining theoretical study and student development of extensive, overall, dynamic activities, and advocate university experience of the school education mode, called for the integrated use of all higher education resources, pay attention to all the students' education and vocational training.

In 2010, the American Association of Student Affairs Managers again released its report, "The Future Outlook of Student Affairs" (Envisioning the Future of Student Affairs). The report combined with the development trend of higher education, outlined the university student affairs management theory and practice of the new vision, put forward the future student affairs management needs to serve the

comprehensive development of each student, and on the basis of information data, realize the seamless docking of student affairs and academic affairs, to build based on students' learning and development of large campus.

In 2015, the American Association of University Personnel and the American Association of Student Affairs Managers jointly released the report "Professional Competence for Student Affairs Personnel (Professional Competency Areas for Student Affairs Educators). The report identifies the professional competency required for different levels of student affairs management positions, Such as the personal and moral basis (Personal and Ethical Foundations), Value, philosophy, and history (Values, Philosophy, and History), Evaluation, Evaluation, and Research (Assessment, Evaluation, and Research), Law, Policy, and Governance (Law, Policy, and Governance), The Organization and Human Resources (Organizational and Human Resource), Leadership (Leadership), Social justice and inclusion (Social Justice and Inclusion), Student Learning and Development (Student Learning and Development), Science and Technology (Technology), Consultation and support (Advising and Supporting). It can be said that around students' learning and development, the student management of student affairs has entered a period of diversified expansion since the 1990s, and the American student affairs management has further expanded on the basis of the original service system, opening a new stage of professional development.

The university student affairs management has been sticking to keep pace with The Times, constantly in the theory and practice of breakthrough and enterprising, also continue to seek work method of update and improvement, implements the student affairs management specialization process spiral. In this process, student affairs and academic affairs move from the initial natural integration, to differentiation and independence, and then to mutual cooperation and assistance integration, and finally in the game practice, they aim to pay common attention to students' learning and development, so as to form the complementarity of student affairs management and academic affairs management.

Chapter 3

Research Methodology

This study focuses on provide the guidelines for improving student well-being based on student affairs management in public universities in Guangxi. To research the current situation and provide guidelines and evaluation guidelines for provide the guidelines for improving student well-being based on student affairs management in public universities in Guangxi. The reaerscher have the follwing procedures.

1. About The population / Sample group
2. About Research Instruments
3. About Data Collection
4. About Data analysis

Phase 1: The assignment of this operation is to study the level of student well-being based on student affairs management in public universities in Guangxi.

The population / Sample Group

The Population

The population of this research was about 1265 student affairs administrators from 11 public university in Guangxi.

The Sample Group

According to Krejcie and Morgan sampling table, the sample group of this research was 357 student affairs administrators from 11 public universities in Guangxi.

Table 3.1 Lists of university and sample size

No.	District	School name	The Population	The Sample Group
1		Guangxi University	163	47
2	middle	Guangxi Academy of Arts	87	24
3		Guangxi Construction Vocational and Technical College	136	39
4	north	Guangxi Normal University	154	44
5		Guangxi University of Science and Technology	148	42
6	southern	Beibu Gulf University	95	27
7		Yulin Normal University	88	24
8	west	Baise University	137	40
9		Hechi University	92	25
10	eastern	Hezhou University	84	23
11		Wuzhou University	81	22
Total			1265	357

According to table 3.1, The results showed that samples were drawn from Guangxi public universities by stratified random sampling and simple random sampling. First of all, according to the 11 public universities according to the eastern, southern, western, northern, central region division, select 2 universities in each region for research, a total of 10 universities, due to the large number of universities in the central region, increase 1 university, Then, 357 students from 11 universities were randomly selected according to the number of students affairs administrators.

Research Instruments

Questionnaire

The instrument to collect the data for objective one, to study the current situation of student well-being based on student affairs management in public universities in Guangxi was questionnaire. The questionnaire designed based on student well-being based on student affairs management in five following aspects: 1) Learning guide, 2) Psychological counseling, 3) Campus activities, 4) Employment guidance, 5) Dormitory management. The questionnaire was provided into two parts:

Part 1: Personal information of the respondents was investigated and classified by gender and educational background.

Part 2: Survey about the current situation of student well-being based on student affairs management in public universities in Guangxi. There are 10 questions for Learning guide, 10 questions for Psychological counseling, 10 questions for Campus activities, 10 questions for Employment guidance, and 10 questions for Dormitory management, total 50 questions. The data interpretation criteria based on the Likert's scale five scale are as follows:

- 5 Expressed the highest level of student affairs management level
- 4 Express a high level of student affairs management level
- 3 Express the management level of intermediate student affairs
- 2 Expressed a low level of student affairs management level
- 1 Represents the lowest level of student affairs management level

Implementing a questionnaire process

The implement process of questionnaire was as follows:

Step 1: Consult and analyze the literature to understand and master the relevant concepts, theories and research situation of related to student well-being based on student affairs management.

Step 2: Based on the management of student affairs in public universities in Guangxi, the current situation questionnaire of student well-being is constructed. Then the questionnaire outline was sent to the paper consultant, and the content was revised and improved according to the suggestions.

Step 3: The objective consistency index (IOC) of the questionnaire was tested by three experts. The Target Conformance Index (IOC) should be within the range of 0.67 to 1.00.

Step 4: According to the suggestions and opinions of experts, continue to improve the questionnaire.

Step 5: The questionnaire was distributed to 30 student affairs administrators of Guangxi Public University for trial testing. The reliability of the questionnaire was obtained by Conbach's Alpha Coefficient, the reliability was 0.928.

Step 6: The questionnaire was applied to 357 student affairs administrators in public universities in Guangxi.

Data Collection

The data collection for objective 1: to study the current situation of student well-being based on student affairs management in public universities in Guangxi, as following procedured:

Step 1: The researchers asked the Graduate School of Guangxi Public University to help provide data on 357 student affairs administrators at Guangxi Public University.

Step 2: The researchers distributed questionnaires to 357 student affairs administrators and recovered 393 questionnaires, accounting for 100%.

Data Analysis

The investigators analyzed the data of the questionnaire survey results through the following series of procedures:

Step 1: The personal information part of the questionnaire was analyzed by frequency and percentage and categorized by gender and educational background.

Step 2: The current situation of student well-being based on student affairs management in public universities in Guangxi in five following aspects: 1) Learning guide, 2) Psychological counseling, 3) Campus activities, 4) Employment guidance, 5) Dormitory management was analyzed by average value and standard deviation.

Phase 2: The objective of this phase is to provide the guideline for improving student well-being based on student affairs management in Public University in Guangxi.

The population / Sample Group

Key Informant

The interviewees in this research was 11 high-level student affairs administrators in public universities in Guangxi. By using purposive sampling the qualifications of interviewees are as follows: 1) at least 8 years of work experience in high-level student affairs management in public universities, 2) have extensive experience in student affairs, 3) graduated with master's degree or above.

Research Instruments

Structured Interview

The instrument to collect the data for objective two, to formulate the guidelines for improving student well-being based on student affairs management in public universities in Guangxi. The structured interview designed based on the current situation of improving student well-being based on student affairs management in public universities in five following aspects: 1) Learning guide, 2) Psychological counseling, 3) Campus activities, 4) Employment guidance, 5) Dormitory management. The structured interview provide into two parts:

Part 1: The personal information of the respondents was recorded according to the educational background, work experience, and interview time and date.

Part 2: the questions about suggestion for developing the current situation of student well-being based on student affairs management on five aspects: 1) Learning guide, 2) Psychological counseling, 3) Campus activities, 4) Employment guidance and 5) Dormitory management, for guide of improving student well-being based on student affairs management in public universities in Guangxi.

The interview questions were as follows:

1. Is it necessary to study the current situation of student affairs management in public universities in Guangxi and provide guidance for the improving student well-being in public universities in Guangxi?

2. What about the current situation of improving student well-being based on student affairs management of learning guide in public universities in Guangxi and

how to promote the learning guide of improving student well-being based on student affairs management?

3. What about the current situation of improving student well-being based on student affairs management of psychological counseling in public universities in Guangxi and how to promote the psychological counseling of improving student well-being based on student affairs management?

4. What about the current situation of improving student well-being based on student affairs management of campus activities in public universities in Guangxi and how to promote the campus activities of improving student well-being based on student affairs management?

5. What about the current situation of improving student well-being based on student affairs management of employment guidance in public universities in Guangxi and how to promote the Employment guidance of improving student well-being based on student affairs management?

6. What about the current situation of improving student well-being based on student affairs management of dormitory management in public universities in Guangxi and how to promote the dormitory management of improving student well-being based on student affairs management?

7. Recommended related to this study.

Constructing a structured interview process

The structured interviews are organized in the following steps:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to improving student well-being based on student affairs management.

Step 2: Constructing the structured interview about suggestion for developing the current situation of improving student well-being based on student affairs management on five aspects: 1) Learning guide, 2) Psychological counseling, 3) Campus activities, 4) Employment guidance and 5) Dormitory management. 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 provide the guidelines for guide of improving student well-being based on student affairs management in public universities in Guangxi, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to interview high-level student affairs administrators from 11 public universities in Guangxi.

Step 2: According to the wishes of the respondents, the researchers interviewed and recorded the selected senior student affairs administrators of the universities through the online or live face-to-face methods.

Data Analysis

The structured interview about guidelines for improving student well-being based on student affairs management in public universities in Guangxi was analyzed by content analysis.

Phase 3: The objective of this phase is to evaluate suitability and feasibility guideline of improving student well-being based on student affairs management in public universities in Guangxi.

The expert group

The experts for evaluation of the suitability and feasibility of guideline for improving student well-being based on student affairs management in Public University were 11 high-level student affairs administrators in Guangxi. The qualifications of the experts are as follows: 1) at least 10 years of work experience in high-level student affairs management in public universities, 2) have extensive experience in student affairs, 3) graduated with doctor's degree, 4) 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 improving student well-being based on student affairs management in public universities in Guangxi. The evaluation form designed based on guidelines for improving student well-being based on student affairs management in public universities in five following aspects: 1) Learning guide, 2) Psychological counseling, 3) Campus activities, 4) Employment guidance and 5) Dormitory management. The evaluation form provide into two parts:

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

Part 2: The evaluation form about the guidelines for improving student well-being based on student affairs management in public universities in Guangxi. The results of the survey data are interpreted according to a five-point Likert's scale with the following criteria:

5 means that the guidelines have the highest level of applicability and feasibility

4 means that the guidelines have a high level of applicability and feasibility

3 means that the guidelines have a moderate level of applicability and feasibility

2 means that the guidelines have a low level of applicability and feasibility

1 means that the guidelines have the lowest level of applicability and feasibility

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

4.50 – 5.00 means the highest level

3.50 – 4.49 means high level

2.50 – 3.49 means medium level

1.50 – 2.49 means low level

1.00 – 1.49 means the lowest level

Constructing a evaluation form process

The evaluation form is organized by the construction process:

Step 1: Constructing the evaluation form about guidelines for improving student well-being based on student affairs management in public universities in Guangxi.

Step 2: The evaluation form was applied to 11 high-level student affairs administrators in public universities in Guangxi.

Data Collection

The data collection for objective 3: to evaluate the suitability and feasibility of guidelines for improving student well-being based on student affairs management in public universities in Guangxi, as following procedured:

Step 1: The researcher should submit the application letter to the graduate school, and ask the Bansomdejchaopraya Rajabhat University graduate school to issue a letter to help invite experts to evaluate the guidelines.

Step 2: The investigator distributed 11 assessment forms to the Senior Student Affairs Management and asked them to evaluate.

Data Analysis

The researcher analyzes the data by package program, Performed the data analysis of this study, as follows: The evaluation of the suitability and feasibility of the guidelines for improving student well-being based on student affairs management in public universities in Guangxi is analyzed by Mean and standard deviation.

Chapter 4

Results of Analysis

This research was to study guidelines for improving student well-being based on student affairs management in Public University in Guangxi. The objectives of this research were 1) to study the current situation of student well-being based on student affairs management in public Universities in Guangxi, 2) to provide the guidelines for improving student well-being based on student affairs management in public universities in Guangxi, and 3) to evaluate the suitability and feasibility of guidelines for improving student well-being based on student affairs management in public universities in Guangxi. The data analysis result can be presented as follows:

1. Symbol and abbreviations.
2. Presentation of data analysis.
3. Results of data analysis.

The details are as follows.

Symbol and Abbreviations

- | | |
|-----------|------------------------------|
| N | refers to Population |
| n | refers to sample group |
| \bar{x} | refers to mean value |
| S.D. | refers to standard deviation |

Presentation of Data Analysis

Part 1: The analysis result about personal information of respondents, classified by gender, age, education background, professional title and work experience. Presented the data in the form of frequency and percentage.

Part 2: The analysis result about the current current situation of student well-being based on student affairs management in public universities in Guangxi. Presented the data in the form of mean and standard deviation.

Part 3: The analysis result about the interview contents about the guidelines for improving student well-being based on student affairs management in Public University in Guangxi.

Part 4: The analysis result about the evaluation of the suitability and feasibility of guidelines for improving student well-being based on student affairs management in public universities in Guangxi. Presented the data in the form of average value and standard deviation.

Results of Data Analysis

The researcher analyzed the data in 3 parts as follows:

Part 1: The analysis result about personal information of respondents, classified by gender, age, education background, professional title and work experience. Presented the data in the form of frequency and percentage.

Table 4.1 Number of people and percentage of respondents

(n = 357)

Personal Information		Frequency	Percentage
Gender	Male	156	43.70
	Female	201	56.30
	Total	357	100
Age	Under 35 years old	221	61.90
	36-50 years old	99	27.73
	Over 51 years old	37	10.37
	Total	357	100
Education background	Bachelor's degree	76	21.29
	Master's degree	248	69.47
	Doctor's degree	33	9.24
	Total	357	100
Professional Title	lecturer	237	66.39
	Adjunct professor	94	26.33
	Professor	26	7.28
	Total	357	100
Work experience	Under 5 years	145	40.62
	6-15 years	189	52.94
	Over 16 years	23	6.44
	Total	357	100

According to Table 4.1, showed that the majority respondents were 201 females, accounting for 56.30%, and 156 males, accounting for 43.70%. The age of the respondents was mainly Under 35 years old, with 221 people (61.90%), followed by 36-50 years old, with 99 people (27.73%), and only 37 people (10.37%) over 51 years old. The education background of respondents was mainly master's degree for 248 people, accounting for 69.47%, followed by bachelor's degree, accounting for 21.29%, and doctor's degree was the lowest level for 33 people, accounting for 9.24%. The titles were mainly concentrated in lecturers and associate professors, with 66.39% of lecturers and 26.33% of associate professors, while there were 26 professors, accounting for only 7.28%. Those who have been working as a student affairs administrators are mainly concentrated in the period of 6-15 years, with 189 people (52.94%), followed by those with under 5 years, with 145 people (40.62%), and only 23 people (6.44%) with over 16 years. In total, 357 people.

Part 2: The analysis result about the current situation of student well-being based on student affairs management in public universities in Guangxi. Presented the data in the form of average value and standard deviation.

Table 4.2 The average value and standard deviation of the current situation of student well-being based on student affairs management in five following aspects

(n=357)

Student well-being based on student affairs management in public universities in Guangxi		\bar{x}	S.D.	level	order
1	Learning guide	3.89	1.146	High	1
2	Psychological counseling	2.98	1.067	Medium	5
3	Campus activities	3.57	1.233	High	2
4	Employment guidance	3.06	1.045	Medium	4
5	Dormitory management	3.19	1.155	Medium	3
Total		3.35	1.14	High	

According to table 4.2, found that the current situation of student well-being based on student affairs management in public universities in Guangxi in five aspects was at high level (\bar{x} =3.35). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was learning guide (\bar{x} =3.89), followed by Campus activities (\bar{x} =3.57), and Psychological counseling was the lowest mean (\bar{x} =2.98).

Table 4.3 The average value and standard deviation of the current situation of learning guide of improving student well-being based on student affairs management in public universities in Guangxi.

(n=357)

	Learning guide	\bar{x}	S.D.	level	order
1	Student affairs administrators help students make learning plans and goals, improve learning efficiency, and improve student well-being.	4.37	1.02	High	2
2	Student affairs administrators provide learning methods and skills to help students better master knowledge and skills, which can improve student well-being.	4.41	0.98	High	1
3	Student affairs administrators encourage students to actively participate in various extracurricular academic activities and expand their knowledge and experience, which can improve student well-being.	3.98	1.09	Medium	6
4	Student affairs administrators help students understand various test information and registration process, improve test results, can improve student well-being.	4.11	1.04	High	5
5	Student affairs administrators help students understand various development opportunities, enhance learning motivation and interest, which can improve student well-being.	4.29	0.98	High	3

Table 4.3 (Continued)

		(n=357)			
	Learning guide	\bar{x}	S.D.	level	order
6	Student affairs administrators encourage students to read more books, read more newspapers and listen to more lectures, so as to improve students 'comprehensive quality and improve student well-being.	3.61	1.11	Medium	10
7	Student affairs administrators help students understand their majors and courses, and make reasonable academic planning, which can improve student well-being.	4.23	1.03	High	4
8	Student affairs administrators help students to understand various learning resources and platforms, such as libraries and network resources, which can improve student well-being.	3.84	1.06	Medium	7
9	Student affairs administrators can strengthen the communication and contact with parents, and jointly pay attention to the growth and development of students, which can improve student well-being.	3.62	0.97	Medium	9
10	Student affairs administrators promote students 'communicate with full-time teachers and provide more support and help to students, which can improve student well-being.	3.65	1.11	Medium	8
Total		4.09	1.039	High	

According to table 4.3, found that the current situation of improving student well-being based on student affairs management in public universities in Guangxi in Learning guide was at high level (\bar{x} =4.09). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was student affairs administrators provide learning methods and skills to help students better master knowledge and skills (\bar{x} =4.41), followed by Student affairs

administrators help students make learning plans and goals, improve learning efficiency (\bar{x} =4.37), and student affairs administrators encourage students to read more books, read more newspapers and listen to more lectures, so as to improve students 'comprehensive quality was the lowest mean (\bar{x} =3.61).

Table 4.4 The average value and standard deviation of the current situation of psychological counseling of improving student well-being based on student affairs management in public universities in Guangxi.

(n = 357)

	Psychological counseling	\bar{x}	S.D.	level	order
1	Student affairs administrators can carry out general psychological testing to grasp students 'psychological dynamics in real time, which can improve student well-being.	4.14	1.27	High	5
2	Student affairs administrators can carry out crisis psychological intervention to timely stabilize and guide student emotions, which can improve student well-being.	4.09	1.19	Medium	6
3	Student affairs administrators help students understand mental health knowledge and improve their psychological quality, which can improve student well-being.	3.87	1.23	Medium	10
4	Student affairs administrators can help students understand their psychological problems and solve them in a timely manner, which can improve student well-being.	4.02	1.11	Medium	7
5	Student affairs administrators help students establish good interpersonal relationships and enhance social skills, which can improve student well-being.	3.92	1.09	Medium	9

Table 4.4 (Continued)

		(n = 357)			
	Psychological counseling	\bar{x}	S.D.	level	order
6	Student affairs administrators can carry out general psychological testing to grasp students 'psychological dynamics in real time, which can improve student well-being.	4.33	1.06	High	2
7	Student affairs administrators can help students adjust their mindset, enhance their resilience and suitability, which can improve student well-being.	4.23	1.12	High	4
8	Student affairs administrators help students improve their self-awareness, confidence, and self-esteem, which can improve student well-being.	4.31	1.29	High	3
9	Student affairs administrators can help students improve their stress management skills, alleviate the impact of stress on their physical and mental health, which can improve student well-being.	3.98	1.15	Medium	8
10	Student affairs administrators can help students improve their quality of life, enhance their sense of meaning and value in life, which can improve student well-being.	4.37	1.16	High	1
Total		4.11	1.154	High	

According to table 4.4, found that the current situation of improving student well-being based on student affairs management in public universities in Guangxi in psychological counseling was at high level (\bar{x} =4.11). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was student affairs managers can help students improve their quality of life, enhance their sense of meaning and value in life (\bar{x} =4.37), followed by student affairs administrators can carry out general psychological testing to grasp students

'psychological dynamics in real time (\bar{x} =4.33), and student affairs managers help students understand mental health knowledge and improve their psychological quality was the lowest mean (\bar{x} =3.87).

Table 4.5 The average value and standard deviation of the current situation of campus activities of improving student well-being based on student affairs management in public universities in Guangxi.

(n = 357)

	Campus activities	\bar{x}	S.D.	level	order
1	Student affairs administrators can build and manage various associations and student organizations and guide students to join, which can improve student well-being.	3.87	1.26	High	3
2	Student affairs administrators organize various themed activities to provide a display platform for students and promote communication and cooperation, which can improve student well-being.	3.98	1.03	High	1
3	Student affairs administrators organize various competitions and competitions and encourage students to participate, which can improve student well-being.	3.59	1.14	Medium	6
4	Student affairs administrators organize various lectures and reports and encourage students to participate, which can enhance student well-being.	3.16	1.04	Medium	10
5	Student affairs administrators organize various cultural and artistic activities and encourage students to participate, which can enhance student well-being.	3.48	1.16	Medium	7
6	Student affairs administrators organize various sports programs and encourage students to participate, which can improve student well-being.	3.76	1.23	High	4

Table 4.5 (Continued)

		(n = 357)			
	Campus activities	\bar{x}	S.D.	level	order
7	Student affairs administrators organize various volunteer service activities and encourage students to participate, which can improve student well-being.	3.64	1.07	High	5
8	Student affairs administrators organize various innovation and entrepreneurship activities and encourage students to participate, which can enhance student well-being.	3.27	1.19	Medium	9
9	Student affairs administrators can help students understand social practice opportunities, organize various practical activities and encourage students to participate, which can improve student well-being.	3.33	1.06	Medium	8
10	Student affairs administrators help students understand various overseas exchange opportunities and programs and encourage students to participate to improve their happiness.	3.91	1.21	High	2
Total		3.61	1.129	High	

According to table 4.5, found that the current situation of improving student well-being based on student affairs management in public universities in Guangxi in campus activities was at high level (\bar{x} =3.61). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was student affairs administrators organize various themed activities to provide a display platform for students and promote communication and cooperation (\bar{x} =3.98), followed by student affairs administrators help students understand various overseas exchange opportunities and programs and encourage students to participate (\bar{x} =3.91), and student affairs administrators organize various lectures and reports and encourage students to participate was the lowest mean (\bar{x} =3.16).

Table 4.6 The average value and standard deviation of the current situation of employment guidance of improving student well-being based on student affairs management in public universities in Guangxi.

(n = 357)

	Employment guidance	\bar{x}	S.D.	level	order
1	Student affairs administrators guide students to "employment first, career choice later", take the initiative to grasp employment opportunities, and actively adapt to the changes of employment environment, which can improve student well-being.	3.87	1.24	Medium	7
2	Student affairs administrators can conduct employment policy interpretation and guide students to improve their employment skills step by step, which can improve student well-being.	4.03	1.11	High	5
3	Student affairs administrators can conduct employment policy interpretation and guide students to improve their employment skills step by step, which can improve student well-being.	4.33	1.07	High	2
4	Student affairs administrators help students understand the characteristics and development prospects of different industries and different enterprises, and provide students with more choices, which can improve student well-being.	4.41	1.09	High	1
5	Student affairs administrators help students improve their resume making ability, enhance their confidence in job hunting, and improve student well-being.	4.27	1.13	High	3
6	Student affairs administrators help students improve their interview skills and enhance their job-hunting skills, which can improve student well-being.	3.91	1.21	Medium	6

Table 4.6 (Continued)

		(n = 357)			
	Employment guidance	\bar{x}	S.D.	level	order
7	Student affairs administrators help students understand various recruitment channels and recruitment information release platforms, and provide students with more job-hunting opportunities, which can improve student well-being.	4.12	1.14	High	4
8	Student affairs administrators help students understand various entrepreneurial projects and entrepreneurial policies and encourage students to participate, which can improve student well-being.	3.56	1.19	Medium	10
9	Student affairs administrators help students understand various internship opportunities and policies and encourage students to participate to improve student well-being.	3.77	1.08	Medium	8
10	Student affairs administrators help students to understand various social practice activities and social welfare activities and encourage students to participate, which can improve student well-being.	3.65	1.31	Medium	9
Total		3.98	1.137	High	

According to table 4.6, found that the current situation of improving student well-being based on student affairs management in public universities in Guangxi in employment guidance was at high level (\bar{x} =3.98). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was student affairs administrators help students understand the characteristics and development prospects of different industries and different enterprises, and provide students with more choices (\bar{x} =4.41), followed by student affairs administrators can conduct employment policy interpretation and guide students to improve their employment skills step by step (\bar{x} =4.33), and student affairs

administrators help students understand various entrepreneurial projects and entrepreneurial policies and encourage students to participate was the lowest mean ($\bar{x}=3.56$).

Table 4.7 The average value and standard deviation of the current situation of dormitory management of improving student well-being based on student affairs management in public universities in Guangxi.

(n = 357)

	Dormitory management	\bar{x}	S.D.	level	Order
1	Student affairs administrators 'to dormitory health management can improve student well-being.	4.09	0.98	High	3
2	Student affairs administrators to conduct dormitory safety education, which can improve student well-being.	3.82	1.21	Medium	8
3	Student affairs administrators to build the dormitory culture, which can improve student well-being.	3.97	1.11	High	5
4	Student affairs administrators can create a dormitory learning atmosphere, which can improve student well-being.	4.15	1.06	High	2
5	Student affairs administrators can handle dormitory interpersonal relations, which can improve student well-being.	4.21	1.03	High	1
6	Student affairs administrators can maintain the dormitory facilities to improve student well-being.	3.91	1.09	Medium	6
7	Student affairs administrators provide dormitory maintenance services to improve student well-being.	4.03	1.05	High	4

Table 4.7 (Continued)

		(n = 357)			
	Dormitory management	\bar{x}	S.D.	level	Order
8	Student affairs administrators can organize the formulation of dormitory management system, which can improve student well-being.	3.78	1.16	Medium	9
9	Student affairs administrators for the dormitory management information construction, which can improve student well-being	3.84	1.17	Medium	7
10	Student affairs administrators can build the dormitory management team, which can improve student well-being.	3.67	1.27	Medium	10
Total		3.92	1.098	High	

According to table 4.7, found that the current situation of improving student well-being based on student affairs management in public universities in Guangxi in dormitory management was at high level (\bar{x} =3.92). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was student affairs administrators can handle dormitory interpersonal relations (\bar{x} =4.21), followed by student affairs administrators can create a dormitory learning atmosphere (\bar{x} =4.15), and student affairs administrators can build the dormitory management team was the lowest mean (\bar{x} =3.67).

Part 3: The analysis result about the interview contents about the guideline for improving student well-being based on student affairs management in public university in Guangxi.

Table 4.8 Personal information of interviewee

(N=11)

Interviewee	School	Education background	Interview date and time
Interviewee 1	Guangxi University	Education: Master's degree Expertise: Material Forming and Control Engineering Work experience: 10 years	June 16st ,2023, at 09:43 am GMT +8
Interviewee 2	Guangxi Minzu University	Education: Doctor's degree Expertise: Materials Science Work experience: 15 years	Dec. 12st ,2023, at 03:27 pm GMT +8
Interviewee 3	Guangxi Medical University	Education: Master's degree Expertise: Clinical Medicine Work experience: 9 years	Dec. 15st ,2023, at 09:27 am GMT +8
Interviewee 4	Beibu Gulf University	Education: Doctor's degree Expertise: Marine Engineering Work experience: 13 years	Dec. 21st ,2023, at 8:24 am GMT +8
Interviewee 5	Wuzhou University	Education: Master's degree Expertise: Digital Media Art Work experience: 8 years	Dec. 27st ,2023, at 06:34 pm GMT +8
Interviewee 6	Guangxi Electrical Polytechnic Institute	Education: Master's degree Expertise: Electrical Engineering Work experience: 11 years	Dec. 26st ,2023, at 10:07 am GMT +8
Interviewee 7	Nanning Normal University	Education: Master's degree Expertise: Japanese Work experience: 10 years	Dec. 22st ,2023, at 11:23 am GMT +8
Interviewee 8	Guangxi Arts University	Education: Master's degree Expertise: Broadcasting Host Work experience: 11 years	Dec. 21st ,2023, at 02:32 pm GMT +8

Table 4.8 (Continued)

			(N=11)
Interviewee	School	Education background	Interview date and time
Interviewee 9	Nanning	Education: Master's degree	Jan. 15st ,2024, at 01:08 pm GMT +8
	College for Vocational Technology	Expertise: Education management	
		Work experience:16 years	
Interviewee 10	Baise University	Education: Master's degree	Jan. 16st ,2024, at 10:44 am GMT +8
		Expertise: Urban Management Work experience: 8 years	
Interviewee 11	Hechi University	Education: Master's degree	Jan. 18st ,2024 at 11:24 am GMT +8
		Expertise: Social Work Work experience: 14 years	

Table 4.9 Guideline for improving student well-being based on student affairs management in Public University in Guangxi.

Content	Guideline for improving student well-being based on student affairs management
Learning guide	<ol style="list-style-type: none"> 1. Student affairs administrators should establish a systematic academic guidance system. 2. Student affairs administrators should establish academic guidance partnerships with parents. 3. Student affairs administrators should use technical means to improve the effect of academic guidance. 4. Student affairs administrators should establish an evaluation mechanism for academic guidance effectiveness. 5. Student affairs administrators should pay attention to the combination of academic guidance and curriculum. 6. Student affairs administrators should promote successful cases of academic guidance.

Table 4.9 (Continued)

Content	Guideline for improving student well-being based on student affairs management
	<p>7. Student affairs administrators should provide a variety of academic guidance methods.</p> <p>8. Student affairs administrators should cultivate students' learning autonomy.</p>
Psychological counseling	<p>1. Student affairs administrators should strengthen the professional training of psychological counseling.</p> <p>2. Student affairs administrators should make clear the service scope and standards of psychological counseling.</p> <p>3. Student affairs administrators should establish a feedback mechanism of psychological counseling.</p> <p>4. Student affairs administrators should strengthen the privacy protection of psychological counseling.</p> <p>5. Student affairs administrators should increase the publicity of psychological counseling.</p> <p>6. Student affairs administrators should regularly evaluate the work effectiveness of psychological counseling.</p> <p>7. Student affairs administrators should establish a psychological crisis intervention mechanism.</p> <p>8. Student affairs administrators should pay attention to the changes of students' psychological counseling needs.</p>
Campus activities	<p>1. Student affairs administrators should improve the quality of campus activities.</p> <p>2. Student affairs administrators need to deeply understand students' needs for campus activities.</p> <p>3. Student affairs administrators should combine campus activities with students' studies.</p>

Table 4.9 (Continued)

Content	Guideline for improving student well-being based on student affairs management
	<p>4. Student affairs administrators should constantly innovate the forms and carriers of campus activities.</p> <p>5. Student affairs administrators should pay attention to enriching the cultural connotation of campus activities.</p> <p>6. Student affairs administrators should establish a communication and feedback mechanism for campus activities.</p>
Employment guidance	<p>1. Student affairs administrators should strengthen personalized employment guidance.</p> <p>2. Student affairs administrators should deepen school-enterprise cooperation in employment guidance.</p> <p>3. Student affairs administrators should strengthen students' awareness of career planning.</p> <p>4. Student affairs administrators should strengthen market research in employment guidance.</p> <p>5. Student affairs administrators should strengthen employment guidance skills training.</p> <p>6. Student affairs administrators should follow up and evaluate the effectiveness of employment guidance for a long time.</p> <p>7. Student affairs administrators should integrate resources to provide employment guidance.</p> <p>8. Student affairs administrators should improve the information degree of employment guidance.</p>

Table 4.9 (Continued)

Content	Guideline for improving student well-being based on student affairs management
Dormitory management	<ol style="list-style-type: none"> 1. Student affairs administrators should strengthen the communication and cooperation between home and school in the dormitory management. 2. Student affairs administrators should pay attention to the personalized care of students in dormitory management 3. Student affairs administrators should update the dormitory management regulations in time. 4. Student affairs administrators should use information means to carry out dormitory management. 5. The student affairs administrator should carry out the dormitory management by strengthening the construction of safety facilities. 6. Student affairs administrators should guide students to manage themselves in the process of dormitory management. 7. Student affairs administrators should carry out regular dormitory cultural activities. 8. Student affairs administrators should strengthen their ability to deal with emergencies in student dormitories. 9. Student affairs managers should strengthen their own team building and training.

According to table 4.9, the researcher provided the guidelines for improving student well-being based on student affairs management in five aspects, which contain 39 measures. There are 8 measures for supporting learning guide, 8 measures for psychological counseling, 6 measures for campus activities, 8 measures for employment guidance, and 9 measures for dormitory management.

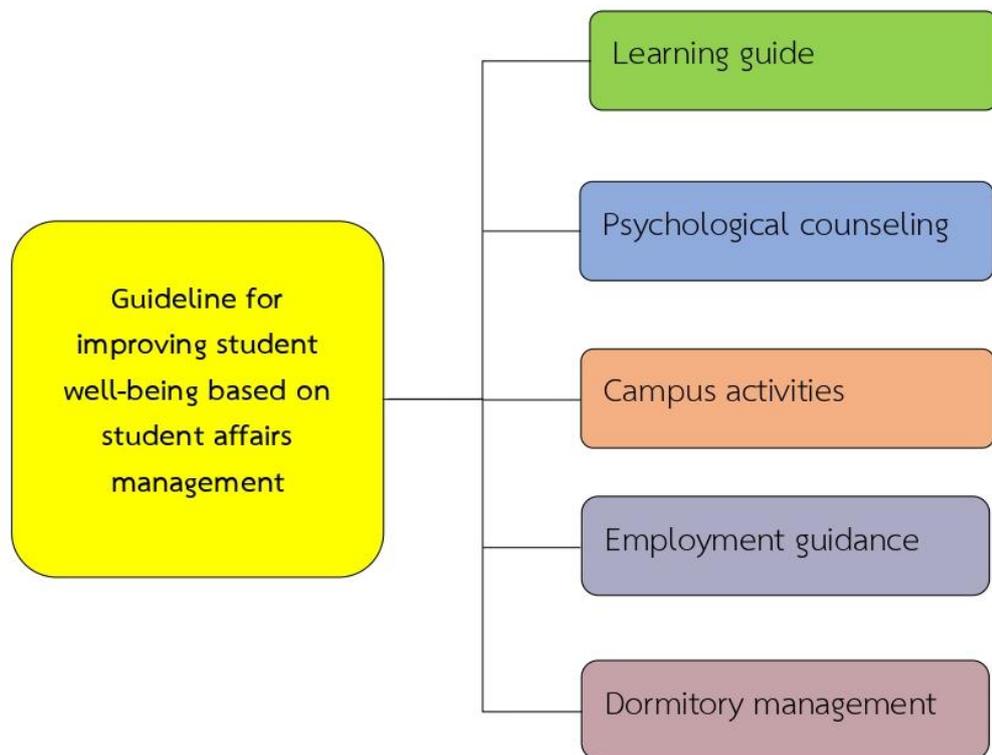


Figure 4.1 Guideline for improving student well-being based on student affairs management

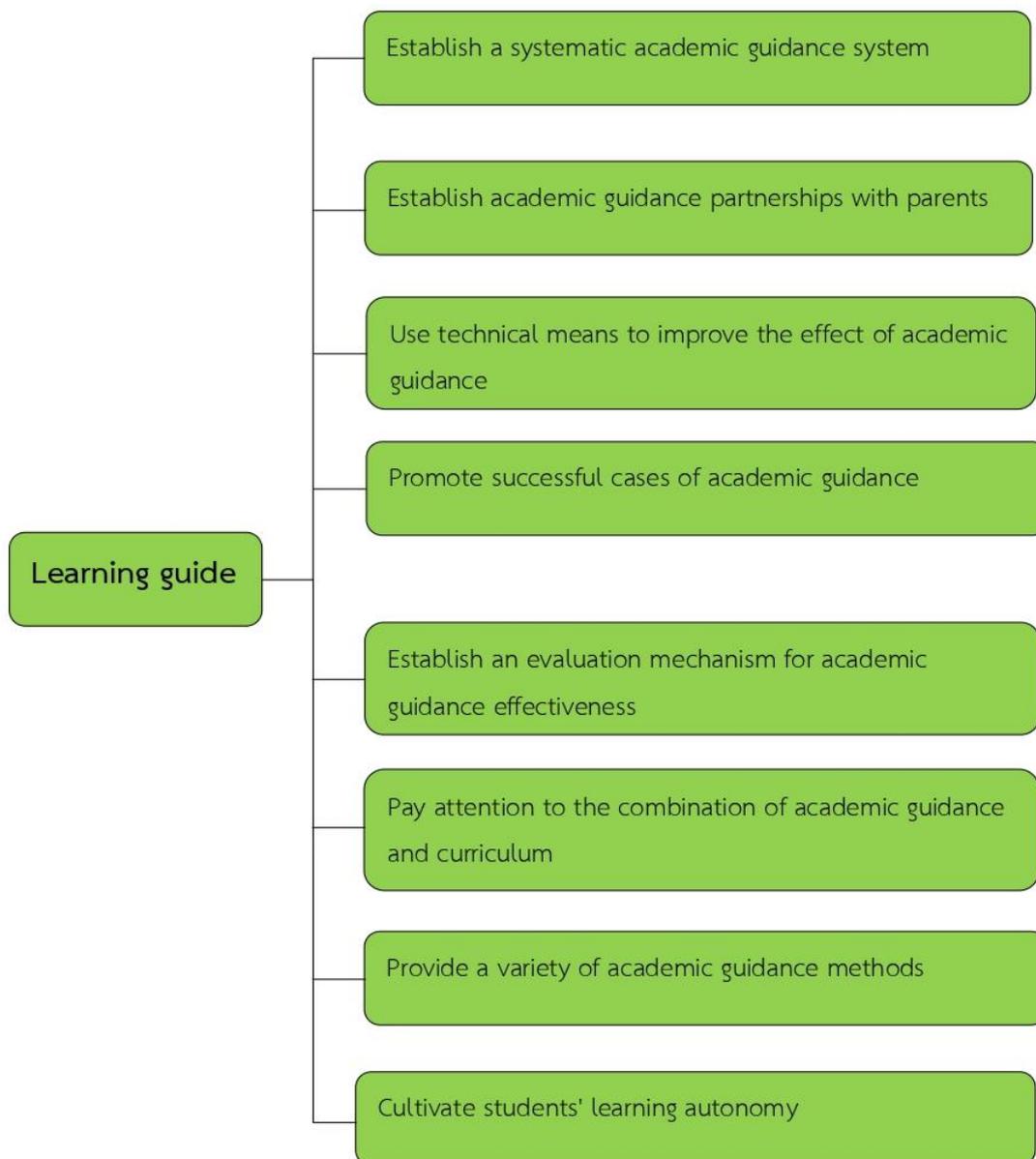


Figure 4.2 Guideline for improving student well-being based on student affairs management in Learning guide

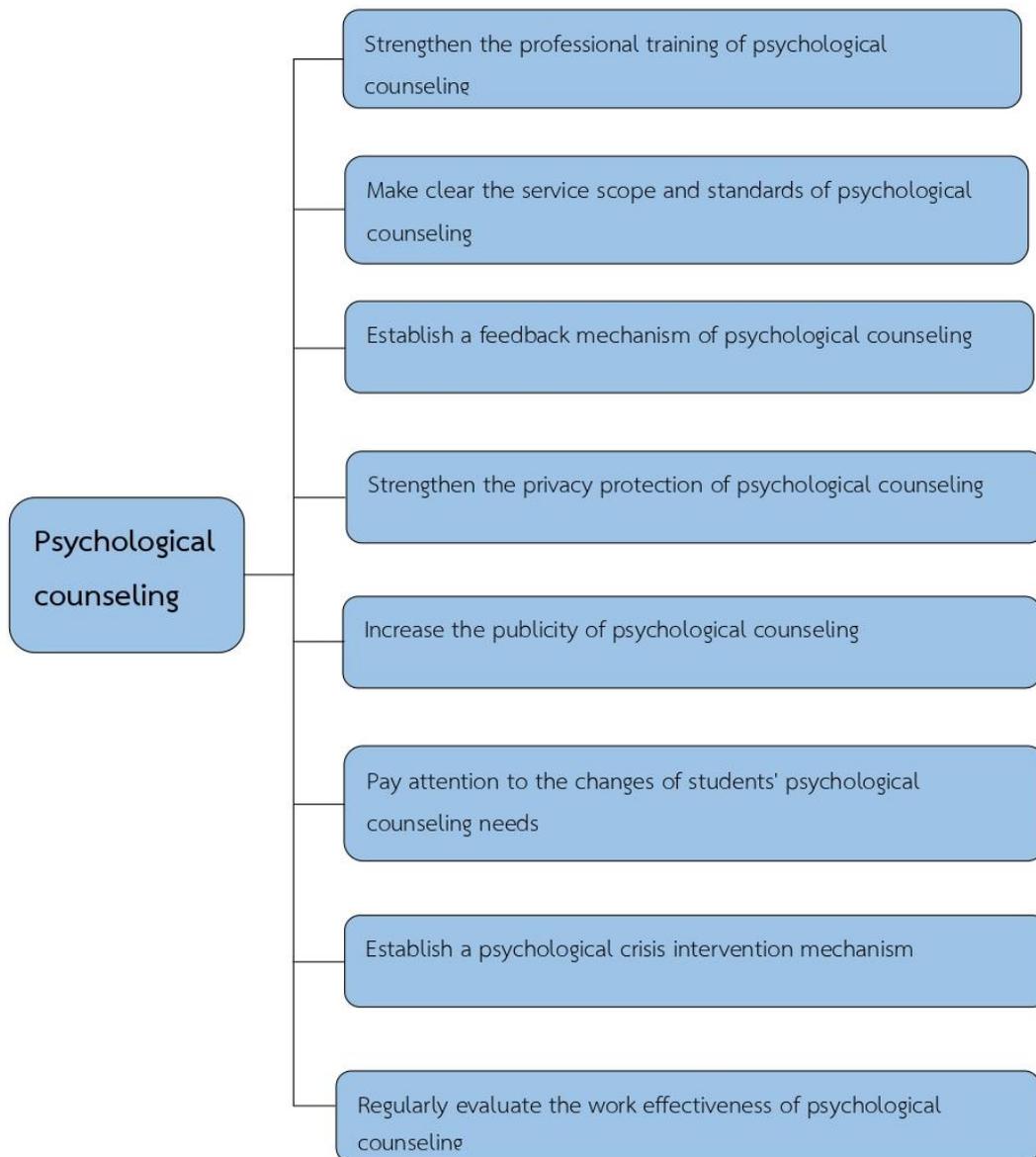


Figure 4.3 Guideline for improving student well-being based on student affairs management in Psychological counseling

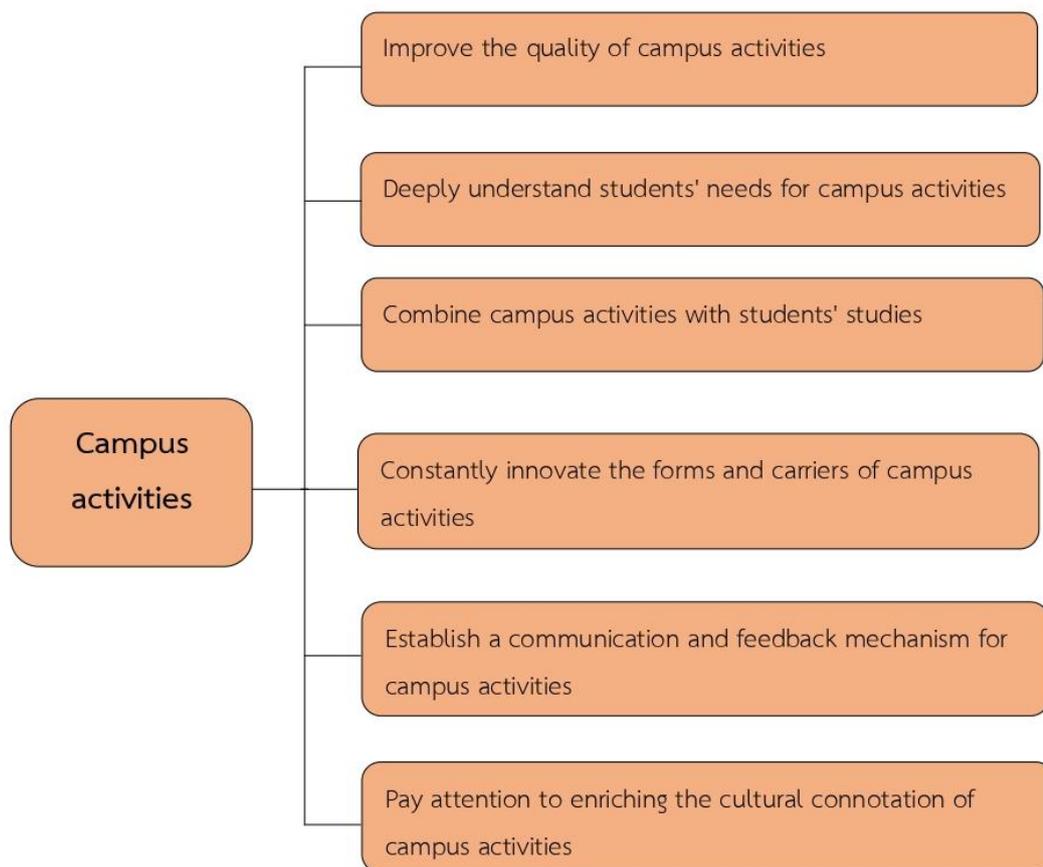


Figure 4.4 Guideline for improving student well-being based on student affairs management in Campus activities

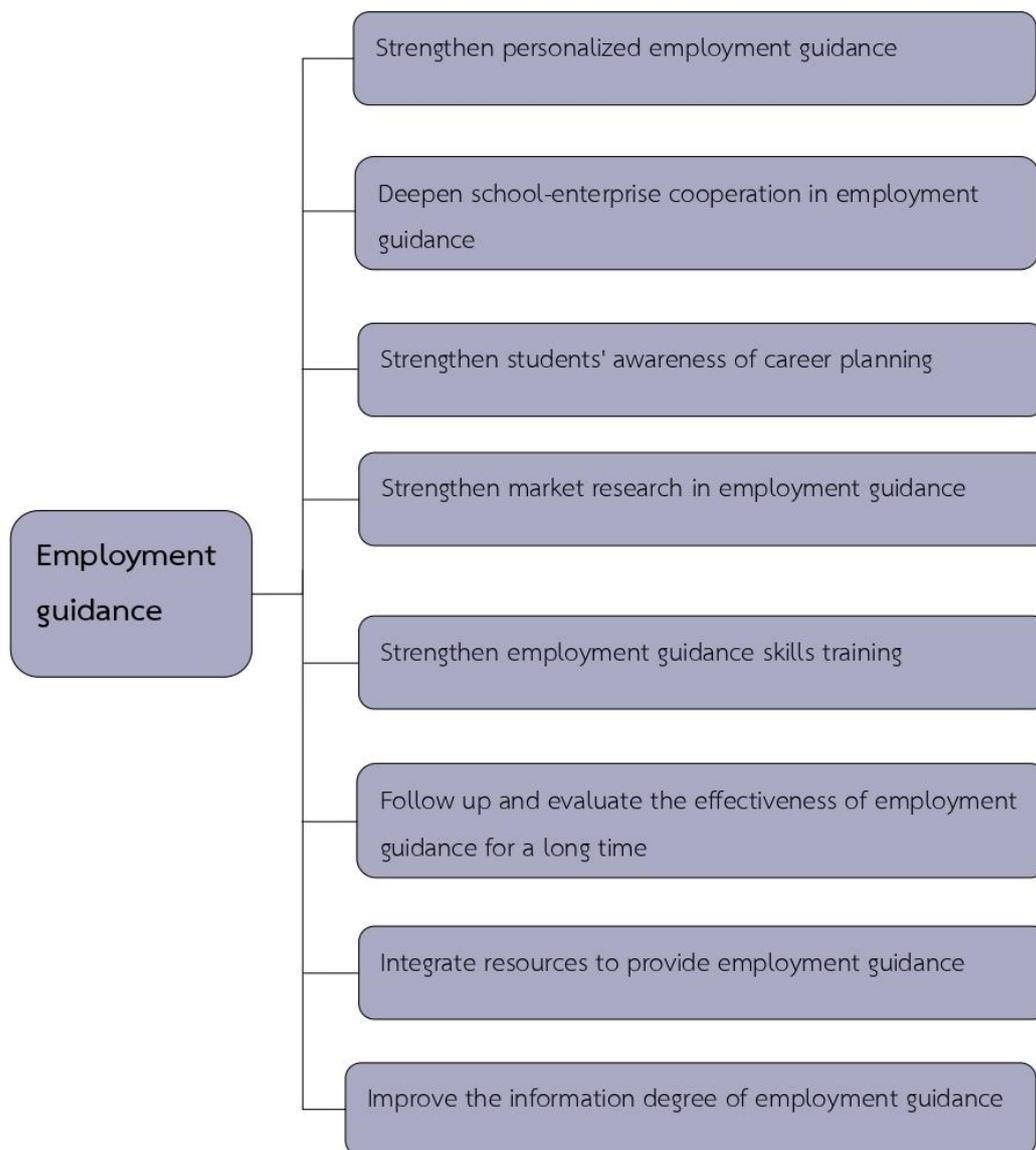


Figure 4.5 Guideline for improving student well-being based on student affairs management in Employment guidance

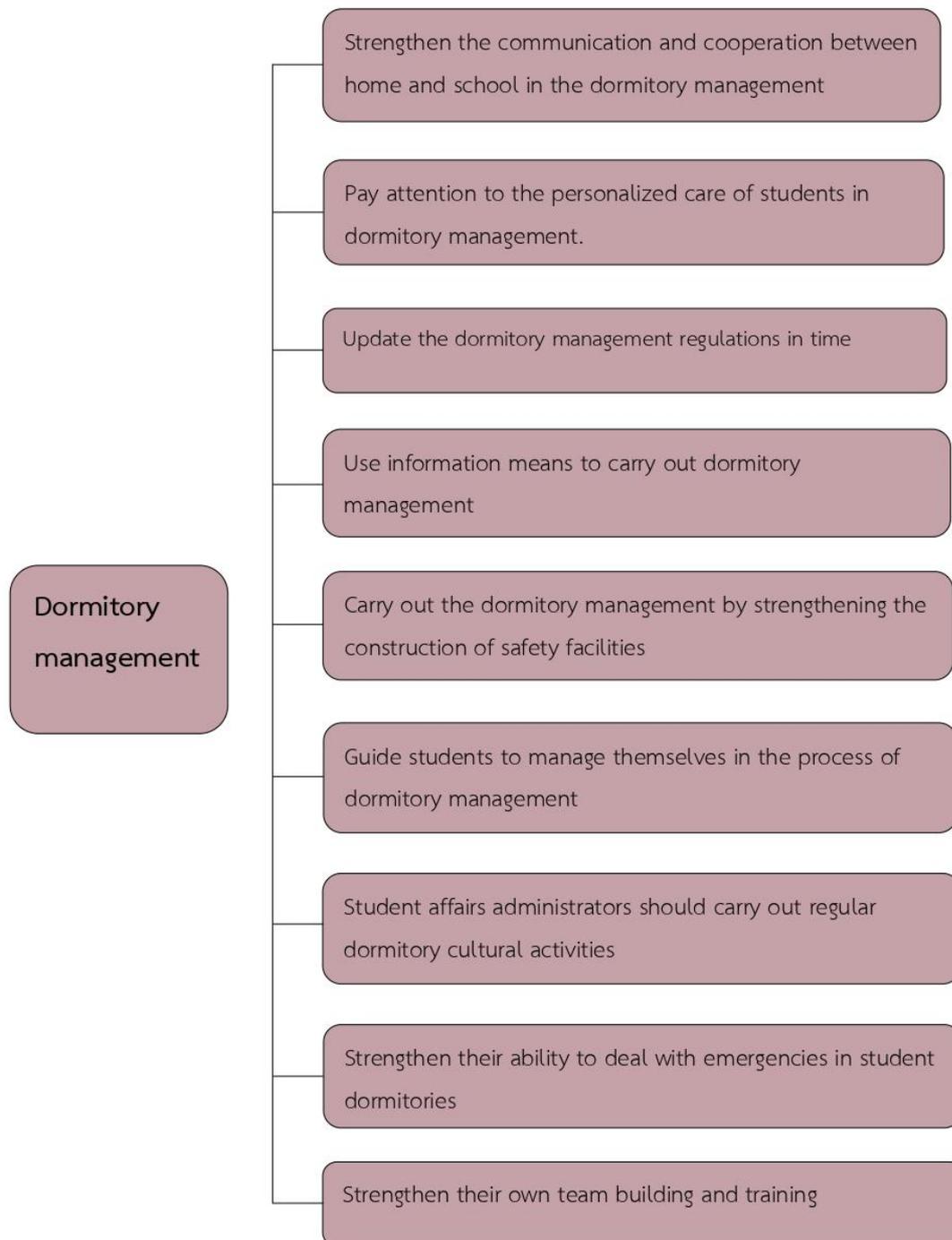


Figure 4.6 Guideline for improving student well-being based on student affairs management in Dormitory management

Part 4: The analysis result about the evaluation of the suitability and feasibility of guidelines for improving student well-being based on student affairs management in Public University in Guangxi. Presented the data in the form of average value and standard deviation.

Table 4.10 The analysis result about the evaluation of the suitability and feasibility of guidelines for improving student well-being based on student affairs management in five following aspects

(N=11)

Improving student well-being based on student affairs management in public universities in Guangxi	suitability			feasibility		
	\bar{x}	S.D.	level	\bar{x}	S.D.	level
Learning guide	3.87	1.143	High	3.93	1.212	High
Psychological counseling	2.95	1.064	Medium	3.06	1.093	Medium
Campus activities	3.51	1.230	High	3.78	1.194	High
Employment guidance	3.02	1.040	Medium	3.34	1.118	Medium
Dormitory management	3.23	1.158	Medium	3.59	1.147	Medium
Total	3.32	1.13	High	3.54	1.15	High

According to table 4.10, found the suitability of improving student well-being based on student affairs management in public universities in Guangxi in five aspects was at high level (\bar{x} =3.32). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was learning guide (\bar{x} =3.87), followed by Campus activities (\bar{x} =3.51), and Psychological counseling was the lowest mean (\bar{x} =2.95).

Found the feasibility of improving student well-being based on student affairs management in public universities in Guangxi in five aspects was at high level (\bar{x} =3.54). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was learning guide (\bar{x} =3.93), followed by Campus activities (\bar{x} =3.78), and Psychological counseling was the lowest mean (\bar{x} =3.06).

Table 4.11 The average value and standard deviation of the evaluation of the suitability and feasibility of guidelines for improving student well-being based on student affairs management in learning guide aspects

(n=11)

Guideline for improving student well-being based on student affairs management	Suitability			Feasibility		
	\bar{x}	S.D.	level	\bar{x}	S.D.	level
Learning guide						
1. Student affairs administrators should establish a systematic academic guidance system.	4.67	0.98	Highest	4.83	0.76	Highest
2. Student affairs administrators should establish academic guidance partnerships with parents.	4.01	0.65	High	4.31	0.83	Highest
3. Student affairs administrators should use technical means to improve the effect of academic guidance.	4.23	0.85	High	4.06	0.98	High
4. Student affairs administrators should establish an evaluation mechanism for academic guidance effectiveness.	4.18	0.69	High	4.33	0.88	Highest
5. Student affairs administrators should pay attention to the combination of academic guidance and curriculum.	4.25	0.76	High	4.19	0.98	High
6. Student affairs administrators should promote successful cases of academic guidance.	4.37	0.95	Highest	4.56	0.92	Highest
7. Student affairs administrators should provide a variety of academic guidance methods.	4.19	0.89	High	4.37	0.86	Highest
8. Student affairs administrators should cultivate students' learning autonomy.	4.31	0.92	Highest	4.17	0.68	High
Total	4.28	0.84	High	4.35	0.86	Highest

According to table 4.11, the suitability and feasibility of guidelines for improving student well-being based on student affairs management in learning guide aspects were at highest level with the values between 4.00 and 5.00, which means the guidelines for improving student well-being based on student affairs management of middle-level administrators are suitability and feasibility.

Found the suitability of guidelines for improving student well-being based on student affairs management in learning guide aspects in public universities in Guangxi in 8 aspects was at high level ($\bar{x}=4.28$). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was establish a systematic academic guidance system ($\bar{x}=4.67$), followed by promote successful cases of academic guidance ($\bar{x}=4.37$), and establish academic guidance partnerships with parents was the lowest mean ($\bar{x}=4.01$).

Found the feasibility of guidelines for improving student well-being based on student affairs management in learning guide aspects in public universities in Guangxi in 8 aspects was at high level ($\bar{x}=4.35$). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was establish a systematic academic guidance system ($\bar{x}=4.83$), followed by promote successful cases of academic guidance ($\bar{x}=4.56$), and use technical means to improve the effect of academic guidance was the lowest mean ($\bar{x}=4.06$).

Table 4.12 The average value and standard deviation of the evaluation of the suitability and feasibility of guidelines for improving student well-being based on student affairs management in psychological counseling aspects (n = 11)

Guideline for improving student well-being based on student affairs management	Suitability			Feasibility		
	\bar{x}	S.D.	level	\bar{x}	S.D.	level
Psychological counseling						
1. Student affairs administrators should strengthen the professional training of psychological counseling.	4.33	0.59	High	4.87	0.98	Highest
2. Student affairs administrators should make clear the service scope and standards of psychological counseling.	4.29	0.68	High	4.62	0.86	Highest
3. Student affairs administrators should establish a feedback mechanism of psychological counseling.	4.71	0.85	Highest	4.45	0.84	High
4. Student affairs administrators should strengthen the privacy protection of psychological counseling.	4.56	0.91	Highest	4.63	0.94	Highest
5. Student affairs administrators should increase the publicity of psychological counseling.	4.49	0.98	High	4.09	0.86	High
6. Student affairs administrators should regularly evaluate the work effectiveness of psychological counseling.	4.65	0.79	Highest	4.27	0.96	High
7. Student affairs administrators should establish a psychological crisis intervention mechanism.	4.86	0.62	Highest	4.16	0.69	High

Table 4.12 (Continued)

Guideline for improving student well-being based on student affairs management	(n = 11)					
	Suitability			Feasibility		
	\bar{x}	S.D.	level	\bar{x}	S.D.	level
8. Student affairs administrators should pay attention to the changes of students' psychological counseling needs.	4.21	0.88	High	4.57	0.83	Highest
Total	4.51	0.79	High	4.46	0.87	Highest

According to table 4.12, the suitability and feasibility of guidelines for improving student well-being based on student affairs management in psychological counseling aspects were at highest level with the values between 4.00 and 5.00, which means the guidelines for improving student well-being based on student affairs management of middle-level administrators are suitability and feasibility.

Found the suitability of guidelines for improving student well-being based on student affairs management in psychological counseling aspects in public universities in Guangxi in 8 aspects was at high level (\bar{x} =4.51). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was establish a psychological crisis intervention mechanism (\bar{x} =4.86), followed by regularly evaluate the work effectiveness of psychological counseling (\bar{x} =4.65), and pay attention to the changes of students' psychological counseling needs was the lowest mean (\bar{x} =4.21).

Found the feasibility of guidelines for improving student well-being based on student affairs management in psychological counseling aspects in public universities in Guangxi in 8 aspects was at high level (\bar{x} =4.46). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was strengthen the professional training of psychological counseling (\bar{x} =4.87), followed by strengthen the privacy protection of psychological counseling (\bar{x} =4.63), and increase the publicity of psychological counseling was the lowest mean (\bar{x} =4.09).

Table 4.13 The average value and standard deviation of the evaluation of the suitability and feasibility of guidelines for improving student well-being based on student affairs management in campus activities aspects

(n=11)

Guideline for improving student well-being based on student affairs management	Suitability			Feasibility		
	\bar{x}	S.D.	level	\bar{x}	S.D.	level
Campus activities						
1. Student affairs administrators should improve the quality of campus activities.	4.36	0.69	High	4.50	0.68	Highest
2. Student affairs administrators need to deeply understand students' needs for campus activities.	4.59	0.96	Highest	4.36	0.98	High
3. Student affairs administrators should combine campus activities with students' studies.	4.44	0.57	High	4.65	0.84	Highest
4. Student affairs administrators should constantly innovate the forms and carriers of campus activities.	4.49	0.83	High	4.74	0.77	Highest
5. Student affairs administrators should pay attention to enriching the cultural connotation of campus activities.	4.54	0.95	Highest	4.26	0.95	High
6. Student affairs administrators should establish a communication and feedback mechanism for campus activities.	4.68	0.73	Highest	4.38	0.93	High
Total	4.52	0.79	Highest	4.48	0.86	High

According to table 4.13, the suitability and feasibility of guidelines for improving student well-being based on student affairs management in campus activities aspects were at highest level with the values between 4.00 and 5.00, which means the guidelines for improving student well-being based on student affairs management of middle-level administrators are suitability and feasibility.

Found the suitability of guidelines for improving student well-being based on student affairs management in campus activities aspects in public universities in Guangxi in 6 aspects was at high level (\bar{x} =4.52). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was establish a communication and feedback mechanism for campus activities (\bar{x} =4.68), followed by deeply understand students' needs for campus activities (\bar{x} =4.59), and improve the quality of campus activities was the lowest mean (\bar{x} =4.36).

Found the feasibility of guidelines for improving student well-being based on student affairs management in campus activities aspects in public universities in Guangxi in 6 aspects was at high level (\bar{x} =4.48). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was constantly innovate the forms and carriers of campus activities (\bar{x} =4.74), followed by combine campus activities with students' studies (\bar{x} =4.65), and pay attention to enriching the cultural connotation of campus activities was the lowest mean (\bar{x} =4.26).

Table 4.14 The average value and standard deviation of the evaluation of the suitability and feasibility of guidelines for improving student well-being based on student affairs management in employment guidance aspects (n = 11)

Guideline for improving student well-being based on student affairs management	Suitability			Feasibility		
	\bar{x}	S.D.	level	\bar{x}	S.D.	level
Employment guidance						
1. Student affairs administrators should strengthen personalized employment guidance.	4.66	0.69	Highest	4.86	0.98	Highest
2. Student affairs administrators should deepen school-enterprise cooperation in employment guidance.	4.38	0.59	High	4.65	0.92	Highest
3. Student affairs administrators should strengthen students' awareness of career planning.	4.86	0.88	Highest	4.55	0.65	Highest
4. Student affairs administrators should strengthen market research in employment guidance.	4.56	0.98	Highest	4.19	0.59	High
5. Student affairs administrators should strengthen employment guidance skills training.	4.46	0.91	High	4.26	0.84	High
6. Student affairs administrators should follow up and evaluate the effectiveness of employment guidance for a long time.	4.76	0.98	Highest	4.48	0.64	High
7. Student affairs administrators should integrate resources to provide employment guidance.	4.29	0.95	High	4.49	0.98	High
8. Student affairs administrators should improve the information degree of employment guidance.	4.32	0.85	High	4.68	0.75	Highest
Total	4.54	0.85	High	4.52	0.7	High

According to table 4.14, the suitability and feasibility of guidelines for improving student well-being based on student affairs management in employment guidance aspects were at highest level with the values between 4.00 and 5.00, which means the guidelines for improving student well-being based on student affairs management of middle-level administrators are suitability and feasibility.

Found the suitability of guidelines for improving student well-being based on student affairs management in employment guidance aspects in public universities in Guangxi in 8 aspects was at high level ($\bar{x}=4.54$). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was strengthen students' awareness of career planning ($\bar{x}=4.86$), followed by follow up and evaluate the effectiveness of employment guidance for a long time ($\bar{x}=4.76$), and integrate resources to provide employment guidance was the lowest mean ($\bar{x}=4.29$).

Found the feasibility of guidelines for improving student well-being based on student affairs management in employment guidance aspects in public universities in Guangxi in 8 aspects was at high level ($\bar{x}=4.52$). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was strengthen personalized employment guidance ($\bar{x}=4.86$), followed by improve the information degree of employment guidance ($\bar{x}=4.68$), and strengthen market research in employment guidance was the lowest mean ($\bar{x}=4.19$).

Table 4.15 The average value and standard deviation of the evaluation of the suitability and feasibility of guidelines for improving student well-being based on student affairs management in dormitory management aspects (n = 11)

Guideline for improving student well-being based on student affairs management	Suitability			Feasibility		
	\bar{x}	S.D.	level	\bar{x}	S.D.	level
Dormitory management						
1. Student affairs administrators should strengthen the communication and cooperation between home and school in the dormitory management.	4.82	0.98	Highest	4.47	0.85	High
2. Student affairs administrators should pay attention to the personalized care of students in dormitory management.	4.62	0.86	Highest	4.41	0.64	High
3. Student affairs administrators should update the dormitory management regulations in time.	4.44	0.67	High	4.76	0.92	Highest
4. Student affairs administrators should use information means to carry out dormitory management.	4.23	0.61	High	4.85	0.79	Highest
5. The student affairs administrator should carry out the dormitory management by strengthening the construction of safety facilities.	4.29	0.84	High	4.58	0.86	Highest
6. Student affairs administrators should guide students to manage themselves in the process of dormitory management.	4.36	0.92	High	4.61	0.75	Highest
7. Student affairs administrators should carry out regular dormitory cultural activities.	4.31	0.89	High	4.59	0.72	Highest

Table 4.15 (Continued)

Guideline for improving student well-being based on student affairs management	(n = 11)					
	Suitability			Feasibility		
	\bar{x}	S.D.	level	\bar{x}	S.D.	level
8. Student affairs administrators should strengthen their ability to deal with emergencies in student dormitories.	4.65	0.73	Highest	4.28	0.69	High
9. Student affairs managers should strengthen their own team building and training.	4.11	0.58	High	4.39	0.93	High
Total	4.43	0.79	High	4.55	0.79	High

According to table 4.15, the suitability and feasibility of guidelines for improving student well-being based on student affairs management in dormitory management aspects were at highest level with the values between 4.00 and 5.00, which means the guidelines for improving student well-being based on student affairs management of middle-level administrators are suitability and feasibility.

Found the suitability of guidelines for improving student well-being based on student affairs management in dormitory management aspects in public universities in Guangxi in 9 aspects was at high level (\bar{x} =4.43). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was strengthen the communication and cooperation between home and school in the dormitory management (\bar{x} =4.82), followed by strengthen their ability to deal with emergencies in student dormitories (\bar{x} =4.65), and strengthen their own team building and training was the lowest mean (\bar{x} =4.11).

Found the feasibility of guidelines for improving student well-being based on student affairs management in dormitory management aspects in public universities in Guangxi in 9 aspects was at high level (\bar{x} =4.55). Considering the results of this research aspects ranged from the highest to lowest mean were as follow: the highest mean was use information means to carry out dormitory management (\bar{x} =4.85), followed by update the dormitory management regulations in time (\bar{x} =4.76), and strengthen their ability to deal with emergencies in student dormitories was the lowest mean (\bar{x} =4.28).

Chapter 5

Conclusion Discussion and Recommendations

The research in the guidelines for improving student well-being based on student affairs management in Public University in Guangxi. The objectives of this research were 1) to study the current situation of student well-being based on student affairs management in public Universities in Guangxi., 2) to provide the guidelines for improving student well-being based on student affairs management in public universities in Guangxi, and 3) to evaluate the suitability and feasibility of guidelines for improving student well-being based on student affairs management in public universities in Guangxi were including 5 following aspects: 1) Learning guide; 2) Psychological counseling; 3) Campus activities; 4) Employment guidance; 5) Dormitory management. The sample group in this research were 357 student affairs administrators from 11 public universities in Guangxi. The Interview group was 11 high-level student affairs administrators. The research instruments were documents analysis, questionnaire, and structured interview. The statistic to analyze the data were percentage, average value, and standard deviation. The conclusion, discussion and recommendations of this research are as follows:

Conclusion

The research in the guidelines for improving student well-being based on student affairs management in Public University in Guangxi. The researcher summarizes the conclusion into 3 parts, details as follows:

Part 1: the current situation of student well-being based on student affairs management in public Universities in Guangxi.

Part 2: the guidelines for improving student well-being based on student affairs management in public universities in Guangxi.

Part 3: the suitability and feasibility of guidelines for improving student well-being based on student affairs management in public universities in Guangxi.

Part 1: the current situation of student well-being based on student affairs management in public Universities in Guangxi

The current situation of student well-being based on student affairs management in five aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was learning guide, followed by Campus activities, and Psychological counseling was the lowest level.

Learning guide was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was student affairs administrators provide learning methods and skills to help students better master knowledge and skills, followed by Student affairs administrators help students make learning plans and goals, improve learning efficiency, and student affairs administrators encourage students to read more books, read more newspapers and listen to more lectures, so as to improve students comprehensive quality was the lowest level.

Campus activities was at second high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was student affairs administrators organize various themed activities to provide a display platform for students and promote communication and cooperation, followed by student affairs administrators help students understand various overseas exchange opportunities and programs and encourage students to participate, and student affairs administrators organize various lectures and reports and encourage students to participate was the lowest level.

Dormitory management was at third high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was student affairs administrators can handle dormitory interpersonal relations, followed by student affairs administrators can create a dormitory learning atmosphere, and student affairs administrators can build the dormitory management team was the lowest level.

Employment guidance was at four high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was student affairs administrators help students understand the characteristics

and development prospects of different industries and different enterprises, and provide students with more choices, followed by student affairs administrators can conduct employment policy interpretation and guide students to improve their employment skills step by step, and student affairs administrators help students understand various entrepreneurial projects and entrepreneurial policies and encourage students to participate was the lowest level.

Psychological counseling was the lowest level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was student affairs managers can help students improve their quality of life, enhance their sense of meaning and value in life, followed by student affairs administrators can carry out general psychological testing to grasp students 'psychological dynamics in real time, and student affairs managers help students understand mental health knowledge and improve their psychological quality was the lowest level.

Part 2: the guidelines for improving student well-being based on student affairs management in public universities in Guangxi

The guidelines for improving student well-being based on student affairs management in five aspects, which contain 39 measures. There are 8 measures for supporting learning guide, 8 measures for psychological counseling, 6 measures for campus activities, 8 measures for employment guidance, and 9 measures for dormitory management.

Learning guide consisted of 8 measures: 1) student affairs administrators should establish a systematic academic guidance system, 2) student affairs administrators should establish academic guidance partnerships with parents, 3) student affairs administrators should use technical means to improve the effect of academic guidance, 4) Student affairs administrators should establish an evaluation mechanism for academic guidance effectiveness, 5) student affairs administrators should pay attention to the combination of academic guidance and curriculum, 6) student affairs administrators should promote successful cases of academic guidance, 7) Student affairs administrators should provide a variety of academic

guidance methods, 8) student affairs administrators should cultivate students' learning autonomy.

Psychological counseling consisted of 8 measures: 1) student affairs administrators should strengthen the professional training of psychological counseling, 2) student affairs administrators should make clear the service scope and standards of psychological counseling, 3) student affairs administrators should establish a feedback mechanism of psychological counseling, 4) student affairs administrators should strengthen the privacy protection of psychological counseling, 5) student affairs administrators should increase the publicity of psychological counseling, 6) student affairs administrators should regularly evaluate the work effectiveness of psychological counseling, 7) student affairs administrators should establish a psychological crisis intervention mechanism, 8) student affairs administrators should pay attention to the changes of students' psychological counseling needs.

Campus activities consisted of 6 measures: 1) student affairs administrators should improve the quality of campus activities, 2) student affairs administrators need to deeply understand students' needs for campus activities, 3) student affairs administrators should combine campus activities with students' studies, 4) student affairs administrators should constantly innovate the forms and carriers of campus activities, 5) student affairs administrators should pay attention to enriching the cultural connotation of campus activities, 6) student affairs administrators should establish a communication and feedback mechanism for campus activities.

Employment guidance consisted of 8 measures: 1) student affairs administrators should strengthen personalized employment guidance, 2) student affairs administrators should deepen school-enterprise cooperation in employment guidance, 3) student affairs administrators should strengthen students' awareness of career planning, 4) student affairs administrators should strengthen market research in employment guidance, 5) student affairs administrators should strengthen employment guidance skills training, 6) student affairs administrators should follow up and evaluate the effectiveness of employment guidance for a long time, 7) student affairs administrators should integrate resources to provide employment guidance, 8) student affairs administrators should improve the information degree of employment guidance.

Dormitory management consisted of 9 measures: 1) student affairs administrators should strengthen the communication and cooperation between home and school in the dormitory management, 2) student affairs administrators should pay attention to the personalized care of students in dormitory management, 3) student affairs administrators should update the dormitory management regulations in time, 4) student affairs administrators should use information means to carry out dormitory management, 5) the student affairs administrator should carry out the dormitory management by strengthening the construction of safety facilities, 6) student affairs administrators should guide students to manage themselves in the process of dormitory management, 7) student affairs administrators should carry out regular dormitory cultural activities, 8) student affairs administrators should strengthen their ability to deal with emergencies in student dormitories, 9) student affairs managers should strengthen their own team building and training.

Part 3: the suitability and feasibility of guidelines for improving student well-being based on student affairs management in public universities in Guangxi

The suitability and feasibility of guidelines for student well-being based on student affairs management in five aspects were at highest level, which means the guidelines for student well-being based on student affairs management are suitability and feasibility.

Learning guide: The suitability and feasibility of learning guide was at highest level, which means the guidelines for student well-being based on student affairs management are suitability and feasibility.

Psychological counseling: The suitability and feasibility of psychological counseling was at highest level, which means the guidelines for student well-being based on student affairs management are suitability and feasibility.

Campus activities: The suitability and feasibility of campus activities was at highest level, which means the guidelines for student well-being based on student affairs management are suitability and feasibility.

Employment guidance: The suitability and feasibility of employment guidance was at highest level, which means the guidelines for student well-being based on student affairs management are suitability and feasibility.

Dormitory management: The suitability and feasibility of dormitory management was at highest level, which means the guidelines for student well-being based on student affairs management are suitability and feasibility.

Discussion

The research in the guidelines for improving student well-being based on student affairs management in public universities in Guangxi. The researcher summarizes the discussion into 3 parts, details as follows:

Part 1: the current situation of student well-being based on student affairs management in public Universities in Guangxi.

Part 2: the guidelines for improving student well-being based on student affairs management in public universities in Guangxi.

Part 3: the suitability and feasibility of guidelines for improving student well-being based on student affairs management in public universities in Guangxi.

Part 1: the current situation of student well-being based on student affairs management in public Universities in Guangxi

The current situation of student well-being based on student affairs management in five aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was learning guide, followed by Campus activities, and Psychological counseling was the lowest level. Student affairs administrators work mainly includes students' ideological education, mental health education, academic guidance, employment service, cultural and recreational activities organization, etc. The work of student affairs administrators includes both specific guidance and service work, as well as promoting the development of the school. First, the student affairs administrator is the main person in charge of students' ideological education and mental health education. College students are in an important stage of ideological and psychological growth. Student affairs managers need to guide them to face life

choices correctly, guide them emotionally, prevent and treat their mental diseases, so as to help students grow up healthily. Secondly, student affairs administrators are an important force in students' academic guidance and employment services. They need to provide students with academic guidance, course selection guidance, and course arrangement to help students make progress in academic and professional development. Finally, the student affairs administrators are also responsible for the organization and management of recreational activities. They need to provide students with colorful recreational activities to add fun and color to their extracurricular life. The related to the research of Jiang Xinmin (2023, p.97), Student affairs administrators are an important force in the management and service of college students.

Learning guide was at high level. This is because study is a task that college students care about most. Student affairs administrators are the instructors and guides for the healthy growth of students. Of course, we should pay close attention to the students' academic situation. In 2014, China's Ministry of Education issued the Professional Competence Standards for Student Affairs Managers (Interim), which stipulates that student affairs administrators must have nine vocational abilities, including academic guidance. It can be seen that academic guidance is a systematic education work to support the academic development and personalized growth of college students, and has gradually become a subdivision of college education management. Optimizing the academic guidance system will become one of the directions of high-quality talent training. Related to Chen Peng, Xie Shuhua (2022, p.93) The quality of students' performance and the development of their study are the standards to evaluate and measure the quality and level of colleges and universities, and they are also the primary concern of students in school. Ji Jing (2012, p.58) The university student affairs management department actively carries out students 'academic guidance work, which not only helps to improve college students' academic performance, promote students' academic success, but also helps students to achieve their personal goals and promote their healthy growth and development. Wang Yi (2022, p.17) Colleges and universities should attach great importance to academic guidance, further implement the student-centered concept, improve the efficiency of academic guidance, and build an accurate academic guidance system.

Campus activities was at second high level. This is because college students, as young people, are eager to enrich themselves and enhance their friendship through rich campus activities. The types of campus cultural activities are rich and colorful. These complete types of campus cultural activities greatly enrich students' after-school life, and provide a broad development platform for students with special personality and wide interests. In the process of the planning, organization and implementation of activities, students can effectively develop their own interests and hobbies, help them to broaden their horizons, accumulate rich learning and work experience, and cultivate their own comprehensive quality and ability. In recent years, from the point of domestic research results, most colleges and universities have begun to gradually put the campus culture construction system design, management and planning, and the theory of project management introduced to the construction of campus culture, actively the construction of campus culture, to explore how to combine with education courses in colleges and universities to achieve the role of collaborative education, actively explore and breakthrough. Related to Yu Le (2023, p.221) Campus cultural activities are the form and carrier for college students to cultivate their spiritual connotation. Campus culture plays an important role in the formation of core values with its unique educational functions of moral education, incentive and innovation. Luo Liyuan, and Wu Dongze (2023, p.160) Campus cultural activities are an important part of the construction of university campus culture and an important carrier of university cultural education. They have the function function of recessive ideological and political education, and play a positive role in the cultivation of ideological and moral character and social responsibility of college students. He Jiangna (2023, p.148) Under the new era, campus activities occupy the important position in the college student affairs management, organization rich and colorful campus cultural activities is the common demands of students, to shape students 'healthy personality, cultivate students' ideal faith, promote students 'all-round development, cultivate students' innovative spirit, give full play to the cultural education function of campus cultural activities.

Dormitory management was at third high level. This is because the dormitory is the main campus living place for college students. The management of college student dormitories can not only directly affect the students' life, study and mental health, but also affect the stability and development of the campus. The

management of college student dormitories is an important link in the logistics construction of Chinese universities in the new period. Therefore, it is one of the important tasks of colleges and universities to do the supervision and management of student dormitories and daily services. According to the Ministry of Education on strengthening the management of student dormitories in colleges and universities, local education administrative departments and universities should take student dormitory management as an important part of school learning management from the height of maintaining social stability and promoting the development of higher education in China. Therefore, the management of college student dormitory has become an important link in the development of colleges and universities, and is an important part of the development of colleges and universities. The standardization and rationalization of student dormitory management will inevitably promote the development of colleges and universities. Related to Zhao Yanfeng, Wang Dawei, Wang Jiahui (2023, p.116) College student dormitory is the main place for college students to study and live, and also one of the important places for ideological and political education. Ji Jiawei, and Guo Hongfei (2023, p.22) In the face of the problems and contradictions between the student dormitory management and the personalized needs, it is very important to timely regulate and deal with them. We should continue to explore the student dormitory management concept, management system and management methods that adapt to the development of The Times, and provide high-quality student affairs management. Yu Huling (2022, p.183) As the main activity place for students 'after-school life, dormitory provides an environment for learning and living. A good dormitory environment can stimulate the positive and upward spirit of struggle, realize students' self-value and school education management, strengthen dormitory management, and play a decisive role in the management of student affairs.

Employment guidance was at four high level. This is because the smooth realization of employment is the ultimate goal of college students to complete their studies and integrate into the society. College students are the representatives of the new era, new ideas and new missions. As the future and the backbone of the society, college students shoulder the important mission of realizing national modernization and maintaining social harmony and stability. With the fast social economy. The rapid development and the increasing number of fresh graduates year

by year have brought severe challenges to the social employment environment, and also intensified the uncertainty of college students' employment choice. Therefore, in the process of improving college students' employment and entrepreneurship ability and their ability to serve the social development, the employment guidance of student affairs managers is a crucial link. How can student affairs administrators help the development of college students' job-hunting ability is a key problem worth studying in the current employment work. Related to Zhou Yue (2023, p.154) As the main training institutions for college students, one of the main responsibilities of colleges and universities is to train talents, which shoulder the important responsibility of educating and training students and conveying talents for the society. Li Jialiang (2024, p.25) In order to improve the employment competitiveness of students, the management of college student affairs should actively explore the comprehensive innovation of employment guidance work, so as to build a more reasonable employment guidance system, and lay a foundation for students to obtain a good career development in the future. Li Minyu (2024, p.83) The employment problem of college graduates has become the focus of social concern. How to improve the employment competitiveness of college students and help them better adapt to the employment market is an important task of employment guidance and management in colleges and universities.

Psychological counseling was the lowest level. This is because although psychological counseling has a positive role in promoting the healthy growth and development of college students during the school period, this work requires a high degree of specialization. Some college students are deeply troubled by negative emotions such as loss, helplessness, anxiety and depression. The mental health problems existing in college students are increasingly prominent. How to solve these psychological problems and improve the mental health quality of college students needs the joint efforts of various personnel. Among the above factors, student affairs administrators play a more important role. As the person who have the closest contact with the student group, timely mental health education for college students is not only the timely response to their psychological counseling demands, but also the responsibility of student affairs administrators. Based on this, it is necessary to explore the benign interaction between student affairs administrators and college students, to promote the healthy growth of students, and to provide a new

reference path for student affairs administrators to carry out the mental health education of college students in the new period. Related to Luo Xiaoshua (2023, p.86) With the rapid development of China's economy, the rapid changes of society and the increasingly diversified values, contemporary college students not only face various temptations and even blows from the external world, but also worry about entering the society. Zhu Yandan (2023, p.1) How to balance and dissolve the pressure of students and how to resolve and prevent potential psychological problems has become an important issue to be considered in the management of college student affairs. Cui Qianqian, and Zhao Dan (2023, p.129) Psychological counseling is an important content of the management of college students and an effective way to improve the comprehensive quality of college students. It should be combined with the life and study of college students to help them form good personality quality and sound personality.

Part 2: the guidelines for improving student well-being based on student affairs management in public universities in Guangxi

The guidelines for improving student well-being based on student affairs management in five aspects, which contain 39 measures. There are 8 measures for supporting learning guide, 8 measures for psychological counseling, 6 measures for campus activities, 8 measures for employment guidance, and 9 measures for dormitory management.

The guidelines for improving student well-being based on student affairs management in public universities in Guangxi basis on two reasons, (1) Current situation of student well-being based on student affairs management, (2) Specific measures are based on the results of interviews with experts. Although student well-being based on student affairs management in public universities in Guangxi is at a good level at present, there are personal differences. In order to improve student well-being based on student affairs management, experts put forward measures from five aspects according to the relevant theories of education management and the actual situation of different universities.

There are 8 measures for supporting learning guide. "Student-centered" as the goal orientation, namely from the development needs of students, respect the

students' subject status, meet the needs of students' development, play the students' subjective initiative, according to their personal interest, life background, ability level, development stage analysis of the problems existing in the academic development and life and give advice. The first essence of constructing the academic guidance system for college students is to clarify the goal of their academic guidance and provide direction guidance for the development of academic guidance work. Every university has its own training goals and educational concepts. It should pay attention to students' innovation ability, learning ability, self-creation and self-realization, and pay attention to providing diversified training methods. The construction of the academic guidance system should be based on the training objectives and development needs of the university in the new era, consider the differentiated improvement needs of students, and strive to provide more students with academic guidance services to maximize their self-value on the basis of meeting the requirements of basic academic guidance. The related to the research of Yuan Shijie (2020) College students' academic guidance goal is college students' academic guidance, student development goal of student affairs managers should closely combine "student-centered" the education idea, it is also the starting point and end-result of college students' academic guidance, to build the specific content of college students' academic guidance system and practice way plays an important guiding and restricting role. Gao hongmei (2023, p.37) Students' academic level is an important index to measure the level of running schools and the quality of talent training in colleges and universities. Therefore, it is necessary to carry out research on the construction of academic guidance system in colleges and universities from the perspective of "three comprehensive education", so as to provide guidance and help for the improvement of students' academic level. CHen peng (2022, p.63) Academic tutoring can help students to establish a correct view of learning, improve students' independent learning ability, and explore students' learning drive, independent thinking ability and problem-solving ability. College student affairs administrators should take academic guidance as their own important job responsibility, coordinate resources, work together, and do a good job in academic guidance.

There are 8 measures for psychological counseling. In addition to face-to-face communication and communication, Student affairs administrators should also further adjust the form of communication between teachers and students,

Communicate with students with the help of Internet information technology, Breaking through the limitations of time and space, Use the fragmented time to provide online psychological counseling for students, Provide students with professional opinions and suggestions, Optimize the communication environment between teachers and students, Provide a good environment for students to talk to, Improve the communication efficiency between teachers and students, Promote the improvement of college students' mental health literacy; Students' interest and participation can be enhanced through diversified mental health education methods, For example, organizing group psychological counseling. Student affairs administrators should define the role in the orientation of mental health education of college students, adjust the contents of mental health education according to the characteristics of different students, and play their role in the mental health education of college students, clearly define the boundary between the content and the scope of professional psychologists and the professional psychologists. At the same time, pay attention to the protection of students' privacy and improve the level of mental health education of college students. Student affairs administrators should also strengthen the communication and cooperation between student affairs administrators and their parents, help students feel the kindness and beauty in their family and campus environment, and encourage students to actively take relevant measures to adjust their emotions when they have emotional problems, so as to promote the improvement of students' mental health level. The related to the research of Wen Xuemei (2022, p.42) Student affairs administrators should constantly improve the way of communication with students. Li ning (2023, p.68) At present, colleges and universities have paid more attention to students' psychological problems, and carried out a series of psychological counseling around the practical problems existing in the current development. As the most critical and important role that cannot be ignored, student affairs administrators play a vital role in the process of college students 'mental health counseling, and college student affairs administrators improve the participation of psychological counseling services through various measures, laying a foundation for the purpose of improving students' psychological quality. Chen wenbo (2023, p.51) Mental health education in colleges and universities is a basic part of the talent training system, which has practical significance for college education. Construct the "1234" working mode of college

mental health education practice, form the four-level education system of "school-school-class-house"; take the student affairs administrator as the important force; focus on the prevention inspection of psychological census, screening and screening; and adhere to knowledge education, psychological activities, psychological counseling and service characteristics, and improve the effectiveness of college education.

There are 6 measures for campus activities. Student affairs administrators should using traditional culture to shape physical and mental health and sound personality, Constantly innovative forms of campus cultural activities, Affirming the subject position of the students, Strengthen cultural exchanges between students by combining both online and offline approaches, To increase college students' understanding of different regions and different ethnic cultures and customs; To scientifically design the content of campus cultural activities, Fully clarify the personalized needs of students, Combined with the development of students' quality and ability, Create a stage for students to show themselves, Reflect the humanistic care for the students, Impress the students with the sincere emotion; To strengthen the brand building of campus cultural activities, Highlight the educational characteristics and professional characteristics of colleges and universities, Organize campus cultural activities with clear themes and distinct connotations, Use the brand effect to enhance the influence and guidance of campus cultural activities, Encourage college students to actively participate in social practice activities, Proactive to understand society, adapt to society; But also to improve the guarantee mechanism of campus cultural activities, Create a beautiful environment and a unique cultural landscape, Create a quiet and elegant campus environment, Set up special venues for college students' club activities and performance stage, Improve and upgrade the campus hardware facilities, Provide strong support for campus cultural activities, Implement the certification and assessment system for campus cultural activities, According to the number of students' participation in campus cultural activities, activity effect evaluation, workload and other indicators. The related to the research of He Jiangna (2023, p.63) Student affairs administrators should accurately locate campus cultural activities. Wu yujun (2021, p.78) Campus recreational and sports activities play a positive role in promoting college students to establish a correct learning style of life. The quantity, quality and student fit of

campus recreational and sports activities are closely related to students' establishing a correct learning style of life. Li na (2018, p.44) Campus sports and sports activities can make college students' physical and mental health development get healthy, and have a certain role in promoting their intelligence, memory, imagination and reaction. College students should be encouraged to participate in the campus sports and sports activities.

There are 8 measures for employment guidance. Student affairs administrators can describe the employment situation, current situation and professional skills of the industry, For students to enhance their employability in internship and employment-related simulation activities, To be guided by the national needs and talent training goals, Combined with various forms of exchange activities such as discussion and themed class meetings, Organize students to actively participate in voluntary public welfare, work-study and other social practice activities, Make the students understand the society personally, Improve the ability to analyze and solve problems and adapt to the society; To provide individualized guidance according to the different employment needs of different students, Combining individual employment with social needs, Can set up a model of employment model, Continue to track the employment situation of the graduates, Typical of students who have achieved a successful career through personal efforts, To publicize and report their behavior of giving back to the society and feeding back to their Alma mater, But also to do a good job of physical and mental special, weak communication ability, family economic difficulties and other students' employment assistance work; To actively convey the relevant employment policies and measures to students, Ensure that students understand the knowledge and methods of employment they need, Expand the platform for employment information release, Establish a student employment information database, Understand the employment situation of each student, And according to the feedback of graduates, put forward suggestions and opinions on improving talent training, curriculum, enrollment plan and other aspects, Form an effective linkage mechanism; Regular employment quality tracking and return visits for employed students, Accurately grasp the requirements and satisfaction of the employer for the students' quality standards; To build the new media platform into an important channel for college students' career education, Strive to achieve resource sharing among all graduates. The related to the

research of Zhang Li (2023, p.57) Student affairs administrators should help students to establish a correct view of career selection. Tang Xiaorao (2024, p.83) Student affairs administrators play an important role in the employment and education work in colleges and universities. In the daily management of life, we should actively pay attention to the needs of students, take a variety of measures to provide personalized guidance and help, and strive to improve the students' employment competitiveness and psychological quality. Wang Jing (2023, p.58) The social requirements on the ability and quality of college graduates are getting higher and higher. It is difficult to adapt to the training and employment needs of college graduates by continuing to adopt the traditional methods. Therefore, student affairs managers need to take the market as the employment guidance for students, and build a multi-dimensional and long-term employment guidance service system for college students.

There are 9 measures for dormitory management. Dormitory are some rules to follow, Violation will be prosecuted; In or near the dormitory building, Set up self-study room, small library, reference room, conference room, party building activity room, fitness exercise area, reading room, publicity board, Provide places for students to study nearby, hold party member meetings, leisure and entertainment, Create a strong cultural atmosphere, Build a dormitory position of spiritual civilization; Regular training of safety escape skills, dormitory network management, labor practice education, mental health education and ideological and political education knowledge, Strive to build a collection of "hygiene, safety guidance, life assistance, cultural construction" student dormitory managers; For each dormitory, select the students with high ideological quality, good academic performance and good interpersonal processing, To drive small collectives by individuals, With the small collective to drive the whole, Regular training for the above backbone of the students; By organizing the dormitory evaluation activities, Comprehensive evaluation of the academic performance, dormitory atmosphere, talent, internal decoration, and cleanliness degree in the dormitory, Create a good dormitory atmosphere; Student representatives are invited to attend regular dormitory management seminars, Using professional websites, hotlines, student seminars, email addresses, Expand the channels for students to reflect their opinions and suggestions, Encourage students to speak freely about the problems existing in the dormitory management, And to

give an official response to the opinions and suggestions, Publicize the results of student complaints and handling research, We will promote the establishment of a two-way interaction mechanism. The related to the research of Yu Huiling (2022, p.53) Student affairs administrators, under the principle of facing students, respecting students and satisfying students, Establish scientific, reasonable and appropriate dormitory management rules and regulations. Kong lingqi (2023, p.37) The student affairs administrators of colleges and universities should make effective use of the typical education space of student dormitory, consciously use the countermeasures combined with dormitory safety and health supervision, the cultivation of cultural and sports accomplishment and the dormitory evaluation of the role of typical example, and further strengthen the management and service of student dormitory. Han Zheng (2023, p.84) College students' dormitory is an important place during the period of school study and life, to cultivate students to form good living habits, exercise interpersonal skills, stimulate the role of positive consciousness, dormitory management may exist in weak college students discipline consciousness, safety consciousness is not strong, lack of health consciousness, interpersonal contradictions, need to improve the dormitory management effect.

Part 3: the suitability and feasibility of guidelines for improving student well-being based on student affairs management in public universities in Guangxi

The suitability and feasibility of guidelines for improving student well-being based on student affairs management in five aspects were at highest level with the values, which means the guidelines for improving student well-being based on student affairs management are suitability and feasibility. This is conform to the research of The OECD student Assessment Program (Programme for International Student Achievement, "PISA").

Research finding, The suitability of improving student well-being based on student affairs management in public universities in Guangxi in learning guide aspects was at highest level. The reason is that learning is the main task of students, and it is also one of their most concerned contents, Student affairs administrators to promote successful cases of academic guidance and establish a systematic academic guidance

system and so on, solve the students' learning difficulties and confusion, can improve students' well-being. Sheddan (2019, p.64) Love for their major and career happiness in their future work will affect their lifelong career path. Through the establishment of the correct career view and the precise mastery of professional skills, the core values can be promoted to enhance students' professional happiness, stimulate the service spirit of love and dedication and the craftsman spirit of excellence.

The feasibility of improving student well-being based on student affairs management in public universities in Guangxi also in learning guide aspects was at highest level. The reason is that learning is the main task of students, and it is also one of their most concerned contents, Student affairs administrators to promote successful cases of academic guidance and establish a systematic academic guidance system and so on, Are formed through the long-term practice can be implemented and received good results of the means, It is generally recognized by student affairs administrators and students. psychological counseling was also lowest mean, The methods and means of psychological counseling are generally not easy to achieve immediate results. Although student administrators and students think it is feasible to carry out relevant work, the feasibility is not as high as other factors. Zhang Yao (2016) With the development of society, the improvement of happiness promotes social stability and the improvement of people's quality of life. As an important group in the society, college students' view of happiness is of great significance for their growth. College student management workers should strengthen the professional management level to enhance the happiness of college students.

Although different scholars about student well-being have different research and interpretation perspective, but they formed the following consensus: students 'happiness is not the surface of happiness or pleasure, but the students in the process of life cognitive activities and emotional communication interaction, is a positive, positive experience and attitude, is a necessary basis for students' learning and development and strong driving force. Student affairs administrators need to do their best to continuously improve student well-being. Liu Wenyuan & Zhou Zeming. (2022) The realization of community management of students in colleges and universities plays a certain role in strengthening the safety management of the school, and is conducive to strengthening the cultivation of talent quality and

creating a harmonious and healthy campus. Community-based management of college students is the inevitable result of improving the quality of life and happiness of college students, and it also provides a new management mode for domestic universities.

Recommendations

Implications

The research results showed that the recommendations about guidelines for improving student well-being based on student affairs management in public universities in Guangxi are as follows:

1. Strengthen the construction of the student affairs management team

Student affairs administrator is an important force to carry out student affairs management and improve student well-being. It should strengthen the construction of the team from many aspects such as recruitment plan, selection and employment, daily training, strict assessment management and so on. When managing student affairs perform the management function, we should first establish the concept of "improving student well-being", and be responsible for the quality of student well-being in the actual activities. Colleges and universities should, in accordance with the principles and policies, combined with the actual situation of colleges and universities, formulate effective and effective rules and regulations and codes of conduct in line with the characteristics of colleges and universities, so that there are laws to follow and rules to follow.

2. Student affairs administrators should pay attention to the development needs of students

According to the anthropologist and psychologist Maslow's hierarchy of needs theory, all of our behaviors are designed to meet certain needs. From low-level physiological needs to middle-level security needs, social needs, respect needs, and high-level self-actualization. According to the survey and analysis, it is found that the needs of students in college mainly focus on the sense of belonging of the school, the improvement of self-ability, the harmonious relationship between students, the relationship between teachers and students, and the sense of achievement and identity they get in the university.

3. Student affairs administrators should provide good learning guide

Under the new situation, Student affairs administrators to conduct the academic guidance work, To understand the basic information of the students' major training program, teaching plan, professional prospects, Professional education covering all students, Enhance students' cognition of their major; To carry out the construction of the style of study activities, By creating a strong learning atmosphere among the students, Make the students develop good study habits, Master the scientific and efficient learning methods, Timely find and correct the bad tendencies of students in learning; According to the different individual development needs of students, such as postgraduate entrance examination, study abroad, employment and entrepreneurship, As well as the major choices, course electives, learning methods, learning effects and other aspects of academic planning, Provide personalized guidance, To help students with learning difficulties, Help you plan for your own personality traits learning plan of learning characteristics and development direction, establish the academic direction in line with their own personalized development; we should deeply study the law of student growth, make full use of university resources, organize students to participate in scientific research projects, guide students to deeply study research and innovative practice, and cultivate research-oriented and innovative talents.

4. Student affairs administrators should provide good psychological counseling

The psychological problems of college students are becoming more and more prominent, many college students in the academic, employment, interpersonal problems and other pressure can not be solved and released, can have a healthy psychology has become one of the important factors affecting the happiness of college students. Student affairs administrators can always care about the psychological development of students and help solve psychological problems by carrying out mental health survey, psychological knowledge popularization lectures, pressure release and other ways. In Adler's psychology, there is a point that "people's troubles come from interpersonal relationships". The student community should pay attention to students' interpersonal relationships and create a sense of harmonious atmosphere between students.

5. Student affairs administrators should provide good campus activities

The forms of campus activities need to be diversified, so that more students can participate in them, so that students can acquire different knowledge in the learning course. Student affairs administrators should carry out comprehensive activities or competitions so that students' talents can be put to good use. At the same time, they should set up a professional teacher guidance team to fully mobilize school resources and provide students with an opportunity to improve themselves. Campus activities also need to be innovative. A creative activity can better attract students to participate in it, and it can also greatly improve students' satisfaction with the community activities. Student affairs administrators can organize regular collection of the types of activities that students want to carry out, so as to make them more meaningful and valuable, and students can get different experiences and satisfaction from them.

6. Student affairs administrators should provide good employment guidance

Promote the linkage of schools and departments resources, improve the career education curriculum system, combined with the characteristics of subject background, student development and the job market present situation, the development in line with the characteristics of career education curriculum system, career planning competition, job simulation competition, no leadership group competition and other activities, enhance the level of students overall job skills. Relying on the alumni resources of the department, do a good job of multi-subject employment guidance. Hire alumni as employment mentors, according to the classification of students' employment intentions, match the exclusive mentors in line with their job-hunting field, and provide them with employment guidance, career guidance, job-hunting assistance and other services, so that students can get more three-dimensional, more diversified and more cutting-edge support. We will provide policy-based guidance, strengthen exchanges and cooperation with enterprises, enhance their employment management capabilities, and thus improve the efficiency and quality of employment guidance.

7. Student affairs administrators should provide good dormitory management

A good dormitory environment can bring a sense of security to college students' life. It is very important to strengthen the infrastructure management of the dormitory, and give full play to the autonomy of students in the dormitory

management. Student affairs administrators should become a strong logistics support team, regularly check and repair potential security risks in student dormitories to avoid unnecessary dangers and give students enough sense of security and happiness.

Future Researches

1. Student affairs administrators play an important role in improving students' well-being. By building a professional student management team, optimizing the accommodation environment, shaping a harmonious campus culture and participating in healthy social activities, students' well-being can be effectively improved, and then promote students' physical and mental quality and adult success.

2. College students are in the best period of youth in their life, and they have a strong demand for happiness. The happiness of material enjoyment is the basis of college students' happiness, the lowest level and starting point of happiness; professional value happiness is the core of college students' happiness, the embodiment of values and ideals and beliefs; learning and growth happiness is the main body of happiness and the most direct display of college students; happiness is the comprehensive reflection of all happiness. Therefore, it is necessary to help college students to correctly understand themselves, cultivate positive personality, healthy management of emotions and build a good social support system strategies, so as to improve the happiness of college students and promote the all-round development of college students.

3. This study sample selection is not enough, schools and survey, the respondents choose nearby and convenient principle, may cause data representative is not enough, due to the individual cognitive differences will be affected by external factors, the relevant investigation conclusion may also be different from the actual situation, and due to their knowledge and ability limited subjective conditions, and changing objective conditions, in the depth and breadth of content is still flawed, these situations can continue to enrich and perfect in the subsequent related research.

4. Nowadays' society where well-being is paid more and more valued by people, college students' desire and expectation for well-being is not weaker than any other group. By implementing the guidelines for improving student well-being

based on student affairs management in Public University in Guangxi, the well-being life of college students must be realized to a certain extent. This is the purpose and significance of this study. But improving the well-being of college students can not be achieved only by the efforts of student affairs administrators. It is believed that in the future, with the deepening and expansion of relevant research, the government, society, family and other aspects will increasingly realize the importance of college students 'well-being, and will certainly provide continuous support and guarantee for the improvement of students' well-being.

References

- Austin, J. T., & Vancouver, J. F. (1996). Goal constructs in psychology: Structure, process, and content[J]. *Psychological Bulletin*, 1996, 120, 338-375.
- Cai Guochun. (2000). Definition of the concept of student affairs management in colleges and universities - a comparison of the terminology of student work in colleges and universities in China and the United States [J]. *Journal of Yangzhou University (Higher Education Research Edition)*, 2000:2
- Cui Qianqian, and Zhao Dan. (2023). Analysis on the mental health education mode of college students. "Grade Classic 08 (2023): 129-131.
- Cao Guangying. (2021). Characteristics and inspirations of student affairs Management in American universities. *Heilongjiang Science* 12.03 (2021): 62-63.
- Chen Wen. (2016). Research on the status quo and countermeasures of social psychological counselling service [J]. *Education Modernisation*, 2016: 37-43.
- Chan KuiXian, li lei. (2007). Theory of university student affairs management service concept , [J]. *Journal of Hunan First Normal University*. (2007):113.
- Chen Xiaobin. (2017). On the Regulations of the Management of Students in Ordinary Institutions of Higher Learning. *Research on Higher Education*.10 (2017): 52-55.
- Chen Yanhua. (2014). Research malefactor of student academic guidance in American colleges and universities [D]. Nanjing: Nanjing Normal University, 2014: 23.
- Chen Wenbo. (2023). Exploration of the "1234" working mode of mental health education in colleges and universities. *Beijing Education (moral education)*.02 (2023): 80-83.
- Cheng Jinkuan. (1997). The Theoretical Basis of Student Affairs Management in European and American Universities[J]. *Comparative Education Research*, 1997(02):16-20.
- Cheng Wan. (2010). Student Affairs Management in Colleges and Universities from the Perspective of Management [D]. Xi'an: Northwest University, 2010.
- Chen Xiucui. (2016). How to Improve the effectiveness of university Student Management in the New Era. [J / OL]. *Journal of Donghua University*. (2016):58-61.

- Chi Li-Ping, Xin Zi-Qiang. (2002). Happiness: different effects of cognitive and affective components[J]. *Psychological Development and Education*, 2002,(2):27-32.
- Chen Pan. (2023). The current mode, problems and improvement of class management in Guangxi universities -- Based on the investigation and research of five universities in the region [J]. *Journal of Taiyuan City Vocational and Technical College*, 2023,(04):106-108.DOI:10.16227/j.cnki.tytc.2023.0209.
- Chi Shuqing, Zhang Yanhua, Wang Yu. (2011). A malefactor of campus cultural activities under the perspective of high-level university [J]. *Journal of Social Sciences of Jiamusi University*, 2011(06).
- Chu Zuwang, Jiang Hongchi. (2009). Evolution and localisation of the concept of student affairs management in higher education[J]. *Research on Higher Education*, 2009(02):86-90.
- Cai Hongmei. (2004). Innovation of university Student Management Mode that. Guangdong: Guangdong Normal University, (2004):180-183.
- Crisp, Roger, "Well-Being". (2021). *The Stanford Encyclopedia of Philosophy* (Fall 2017 Edition), Edward N. Zalta (ed.), [EB/OL]. [2021-02-26].
- Chen Peng Xie Shuhua. (2022). Practical exploration of academic guidance in ideological and political work of colleges and universities. *Education and Teaching Forum* (39),93-96.
- Crisp, Roger, "Well-Being". (2021). *The Stanford Encyclopedia of Philosophy* (Fall 2017 Edition), Edward N. Zalta (ed.), [EB/OL]. [2021-02-26].
- Diener E. (2009). *The Science of Well-Being*[C]. *Social Indicators Research Series*, 2009.
- Diener E. (1984). Subjective well-being[J]. *Psychological Bulletin*, 1984, 95:542-575.
- Diener's. (1996). The objective performance and analysis of human behavior. [J]. *Research on human behavioral cognition*. (1996):29.
- Derek Parfit. (1969). Human needs and satisfaction. [J]. *Psychological and behavioral cognition*. (1969):37-38.
- Diener, E., & Suh, E. (1998). Age and subjective well-being: An international analysis[J]. *Annual Review of Gerontology and Geriatrics*, 1998. 17:304-324.
- Diener, E., & Suh, E. (1997). Measuring quality of life: Economic, social and subjective indicators[J]. *Social Indicators Research*, 1997.40, 189-216.

- Diener, E., Suh E. M., Lucas, R. E., Smith, H. L. (1999). Subjective well-being: Three decades of progress[J]. *Psychological bulletin*. 1999, 125:276-302.
- Du Hongyu, Shi Feng. (2018). Investigation on the Management of Students in Private Universities in Guangxi [J]. *Intelligence*, 2018, (05): 4-7.
- Ding Dongyu. (2014). on the deep transformation of university student affairs management concept. [J / OL]. *Modern campus management*. (2014):57-59.
- Diener, E.. & Oishi. (2000). S. Money and happiness: Income and subjective well-being across nations[M]. In E. Diener & E. M. Suh (Eds.), *Subjective well-being across cultures*. Cambridge, MA: MIT Press. 2000.
- Emmons, R. A., & Diener, E. (1986). An interactional approach to the study of personality and emotion[J]. *Journal of Personaliry*, 1986, 54, 371-384.
- Ed Diener. (1966). studies on subjective well-being. [J]. *Human psychology and behavior*. (1966) :83.
- Fang Wei. (1996). Review of the Theory of Student Development in American Colleges and Universities[J]. *Foreign Education Research*,1996(04):47-51.
- Fujita & Diener, E.,F. (1997). Social comparisons and subjective wellbeing[C]. In B. Buunk & R. Gibbons (Eds.), *Health, coping, and social I comparison*. Mahwah. NJ: Erlbaum. 1997: 329-357.
- Feng Guanghui. (2022). Investigation on the Effect of College Student Financial Aid in the New Era--Take four universities in Guangxi as an example. *College Counselor journal* 14.03(2022):61-66.doi:10.13585/j.cnki.gxfdyxk. 2022.03.011.
- Fang Wei. (1994). Student Affairs in American Colleges and Universities and its Implications[J]. *Higher Education and Economy*, 1994(04):48-51.
- Feng Pei. (2009). Innovation of student affairs management model in Chinese universities [M]. Beijing:Renmin University of China Press,2009:86-95.
- Fu Yuan, Li Hui, Jiang Mingmin. (2010). Innovation of College Students' Academic Affairs Guidance Work Mode--Taking China University of Geosciences (Wuhan) as an Example[j]. *China Electric Power Education*, 2010(21):172-174.
- Fu Yuan. (2010). Innovation of College Students' Academic Affairs Guidance Mode - China University of Geosciences (Wuhan) as an Example[j]. *China Electric Power Education: Next*, 2010(7):32
- Fu Shujun Jing. (2015). *Theory and research of educational management*. people's publishing house. (2015) : 14.

- Fu jita, F. (1991). An investigation of the relation between extraversion, euroticism, positive affec, and negative affect[M]. Unpublished masters thesis, University of Illinois at Urbana-Champaign. 1991.
- Gao Chun Di. (2015). College students' academic counselling researchers [M]. Beijing: Beijing Jiaotong University Press, 2015: 55-84.
- Geng Rui, Zhan Yisi et al. (2017). Handbook of academic guidance in Chinese colleges and universities [M]. Beijing:Tsinghua University Press,2017:57.
- Geng Rui, Zhan Yisi. (2012). Research on the Construction of Learning and Development Guidance System for Chinese College Students I. Tsinghua University Student Learning and Development Guidance Centre as a Case Study [J]. Jiangsu Higher Education, 2012 (6): 71-73.
- Gong Chunlei. (2011). Research on the professionalisation of student affairs management in colleges and universities [D]. Shanghai: East China Normal University, 2011.
- Guo Fangqing. (2014). Research on the Innovation of Student Affairs Management in Colleges and Universities under the Background of Information Technology [D]. Wuhan: Central China Normal University, 2014.
- Gao Hongmei. (2023). The construction of university academic Guidance system from the perspective of "three complete education" [J]. Theoretical Research and Practice of Innovation and Entrepreneurship, 2023,6 (21): 145-147.
- Hao Yi. (2007). Research on Competency Modelling of Student Affairs Management in Colleges and Universities[J]. Journal of National College of Education Administration, 2007(06):22-25.
- Haybron, D.M. (2010). Mood Propensity as a Constituent of Happiness: A Rejoinder to the Hill[J], Journal of Happiness Study, 2010,(11): 19-31.
- Han Zheng. (2023). Analysis of the outstanding problems and countermeasures of college students' dormitory management. International PR. 20(2023):146-148.doi:10.16645/j.cnki.cn11-5281/c.2023.20. 023.
- He Xiaoming, Cao Liu. (2007). Introduction to Chinese culture [M]. Beijing:Capital University of Economics and Business Press,2007:67-68.
- Hu Yaojie, Li Liying, Wu Tong, et al. (2022). Research on campus Sports Culture Construction in Universities in Guangxi [J]. Sports Vision, 2022, (05): 137-139.

- Hua Yixi. (2015). Survey and analysis of the current situation of student affairs management in colleges and universities in China[J]. Times Education, 2015(15):33-34.
- Huang Li. (2011). Research on the Innovation of Student Affairs Management Mechanism in Chinese Universities [D]. Chengdu:Southwest Jiaotong University, 2011:84
- Huang Yan. (2013). Comparative study of student affairs management in Chinese and American universities under cultural perspective[D]. Shanghai: East China Normal University, 2013:42-45
- Hu Zhixia. (2021). Research Progress in Student Affairs Management in universities (2010-2019). 2021. Zhengzhou University, MA
thesis.doi:10.27466/d.cnki.gzzdu. 2021.000843.
- Huang Shengman. (2018). Research on the construction of College Student Affairs Management Service Center--Take Guangxi University of Finance and Economics as an example [J]. Journal of Hubei Open Vocational College, 2018,31 (24): 57-58 + 61.
- He Jiangna. (2023). Research on the path of campus cultural activities based on college cultural education. Industry and Technology Forum 22.08 (2023): 148-150.
- He, Jiangna. (2023). Research on the Path of Campus Cultural Activities Based on Cultural Nurturing in Colleges and Universities. Industry and Technology Forum (08), 148-150.
- Jiang Tao. (2015). Research on the innovation of university campus cultural activities under the perspective of top-level design [J]. Journal of Liaoning Administrative College, 2015 (10).
- Jiang Wenyuan. (2016). Based on the perspective of "student consumers" to analyse the innovative ways of student affairs management in colleges and universities[J]. Journal of Higher Education, 2016(03):163-164.
- Jiang Xiule, Long Xiushing. (2006). On the systematic characteristics of national culture[J]. Journal of Shaanxi Normal University:Philosophy and Social Science Edition, 2006(05):35-39.
- Jiang Qunying. (2001). University student affairs management, Education and management. (2001) :103.

- Jiang Yufeng. (2008). The management mode of student affairs in German and Austrian colleges and universities and its revelation[J]. Journal of Hangzhou University of Electronic Science and Technology (Social Science Edition),2008(02):71-74.
- Jin Manwen, Zhang Changlu. (2010). The reality of university academic guidance system [J]. Journal of Inner Mongolia University of Electricity, 2010(02): 100-102.
- Jun Tongqiang. (2010). Student Affairs Management in Chinese Universities under the Theory of Student Development[D]. Suzhou: Master's degree thesis of Soochow University, 2010:57
- Ji Jiawei, Guo Hongfei. (2023). Thinking on the optimization of college student dormitory management. University Logistics Research No.11 (2023): 22-23.
- Ji Jing. (2012). Practice and thinking on carrying out academic guidance for college students. School Party building and ideological education.27 (2012): 58-59.
- Jiang, Xinmin. (2023). Innovative Countermeasures for Student Management Work of College Counselors. Happy Reading (06), 97-99.
- Ji xuefeng. (2006). Theory of university developmental student affairs management mode. [J / OL]. University organization and management. (2006):99-103.
- King, L. A., & Napa, C. K. (1998). What makes a good life? Journal of Personality and Social Psychology[J], 1998,75:156-165.
- Kong Lingqi, and Zuri Humar Tuniazi. (2023). Research on countermeasures of strengthening student dormitory management service. Beijing Education (moral education).11 (2023): 83-87.
- Kong Meng. (2015). Research on student affairs management in colleges and universities based on student development [D]. Jinan: Shandong Normal University, 2015:25.
- Kuang Hongda, Li Jian, Gu Zhengjie, et al. (2023). Current status and influencing factors of network psychological help behavior of college students in Guangxi [J]. School Health in China, 2023,44(09):1365-1369.DOI:10.16835/j.cnki.1000-9817.2023.09.019.

- Kozma, A., Stone, S., & Stones, M. J. (1997). Stability in components and predictors of subjective well-being (SWB): Implications for SWB structure[M]. In E. Diener (Ed.), *Advances in quality of life theory and research*. Dordrecht, The Netherlands: Kluwer.1997.
- Le Qing. (2013). *Research on student affairs management in American colleges and universities: the perspective of student development theory*[D]. Nanjing: Nanjing University of Information Engineering, 2013.
- Li Dongming. (2010). Problems and Countermeasures Analysis of Mental Health Education Model in Colleges and Universities [J]. *Century Bridge*, 2010, 03: 107-108.
- Li Jiaxin. (2014). Three Typical Modes of Student Affairs Management in Colleges and Universities[J]. *Modern Education Management*,2014(03):106-110.
- Li Puzhi. (2009). On the Innovation and Development of Ethnic Minority Culture in China[J]. *Journal of Yunnan University for Nationalities (Philosophy and Social Science Edition)*, 2009(01):52-56.
- Li Qi. (2009). Research on the Programme Document of Student Affairs Management in American Colleges and Universities[J]. *Journal of National College of Education Administration*, 2009(02):78-83.
- Li Shuyuan. (2014). *Research on the Problems and Countermeasures of Public Employment Service System for Higher Vocational Graduates in Shenyang*[D]. Shenyang Normal University, 2014:6-9.
- Li Xiuhan. (2015). Exploration of Student Affairs Management Structure and Support Mechanism in American Colleges and Universities[J]. *Student Affairs Management in Colleges and Universities*,2015(06):68-71.
- Li Ye. (2013). Research on the career development process and revelation of student affairs administrators in American universities[D]. Hefei: Hefei University of Technology, 2013:76-77.
- LI Zhongliang, TANG Xiaohui. (2010). Repositioning the Role of Government in Promoting the Employment of College Students[J]. *Tang Du Journal*,2008(06):78-81.
- Liang Dai. (2010). *Undergraduate Student Affairs Management in Higher Education*[D]. Nanchang: Nanchang University, 2010.

- Liang Qi. (2019). Exploration of the current situation of students and student management methods in independent colleges [J]. Contemporary Education Practice and Teaching Research, 2019(02).
- Lin Shiliang. (2002). Development and Research of Higher Education for Ethnic Minorities in China [M]. Beijing:Beijing Higher Education Press,2002:45-48.
- Liu Guangyu. (2013). Research on student affairs management space in university dormitories[D]. Nanchang: Nanchang University, 2013:22-25
- LIU Hongda. (2015). Promoting the innovation of student affairs management and service in China's colleges and universities with information technology[J]. Ideological Education Research,2015(12):89-92.
- Lu Yue. (2013). Exploration on the Leading Mode of university Student Affairs Management Service. [J]. Theory and Practice of higher education. (2013):75-77.
- Li Yingjun, guo mei. (2007). Service-oriented student affairs management research, [J]. University campus. (2007):87-91.
- Liu Min. (2011). Construction of university developmental student affairs management mode. [J / OL]. Education modernization. (2011):.209-211.
- Liu Hanyang, and Wang Lina. (2019). Analysis on college Students' education management under the background of new Media. Modern Vocational Education.10 (2019): 172-173.
- Liu Jianliang, Li Jin. (2013). Information equity in student affairs management in colleges and universities[J]. China Higher Education Research, 2013(08):93-95.
- Liu Kefeng. (2007). Student-oriented: A new concept of student affairs management in colleges and universities[J]. China Geological Education, 2007(03):15-20.
- Liu Keli, Zheng Kaiwen. (2013) Flexible management in the field of student affairs management in colleges and universities [D] Exploration of Higher Education, 2013 (06).
- Liu Qing. (2019). A malefactor of problems and coping strategies in student management in colleges and universities - taking Nanjing independent colleges as an example [D]. Southeast University, 2019.
- Liu Shiming. (2018). --Take Guangxi Institute of Political Science and Law Cadre Management as an example [J]. Shanxi Youth, 2018, (04): 23-24.

- Liu Xiaoyuan. (2020). New technology empowers public employment service informatisation to speed up[J]. *China Human Resources Social Security*, 2020(06):36-37.
- Liu Jingmin: (2007). Compare Analysis of Students Work and Affairs in Universities between China and U.S, *World Education Information*.2007,(5).
- Long Yunjie. (2014). Progress of Contemporary Research on Happiness Theory in Foreign Countries[J]. *Journal of Huazhong University of Science and Technology (Social Science Edition)*,2014,28(02):42-48.
- Lu Li. (2001). Two ways to achieve happiness: when the East meets the West[J]. *Personality and Individual Differences*. 2001, 30:1161-1174.
- Li Jialiang. (2024). Discussion on the employment guidance of college students under the New normal of Economy. *Employment and Security*.04 (2024): 25-27.
- Li Minyu. (2024). Research and implementation path of enterprise cooperation mode in employment guidance and management in colleges and universities. *Fortune Today*.11 (2024): 83-85.
- Lining. (2023). How do counselors pay attention to students' mental health and carry out psychological counseling. *Journal of Jiamusi Vocational College* 39.09 (2023): 58-60.
- Li Na, Shi Yu, and Ma Jianlong. (2018). Study on the influence of campus sports and sports activities on college students' mental health. *Tomorrow fashion* 08 (2018): 220.
- Luo Xiaoshuai. (2023). Exploration of the path of college counselors to carry out college students' mental health education. *Journal of Changzhi College*(05),86-90.
- Lucas, R. E., Diener, E., Grob, A., Suh, E. M. & Shao, L. (1998). Cross-cultural evidence for the fundamental features of extraversion. The case against sociability[M]. Manuscript submitted for publication University of Illinois at Urbana-Champaign, 1998.
- Li Ronghua. (2003). Article entitled Research on the Innovative Mode of university Student Affairs Management, *College education and management*. (2003).94.
- Luo Huide. (2011). The Reference and Inspiration of the Construction of Student Affairs Management Team in American Universities[J]. *Research on Ideological Education*, 2011(08):65-68.

- Lei Ji. (2006). British university student affairs management concept and practice. Wuhan University Of Technology. (2006):50-52.
- Luo Jianhe. (2006). On the intellectual basis of educational management theory [D]. Central China Normal University, 2006:36
- Luo Liyuan, and Wu Dongze. (2023). "College campus cultural activities practice education way. Delta.21 (2023): 160-162.
- Lin Xiaomin. (2018). Take Shenyang City University as an example. "Modernization of education 5.26(2018):265-266.doi:10.16541/j.cnki.2095-8420.2018.26.114.
- Liu Wenyuan, and Zhou Zeming. (2022). Take Dongguan Institute of Technology as an example. Intelligence 08 (2022): 122-124.
- Ma Chao. (2009). Research on Student Affairs in American Universities [M]. Beijing: Intellectual Property Press, 2009:22-24.
- Ma Jiansheng, Teng Jun, Zhang Lei. (2009). Investigation on the Causes of Student Affairs Management Problems in Chinese Universities[J]. Research on Higher Education, 2009(05):78-84.
- Ma Juan. (2011). Endeavouring to create campus cultural activities and improve moral education in colleges and universities [J]. Literature and Education Materials, 2011(12).
- Ma Yanhui. (2010). University service leading student affairs management mode. Shandong: Ludong University. (2010):224-226
- Ma Yingfeng. (2018). Research on Employment Guidance System of College Students in British Colleges and Universities [D]. Heilongjiang University, 2018:19-43.
- Markus, H. R., & Nurius, P. Possible selves[J]. (1986). American Psychologist, 1986, 41, 954-969.
- Michalos, A. C. (1985). Multiple discrepancies theory (MDT) [J]. Social Indicators Research, 1985, 16, 347-413.
- Nozick, R. (1974). Anarchy State and Utopia [M], Oxford: Basil Blackwell, 1974.
- Peng Jiafen. Research on the management mode of student affairs in universities in developed countries [D]. Changsha: Hunan Normal University, 2010.
- Peng Chen, and Xie Shuhua. (2022). The practical exploration of academic guidance in the ideological and political work in colleges and universities. Education and Teaching Forum.39 (2022): 93-96.

- Qin Shaode. (2009). A few thoughts on improving the quality of higher education[J]. China Higher Education,2009(05):19-21.
- Qiu Zhengxiang, Sun Songping. (2002). Situation of university student management and improvement countermeasures. Guizhou: Guizhou University, (2002) : 34-38.
- Qin Yingying, Xiao Chengwei, He Jingfang, et al. (2020). SWOT analysis of the development of campus sports events in Guangxi universities [J]. Sports quality products, 2020,39 (05): 13-15.
- Qiu Xiaoping. (2003). Design and Evaluation of Student Work [M]. Guangzhou:Zhongshan University Press,2003:37-39.
- Qi Xiaoping. (2005). TangYan: CollegeStudentAffairsManagement, Guangzhou:SunYat-senUniversityPress,2005.
- Robert Nozick. (1974). Meaning and value of happy experience. [J]. Higher education research. (1974);49.
- Richard B. Brandt. (1965). Happiness forms and meets one with it. Edward N. Zalta (ed.), [EB/OL]. (1965):41
- Shijiangjiang. (2007). On the Professional Development of Student Affairs Management in Colleges and Universities[J]. China Higher Education Research, 2007(08):78-80.
- Shi jiangjiang. (2007). The professional development of student affairs management in colleges and universities[J]. Education Development Research,2007(10):55-58.
- Suh, E., Diener, E., Fujita, F. (1996). Events and subjective well-being: Only recent events matter[J]. Journal of Personality and Social Psychology, 1996, 70: 1091-1102.
- Suh, E., Diener, E., Oishi, S., &Triandis, H. C. (1998). The shifting basis of life satisfaction judgment across cultures: emotions and norms[J]. Journal of Personality and Social Psychology, 1998, (47): 482-493.
- Suikkanen, J. (2011). An Improved Whole Life Satisfaction Theory of Happiness[J], International Journal of Wellbeing, 2011(1) :149-166.
- Sun Na, Liu Deyu. (2012). College Students' Employment and the Improvement of Government Functions[J]. Education Theory and Practice,2012,32(30):3-5.
- Sun Weiwei. (2016). Exploration of the role played by employers in the employment

- guidance work of colleges and universities[J]. Heilongjiang animal husbandry and veterinary medicine, 2016(08):263-265.
- Sergiovanni, T. J. (2014). Educational administration: A problem-centered approach (5th ed.).
- Song Liping. (2007). On People-oriented Development Student Affairs Management Mode.[D]. Jiangsu: Jiangsu University, 2007: 37-42.
- Song Yu. (2014). Research on the Innovation of Student Management Mode in Higher Vocational universities. [J / OL]. Journal of Taishan College. (2014):34-38.
- Su Jingjie. (2024). Analysis of the path of improving the effectiveness of university-funded education in Guangxi under the new situation. "Educational observation13.04(2024):55-58.doi:10.16070/j.cnki.cn45-1388/g4s. 2024.04.010.
- Tang Wen, Qiu Jing. (2012). The Cultural Function of Student Associations in Colleges and Universities [J]. Journal of Shanxi Normal University, 2012(11):146-149.
- Tian Tian. (2012). An analysis of the concept of student affairs management in American colleges and universities [D]. Shanghai: East China Normal University, 2012.
- Tian Tian. (2008). Research on the specialisation of student affairs management in colleges and universities [D]. Wuhan: Master's Degree Thesis of Central South University for Nationalities, 2008.
- Translated. (1985). with www.DeepL.com/Translator (free version) Stones, M. J., & Kozma, A. Structural relationships among happiness scales: A second order factorial study[J]. Social Indicators Re-Isarch, 1985, 17:19-28.
- Tang Weiyao, and Tang Wei. (2024). On the role of counselors in college employment and education. Employment of Chinese college students. 02(2024):99-105.doi:10.20017/j.cnki.1009-0576.2024.02.014.
- Von Wright. (1963). Forward the view of life satisfaction. [J]. Teaching and Education. (1963):91-94.
- Wang Chuang. (2016). Providing Chain Services to Build Employment and Entrepreneurship Work System for College Graduates[J]. Exploration of Higher Education,2016(04):5-8.
- Wang Fengchang. (2013). Research on the Development of Student Affairs Management in Chinese Universities under the Perspective of Internationalisation[D]. Wuhan: Central China Normal University, 2013:75-78

- Wang Guanghui, Xie Huiting. (2013). An evil-doer of building a "closed-loop system" of academic guidance in higher education [J]. *Literature and Education Materials*, 2013(4):116-117.
- Wang Lepeng, Shi Quansheng, Fei Min. (2009). UK college students' employment service system and its inspiration to China[J]. *Science and Technology Square*,2009(02):229-232.
- Wilcox. K. J., Segal, N. L.& Rich, S. (1988). Personality similarity in twins reared apart and together[J]. *Journal of Personality and Social Psychology*, 1988. 54, 1031-1039.
- Wang Luo-Zhong, Chen Jiang-Hua. (2017). Service and support: an exploration of the student affairs management system of the University of Reading, UK [J]. *Educational researchers*, 2017:38(02).
- Wang Qing. (2018). Research on Employment Guarantee System for College Students under the Perspective of Service-oriented Government[D]. Chang'an University, 2018:41-42.
- Wang Qingru, Kong Ying. (2006). Humanistic Concept:The Distinguishing Characteristics of Student Affairs Management in American Private Colleges and Universities-A Comparison with Student Management in Private Colleges and Universities in China[J]. *Journal of Jiangsu University (Higher Education Research Edition)*, 2006(03):48-54.
- Wilson, W. (1967). Correlates of avowed happiness[J]. *Psychological Bulletin*, 1967, 67, 294-306.
- Wen Xuemei. (2022). The role of college counselors in the process of college students' mental health education and their working strategies. *Journal of Suzhou Institute of Education* (03), 11-15.
- Wood, J. V. (1996). What is social comparison and how should we study it? [J]. *Personality and Social Psychology Bulletin*, 1996, 22:520-537.
- Wu Chunping. (2011). Exploration of building academic guidance system in higher vocational colleges and universities [J]. *Joint Journal of Tianjin Vocational Colleges and Universities*, 2011(3): 114-117.
- Wu Guorong. (2005). Mode Establishment of University Management for Both Academic Power and Administrative Power. *China Higher Education*. 2005,(19).

- Wang Yi, et al. (2012). "Academic Guidance of freshmen of research universities from the perspective of demand side--Based on the empirical research and thinking of Fudan University. Teaching and Education (Higher Education Forum).15 (2022): 17-21.
- Wang Jing. (2023). Construction of multi-dimensional and long-term employment guidance service system for college students in higher vocational colleges. Chinese and foreign corporate culture.07 (2023): 217-219.
- Wei na. (2020). The historical development and inspiration of student affairs management in American universities--is based on the perspective of whole-person education theory. Journal of Mudanjiang College of Education.06 (2020): 63-65.
- Wang Yuzhong. (2005). Credit system of university students management mode and ways to explore. [J]. Education and management. (2005):70-72.
- Wei Min. (2011). University Teaching Management Based on the Perspective of People-oriented Management [J / OL]. Modern education management. (2011):23.
- Wang Liny. (2012). Believes in the article scientific Outlook on Development and Humanized Education in universitys and Universities, Higher education research, (2012):58.
- Wang Junfan. (2011). University development student affairs management, Education and management. (2011):63.
- Wang Wenjie. (2013). University student affairs management mode under the education idea. [J / OL]. Campus affairs management. (2013):93-96.
- Wang Lijuan. (2023). Analysis and solutions to the employment problem of ethnic minority students in Guangxi University. "China Employment. 07(2023):41-43.doi:10.16622/j.cnki.11-3709/d. 2023.07. 021.
- Wang Jun. (2010). Developing student affairs management in the Construction of developmental University Management Mode of Student Affairs. [J / OL]. Exploration of student management practice. (2010):123-127.
- Warner Wilson. (1967). Subjective well-being (SWB) research. Award N. Walta (ed.), [EB/OL]. (1967):.42.
- Wang Xia, Guo Yuelan. (2019). Research on Student Affairs Management of World-class Universities. [Z]. Jiangsu. From the Nanjing University Press. 2019.

- Wu Xueyan. (2013). On the Current Countermeasures to Improve the Effectiveness of university Student Management. [J / OL]. Journal of Hehai University. (2013):63.
- Wu Yujun, and Lin Jian. (2021). Research on the related functions and ways of campus sports and sports activities to promote higher vocational students to establish a correct learning and life style. Technology wind. 24(2021):163-165.doi:10.19392/j.cnki.1671-7341.202124064.
- Xiao Hua. (2016). Analysis of the status quo of psychological counselling service for college students in colleges and universities [J]. Science and Technology Prospect, 2016:37-38
- Xie Qing. (2008). Student Affairs Management in Hong Kong Universities [D]. Shanghai: Shanghai Normal University, 2008.
- Xia Yi. (2010). Development of university student affairs management in the sustainable. [J / OL]. Journal of Yanshan College. (2010) :132-133.
- Xu Baoshan. (2008). Reflections on Improving the Quality of Higher Education under the New Situation [J]. Henan Education (Higher Education), 2008(06):8-9.
- Xu Chang. (2015). Discussion on the Establishment of Early Warning Intervention Mechanism for College Students' Psychological Crisis [J]. Human Resource Management, 2015:52-54
- Xu Jianguo. (2017). The Construction of Higher Vocational Employment Guidance Service System Based on School-Enterprise Co-operation[J]. Education and Career,2017(01):67-70.
- Yang Minghao. (2018). A malefactor of academic guidance in German-German colleges and universities - Taking the University of Tübingen as an example [D]. Nanjing: Nanjing University, 2018: 43-72.
- Yang Kefei. (2004). Service student affairs management mode of rational thinking. [J]. Contemporary higher education. (2004):47.
- Yang Tianping. (2002). Dialectical thinking on the discipline construction of Educational Management [J]. curriculum. teaching material. The Teaching Law, 2002,(05):64-68.DOI:10.19877/j.cnki.kcjcf. 2002.05.019.
- Yi Lianyun. (2010). Principles of Moral Education [M]. Wuhan:Wuhan University Press,2010:140-145.

- You Minhui. (2008). Student Affairs Management in American Colleges and Universities[D]. Chongqing: Southwest University, 2008.
- Yu Huiling. (2022). University student dormitory management issues and research strategies. Mass Art.15 (2022): 181-183.
- Yu Bing. (2014). Research on project-based management of college students' campus activities [J]. Journal of Jinan Vocational College, 2014 (4).
- Yu Guanhua. (2013). A Comparative Study of Student Affairs Management in Chinese and British Universities [D]. Wuhan: Wuhan University, 2013: 24
- Yu Jing, Gao Xiang. (2012). Exploration of project management of campus cultural activities in colleges and universities [J]. Frontier, 2012(24).
- Yue Hua, Tian Weiming, Wang Tan. (2016). Comparative study and revelation on the construction of college students' learning development centre in some colleges and universities in China and the United States[J]. Journal of Hebei Agriculture and Forestry University (Agriculture and Forestry Education Edition), 2016, 18(05): 1-4.
- Yu Le. (2023). Existing problems and breakthrough path of campus cultural activities in colleges and universities. Forestry Science and Technology Intelligence (04), 221-223.
- Yang Aijun. (2011). Pointed out in the construction of Teaching Management System in Higher Education, Contemporary Education (2011) :65.
- Yang Yang. (2016). Research on the Standardized Construction of Student Management in Private Universities in Guangxi [D]. Guangxi Normal University, 2016:43.
- Yu, Huiling. (2022). Problems and Research Strategies of Student Dormitory Management in Colleges and Universities. Popular Literature and Art (15), 181-183.
- Yuan Shijie. (2020). Master's thesis on the construction of college students' academic guidance system, Zhejiang University of Technology).
- Yue Zhiqiang. (2015). The construction of college student affairs management information system in network era[J]. Student Affairs Management in Colleges and Universities,2015(06):48-51.
- Zhang Jie. (2006). Research on the management of postgraduate affairs in China [D]. Shanghai: East China Normal University, 2006:127

- Zhang Jieying. (2015). Characteristics of student affairs management in Taiwan colleges and universities and its revelation[J]. Student Affairs Management in Colleges and Universities,2015(06):72-75.
- Zhang Wei, Fu Qidan. (2007). Comparative analysis and revelation of study guidance system for British and American college students [J]. Journal of Henan Vocational and Technical Teachers College (Vocational Education Edition), 2007(6):62-65.
- Zhang Wei. (2013). Comparative study of student affairs management in Chinese and American universities [D]. Shijiazhuang: Hebei Normal University, 2013:84-87
- Zhan Wei. (2009). Construction of university students' study guidance grass-roots system of malefactor [D]. Shanghai: East China Normal University, 2009: 22-23.
- Zhang Wei. (2009). Research on building a grassroots system of study guidance for college students [D]. Shanghai: East China Normal University, 2009: 23-29.
- Zhang Yuxin. (2010). Analysis of independent colleges and universities student management facing four major challenges [J]. Education and Career, 2010(17).
- Zhao Dan. (2010). Exploration of the professionalisation path of student affairs management in colleges and universities in China in the era of student consumers [J]. Modern Enterprise Education, 2010(17).
- Zhao Qingdian. (2004). Overview and inspiration of student affairs management in American colleges and universities[J]. Journal of National College of Education Administration,2004(01):1-6.
- Zhou Gentile Metacarpal. (2018). Research on Undergraduate Academic Guidance in American Colleges and Universities I. Taking Boston College as an Example [D]. Shanghai: East China Normal University, 2018: 35-74.
- Zhou Jinghui. (2014).Research on Academic Guidance for College Students in Higher Education [D]. Hebei: Hebei University of Science and Technology, 2014: 62-68.
- Zhang Fu. (1989). Personality, life events, and subjective well-being: Toward a dynamic equilibrium model[J]. Journal of Personality and Social Psychology, 1989, 57: 731-739.

- Zhou Lingyu. (2015). Thinking about student affairs management in colleges and universities in the new period[J]. Journal of Jiangsu Engineering Vocational and Technical College,2015(03):83-86.
- Zhang Wenjun. (2005). Service student affairs management mode and student affairs management team construction. [J / OL]. Modern education management. (2005):75-77
- Zhao Changyong. (2008). Significance of the Management Model of Developing Student Affairs. [J / OL]. Research on university management. (2008):296-301.
- Zhu Jiayi. (2017). The function and expansion of flexible management of student affairs work in colleges and universities [J]. Journal of Beijing Agricultural Vocational College, 2017, 31(02).
- Zhu Jieyi. (2011). Analysis of students' perceived level of mental health knowledge and demand for mental health services in a university in Hubei [J]. Journal of Huanggang Normal College, 2011, (04): 141-144.
- Zhu Junchao. (2014). The construction of "micro-model" of student affairs management in colleges and universities [D]. Ningbo: Ningbo University, 2014.
- Zhu Lijuan. (2016). Comparative analysis of characteristics of student affairs management in Chinese and American universities[J]. China Science and Technology Expo,2016(03):288-289.
- Zhu Quanming. (2012). Problems existing in the management of university students. [J / OL]. Journal of Hainan Software Vocational and Technical College. (2012):.28-32.
- Zhang Xinping. (2004). On How to Cultivate the Creative Spirit of Primary and Secondary School Students[J]. Psychological Science,2004(02):383-385.
- Zhao Qing, Tang Linling. (2022). Investigation on the current situation of innovation and Entrepreneurship values of College Students in Guangxi [J]. Light Industry Technology, 2022,38 (03): 154-156.
- Zhang Li. (2023). Exploration on the path of college counselors to carry out college students' employment guidance. The road to success (23), 65-68.
- Zhao Yanfeng, Wang Dawei, Wang Jiahui. (2023). Problems and solutions of dormitory management in colleges and universities. Journal of Chifeng College (Chinese Philosophy and Social Science Edition) (03), 116-118.

- Zuo Jun. (2000). Organizational behavior "incentive theory" in the application of university student affairs management, [J / OL]. Modern education management. (2000):81.
- Zhao fang. (2004). Concept and method of school social work in the use of university student affairs management. [J]. Education and management of college students.(2004):72.
- Zhou, Yue. (2023). Exploring the path of college counselors' employment guidance work under the background of "three-round education". Employment and security (10), 154-156.
- Zhang Yao. (2016). Research on the path of college students 'professional management to enhance students' happiness. Rural Economy and Science and Technology 27.20 (2016): 243.
- Zhou Qian, and Hu Zhixia. (2024). Research on American College Student Affairs Management: Progress, Trends and Characteristics. "Education and Teaching Research" 38.01(2024):73-90.doi:10.13627/j.cnki.cdjy. 2024.01.004.
- Zhu Yan Dan. (2023). Exploring the path of mental health education for college students from the perspective of comprehensive development. "" New Curriculum Research ".33 (2023): 1-3.
- Zhou Juan. (2023). A Sub-forum review of the Comparative Research on the Governance System and Resource Allocation of Sino-American Public Research Universities. Proceedings of the China Symposium on Education Finance Research. Ed. China Institute of Education, Peking University,, 2023,315-323.doi:10.26914/c.cnkihy. 2023. 095562.
- Zhou Hongyu, Li Yuyang. (2022). On the construction of a high-quality education system [J / OL]. Modern education management. <https://doi.org/10.16697/j.1674-5485.2022.01.001>

Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation
for IOC Verification

List of Specialists for IOC Verification

No.	Name	Personal Introduction
1	Wu Huali	Degree: Professor Drs. Work unit: Guangxi University Research direction: Higher Education Management
2	Mo Wang	Degree: Professor Drs. Work unit: Guangxi Vocational College of Technology and Business Research direction: Higher Education Management
3	Li Jing	Degree: Professor Drs. Work unit: Guangxi Electrical Polytechnic Institute Research direction: Higher Education Management
4	Liu Guoquan	Degree: Professor Drs. Work unit: Harbin Normal University Research direction: Higher Education Management
5	Jiang Shanshan	Degree: Professor Drs. Work unit: ChongQing Water Resources And Electric Engineering College Research direction: Higher Education Management



Ref.No. MHESI 0643.14/641

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Wu Huali, Guangxi University

Mrs.Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for Improving Student Well-Being of Based on Student Affairs Management in Public University in Guangxi"

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 0643.14/642

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Mo Wang, Guangxi Vocational College of Technology and Business

Mrs. Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guideline for Improving Student Well-Being of Based on Student Affairs Management in Public University in Guangxi"

The thesis advisory 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.MHESI0643.14/643

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Li Jing, Guangxi Electrical Polytechnic Institute

Mrs.Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for Improving Student Well-Being of Based on Student Affairs Management in Public University in Guangxi"

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 0643.14/644

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Liu Guoquan, Harbin Normal University

Mrs. Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guideline for Improving Student Well-Being of Based on Student Affairs Management in Public University in Guangxi"

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 0643.14/645

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Jiang Shanshan, ChongQing Water Resources and Electric Engineering College

Mrs.Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for Improving Student Well-Being of Based on Student Affairs Management in Public University in Guangxi"

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

Appendix B

Official Letter



Ref.No. MHESI 0643.14/646

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Sir or Madam

Mrs.Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guideline for Improving Student Well-Being of Based on Student Affairs Management in Public University in Guangxi”

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. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. 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

No	University and College
1.	Guangxi University
2.	Guangxi Academy of Arts
3.	Guangxi Construction Vocational and Technical College
4.	Guangxi Normal University
5.	Guangxi University of Science and Technology
6.	Beibu Gulf University
7.	Yulin Normal University
8.	Baise University
9.	Hechi University
10.	Hezhou University
11.	Wuzhou University



Ref.No. MHESI 0643.14/648

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Huang Bichun, Guangxi University

Mrs. Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Guideline for improving student well-being of based on student affairs management in Public University in Guangxi"

The thesis advisory 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
Tel. +662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th



Ref.No.MHESI0643.14/649

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Luo Liyu, Guangxi Minzu University

Mrs.Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for improving student well-being of based on student affairs management in Public University in Guangxi"

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

Tel.+662-473-7000

www.bsru.ac.th

E-mail: grad@bsru.ac.th



Ref.No.MHESI0643.14/650

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Min Xiaoyang, Guangxi Medical University

Mrs.Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for improving student well-being of based on student affairs management in Public University in Guangxi"

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



Ref.No. MHESI0643.14/651

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Li Ruohai, Guangxi University of Finance and Economics

Mrs.Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for improving student well-being of based on student affairs management in Public University in Guangxi"

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



Ref.No. MHESI 0643.14/652

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Guo Haitang, Guangxi Polytechnic of Construction

Mrs.Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for improving student well-being of based on student affairs management in Public University in Guangxi"

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



Ref.No. MHESI0643.14/653

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Chen Hualan, Guangxi Vocational University of Agriculture

Mrs.Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guideline for improving student well-being of based on student affairs management in Public University in Guangxi”

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



Ref.No. MHESI0643.14/654

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Zheng si, Nanning College for Vocational Technology

Mrs.Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for improving student well-being of based on student affairs management in Public University in Guangxi"

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



Ref.No.MHESI 0643.14/655

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Rao Xianfa, Jiangxi University of Science and Technology

Mrs.Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guideline for improving student well-being of based on student affairs management in Public University in Guangxi”

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



Ref.No. MHESI0643.14/656

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Chen Zhu, Guilin Tourism University

Mrs.Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for improving student well-being of based on student affairs management in Public University in Guangxi"

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



Ref.No.MHESI0643.14/657

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Yang Zhenbao, Guangxi Normal University

Mrs.Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for improving student well-being of based on student affairs management in Public University in Guangxi"

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



Ref.No. MHESI 0643.14/658

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Professor Dr. Huang Hao, Guangxi Police College

Mrs.Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guideline for improving student well-being of based on student affairs management in Public University in Guangxi”

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



Ref.No. MHESI0643.14/647

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Interview

Dear Sir or Madam

Mrs.Wu Dahui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guideline for Improving Student Well-Being of Based on Student Affairs Management in Public University in Guangxi”

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. List of experts according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. 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

No	Experts
1.	Guangxi University
2.	Guangxi Minzu University
3.	Guangxi Medical University
4.	Beibu Gulf University
5.	Wuzhou University
6.	Guangxi Electrical Polytechnic Institute
7.	Nanning Normal University

Appendix C
Research Instrument

Questionnaire

Guideline for improving student well-being based on student affairs management in Public University in Guangxi

Explanation

1. This questionnaire is about guidelines for improving student well-being based on student affairs management in public university In Guangxi. The objectives of this research were to study the current situation of student well-being based on student affairs management in public university in Guangxi, to provide the guidelines for student well-being based on student affairs management in public universities in Guangxi, and to evaluate the adaptability and feasibility of guidelines for student well-being based on student affairs management in public universities in Guangxi.

2. The questionnaire about guidelines for improving student well-being based on student affairs management in public university In Guangxi, which provided into two parts. Part one is personal information of respondents and part two is survey about the current situation of student well-being based on student affairs management, total 50 questions.

3. Please tick Ö in the columns that represent your opinion about the student well-being based on student affairs management in public university In Guangxi.

Thank you

Mrs. Wu Dahui

A doctoral student in Educational administration program

Bansomdejchaopraya Rajabhat University

No	Student well-being based on student affairs management in public universities in Guangxi.	level of student affairs management				
		5	4	3	2	1
	Learning guide					
1	Student affairs administrators help students make learning plans and goals, improve learning efficiency, and improve student well-being.					
2	Student affairs administrators provide learning methods and skills to help students better master knowledge and skills, which can improve student well-being.					
3	Student affairs administrators encourage students to actively participate in various extracurricular academic activities and expand their knowledge and experience, which can improve student well-being.					
4	Student affairs administrators help students understand various test information and registration process, improve test results, can improve student well-being.					
5	Student affairs administrators help students understand various development opportunities, enhance learning motivation and interest, which can improve student well-being.					
6	Student affairs administrators encourage students to read more books, read more newspapers and listen to more lectures, so as to improve students 'comprehensive quality and improve student well-being.					
7	Student affairs administrators help students understand their majors and courses, and make reasonable academic planning, which can improve student well-being.					
8	Student affairs administrators help students to understand various learning resources and platforms,					

No	Student well-being based on student affairs management in public universities in Guangxi.	level of student affairs management				
		5	4	3	2	1
	such as libraries and network resources, which can improve student well-being.					
9	Student affairs administrators can strengthen the communication and contact with parents, and jointly pay attention to the growth and development of students, which can improve student well-being.					
10	Student affairs administrators promote students 'communicate with full-time teachers and provide more support and help to students, which can improve student well-being.					
	Psychological counseling					
1	Student affairs administrators can carry out general psychological testing to grasp students 'psychological dynamics in real time, which can improve student well-being.					
2	Student affairs managers can carry out crisis psychological intervention, timely stabilize and channel students 'emotions, which can improve student well-being.					
3	Student affairs administrators help students to understand mental health knowledge, improve psychological quality, which can improve student well-being.					
4	Student affairs administrators help students to understand their own psychological problems and solve them in time, which can improve student well-being.					
5	Student affairs administrators help students to build good interpersonal relationships and enhance social skills, which can improve student well-being.					
6	Student affairs administrators help students to adjust their mentality, enhance their ability to resist					

No	Student well-being based on student affairs management in public universities in Guangxi.	level of student affairs management				
		5	4	3	2	1
	frustration and adapt, which can improve student well-being.					
7	Student affairs administrators help students improve their self-awareness, enhance self-confidence and self-esteem, which can improve student well-being.					
8	Student affairs administrators help students to improve their emotional management skills and reduce the impact of negative emotions, which can improve student well-being.					
9	Student affairs administrators help students to improve their stress management skills and reduce the impact of stress on physical and mental health, which can improve student well-being.					
10	Student affairs administrators help students to improve the quality of life and enhance the sense of meaning and value of life, which can improve student well-being.					
	Campus activities					
1	Student affairs administrators can build and manage various associations and student organizations and guide students to join, which can improve student well-being.					
2	Student affairs administrators organize various themed activities to provide a display platform for students and promote communication and cooperation, which can improve student well-being.					
3	Student affairs administrators organize various competitions and competitions and encourage students to participate, which can improve student well-being.					
4	Student affairs administrators organize various lectures and reports and encourage students to participate,					

No	Student well-being based on student affairs management in public universities in Guangxi.	level of student affairs management				
		5	4	3	2	1
	which can enhance student well-being.					
5	Student affairs administrators organize various cultural and artistic activities and encourage students to participate, which can enhance student well-being.					
6	Student affairs administrators organize various sports programs and encourage students to participate, which can improve student well-being.					
7	Student affairs administrators organize various volunteer service activities and encourage students to participate, which can improve student well-being.					
8	Student affairs administrators organize various innovation and entrepreneurship activities and encourage students to participate, which can enhance student well-being.					
9	Student affairs administrators can help students understand social practice opportunities, organize various practical activities and encourage students to participate, which can improve student well-being.					
10	Student affairs administrators help students understand various overseas exchange opportunities and programs and encourage students to participate to improve their happiness.					
	Employment guidance					
1	Student affairs administrators guide students to "employment first, career choice later", take the initiative to grasp employment opportunities, and actively adapt to the changes of employment environment, which can improve student well-being.					
2	Student affairs administrators can conduct employment policy interpretation and guide students to improve their employment skills step by step, which can improve student well-being.					

No	Student well-being based on student affairs management in public universities in Guangxi.	level of student affairs management				
		5	4	3	2	1
3	Student affairs administrators can conduct employment policy interpretation and guide students to improve their employment skills step by step, which can improve student well-being.					
4	Student affairs administrators help students understand the characteristics and development prospects of different industries and different enterprises, and provide students with more choices, which can improve student well-being.					
5	Student affairs administrators help students improve their resume making ability, enhance their confidence in job hunting, and improve student well-being.					
6	Student affairs administrators help students improve their interview skills and enhance their job-hunting skills, which can improve student well-being.					
7	Student affairs administrators help students understand various recruitment channels and recruitment information release platforms, and provide students with more job-hunting opportunities, which can improve student well-being.					
8	Student affairs administrators help students understand various entrepreneurial projects and entrepreneurial policies and encourage students to participate, which can improve student well-being.					
9	Student affairs administrators help students understand various internship opportunities and policies and encourage students to participate to improve student well-being.					
10	Student affairs administrators help students to understand various social practice activities and social welfare activities and encourage students to participate, which can improve student well-being.					

No	Student well-being based on student affairs management in public universities in Guangxi.	level of student affairs management				
		5	4	3	2	1
	Dormitory management					
1	Student affairs administrators 'dormitory health management can improve student well-being.					
2	Student affairs administrators to conduct dormitory safety education,which can improve student well-being.					
3	Student affairs administrators to build the dormitory culture,,which can improve student well-being.					
4	Student affairs administrators can create a dormitory learning atmosphere, which can improve student well-being.					
5	Student affairs administrators can handle dormitory interpersonal relations, which can improve student well-being.					
6	Student affairs administrators can maintain the dormitory facilities to improve student well-being.					
7	Student affairs administrators provide dormitory maintenance services to improve student well-being.					
8	Student affairs administrators can organize the formulation of dormitory management system, which can improve student well-being.					
9	Student affairs administrators for the dormitory management information construction, which can improve student well-being					
10	Student affairs administrators can build the dormitory management team, which can improve student well-being.					

Structured Interview

Guideline for improving student well-being based on student affairs management in public university in Guangxi

This questionnaire is divided into two parts:

Part 1 : Personal Information

Part 2 : The current situation of student well-being based on student affairs management in public universities in Guangxi.

Part 1: Personal Information

Interviewer_____Interview Date_____ Interview Time_____.

Interviewee_____Gender_____Age_____years old_____.

Education background_____Position_____.

Work place_____.

Part 2 : The current situation of student well-being based on student affairs management in public universities in Guangxi.

Instruction: Please provide your opinion on the following statement

1. Is it necessary to study the current situation of student affairs management in public universities in Guangxi and provide guidance for the improving student well-being in public universities in Guangxi?

2. What about the current situation of improving student well-being based on student affairs management of learning guide in public universities in Guangxi and how to promote the learning guide of improving student well-being based on student affairs management?

3. What about the current situation of improving student well-being based on student affairs management of psychological counseling in public universities in Guangxi and how to promote the psychological counseling of improving student well-being based on student affairs management?

4. What about the current situation of improving student well-being based on student affairs management of campus activities in public universities in Guangxi and how to promote the campus activities of improving student well-being based on student affairs management?

5. What about the current situation of improving student well-being based on student affairs management of employment guidance in public universities in Guangxi and how to promote the Employment guidance of improving student well-being based on student affairs management?

6. What about the current situation of improving student well-being based on student affairs management of dormitory management in public universities in Guangxi and how to promote the dormitory management of improving student well-being based on student affairs management?

7. Relevant investigation and recommendations.

The interview situation

Interviewee 1

1. Is it necessary to study the current situation of student affairs management in public universities in Guangxi and provide guidance for the improving student well-being in public universities in Guangxi?

Yes, it is necessary to study the current situation of student affairs management in public universities in Guangxi and provide guidance for improving student well-being in the region.

2. What about the current situation of improving student well-being based on student affairs management of learning guide in public universities in Guangxi and how to promote the learning guide of improving student well-being based on student affairs management?

In my opinion, the current situation is good but needs continuous optimization: the current counselors have made some achievements in academic guidance, but there is still room for improvement. The goals and methods of academic guidance need to be further defined to ensure that they match the actual needs of the students. My advice is to provide more professional training on academic guidance for counselors to improve their guidance ability and level.

3. What about the current situation of improving student well-being based on student affairs management of psychological counseling in public universities in Guangxi and how to promote the psychological counseling of improving student well-being based on student affairs management?

Our resource allocation of psychological counseling services is uneven. Students from different regions and different schools have different needs for psychological counseling, so the current resource allocation may not meet the needs of all students. In addition, I think we should pay attention to the changes of students' needs. With the changes of the society and students' psychological state,

student affairs administrators should adjust their work strategies and methods in time to meet the needs of students.

4. What about the current situation of improving student well-being based on student affairs management of campus activities in public universities in Guangxi and how to promote the campus activities of improving student well-being based on student affairs management?

In my opinion, there are many campus activities and the quality is uneven. Student affairs administrators have organized a large number of campus activities, but some activities are of low quality and lack of depth and attraction. It is necessary to improve the quality of activities. When organizing activities, we should pay more attention to the quality and depth of activities to avoid becoming mere formality.

5. What about the current situation of improving student well-being based on student affairs management of employment guidance in public universities in Guangxi and how to promote the Employment guidance of improving student well-being based on student affairs management?

In my opinion, the current employment guidance system has begun to take shape, and the student affairs administrators have established a set of employment guidance system, providing students with more comprehensive employment information and services. It is also necessary to strengthen personalized guidance and provide more personalized employment guidance and consulting services according to the needs and characteristics of different students.

6. What about the current situation of improving student well-being based on student affairs management of dormitory management in public universities in Guangxi and how to promote the dormitory management of improving student well-being based on student affairs management?

Now the student dormitory management regulations are very clear, the student affairs administrators have formulated a series of clear dormitory management regulations, to ensure that students have a safe and tidy living environment. We also strengthen the communication and cooperation between

home and school, regularly communicate with parents, pay attention to the dormitory life of students, and form a joint education.

7. Relevant investigation and recommendations.

Simplify the process of student affairs and reduce tedious links; cooperate with professional institutions to improve the professionalism of psychological counseling; encourage teachers to participate in student activities and establish closer contact with students; establish special channels for complaints and suggestions to encourage students to actively reflect problems; strengthen training and guidance for student affairs managers to improve their professional level and service awareness.

Interviewee 2

1. Is it necessary to study the current situation of student affairs management in public universities in Guangxi and provide guidance for the improving student well-being in public universities in Guangxi?

Absolutely essential to assess the current state of student affairs management in public universities in Guangxi and offer guidance to enhance student well-being.

2. What about the current situation of improving student well-being based on student affairs management of learning guide in public universities in Guangxi and how to promote the learning guide of improving student well-being based on student affairs management?

In my opinion, there is an imbalance in this regard, and students from different universities and different majors have different needs for academic guidance. The current academic guidance of counselors may be too concentrated in some ways, ignoring the needs of other students. My advice is to establish a systematic guidance system to provide students with coherent and systematic academic guidance from enrollment to graduation, and ensure that students can be helped effectively, at every stage.

3. What about the current situation of improving student well-being based on student affairs management of psychological counseling in public universities in Guangxi and how to promote the psychological counseling of improving student well-being based on student affairs management?

The evaluation standards of our psychological counseling are not clear enough. There is a lack of clear evaluation standards for the effect of psychological counseling, which is not conducive to the continuous improvement of work quality. It is urgent to establish a crisis intervention mechanism. For students with serious psychological problems, there should be a crisis intervention mechanism to ensure that they get timely and professional help.

4. What about the current situation of improving student well-being based on student affairs management of campus activities in public universities in Guangxi and how to promote the campus activities of improving student well-being based on student affairs management?

I feel that students' participation in campus activities is uneven. Some activities have high participation, some activities are low, and some activities do not really touch the needs of students. We should have a deep understanding of students' needs. Before planning activities, we should have a deep understanding of the needs and interests of students through investigation and other ways.

5. What about the current situation of improving student well-being based on student affairs management of employment guidance in public universities in Guangxi and how to promote the Employment guidance of improving student well-being based on student affairs management?

The personalized guidance in our current employment guidance needs to be strengthened. Although there is a systematic guidance, the personalized guidance and consultation for different students still need to be strengthened. In addition, we should deepen the cooperation between schools and enterprises, actively establish cooperative relations with enterprises, and provide more internship and employment opportunities for students.

6. What about the current situation of improving student well-being based on student affairs management of dormitory management in public universities in Guangxi and how to promote the dormitory management of improving student well-being based on student affairs management?

At present, there is an inspection and evaluation mechanism for student dormitory management, and student affairs administrators should conduct regular dormitory inspection and establish an evaluation mechanism to encourage students to maintain good dormitory hygiene and order. It is suggested to use information means to introduce information management system to improve the efficiency and accuracy of dormitory management.

7. Relevant investigation and recommendations.

Strengthen the training and construction of student affairs management team, improve service awareness and professional level, and provide higher quality service for students; hold regular parents 'meeting, face to face communication with parents to understand students' dual performance in family and school; hold campus activities such as cultural festivals and art exhibitions; set up special psychological consultation window or hotline to provide detailed guidance for students.

Interviewee 3

1. Is it necessary to study the current situation of student affairs management in public universities in Guangxi and provide guidance for the improving student well-being in public universities in Guangxi?

Without a doubt, it is crucial to investigate the current status of student affairs management in public universities in Guangxi and offer valuable guidance for enhancing student well-being.

2. What about the current situation of improving student well-being based on student affairs management of learning guide in public universities in Guangxi and how to promote the learning guide of improving student well-being based on student affairs management?

At present, the academic guidance of college students is not systematic and coherent, and the academic guidance work needs to have a systematic planning to ensure that students can get effective guidance throughout the university. The current work is still lacking in this area. We should strengthen the communication with students, communicate with students regularly, understand their needs and confusion, and provide them with personalized guidance.

3. What about the current situation of improving student well-being based on student affairs management of psychological counseling in public universities in Guangxi and how to promote the psychological counseling of improving student well-being based on student affairs management?

Due to limited working hours, student affairs administrators have limited time to provide psychological counseling to students, which may affect the quality of service. It is suggested that the psychological counseling department of the school should cooperate with other departments, such as establishing cooperative relations with the student work department and hospital of the college, to jointly provide comprehensive psychological support for students.

4. What about the current situation of improving student well-being based on student affairs management of campus activities in public universities in Guangxi and how to promote the campus activities of improving student well-being based on student affairs management?

The combination of campus activities and curriculum is insufficient. Most campus activities focus on entertainment and leisure, and the combination with professional curriculum content is not close enough. We should strengthen the combination of campus activities and courses, encourage the organization of activities closely related to the course content, so that students can consolidate the knowledge learned in the participation.

5. What about the current situation of improving student well-being based on student affairs management of employment guidance in public universities in Guangxi and how to promote the Employment guidance of improving student well-being based on student affairs management?

I feel that our insufficient cooperation with enterprises in the process of employment guidance, and the limited cooperation with enterprises, will affect the actual employment information and opportunities provided for students. We also need to strengthen the awareness of career planning, guide students to establish the awareness of career planning from the beginning of enrollment, and cultivate their professional quality.

6. What about the current situation of improving student well-being based on student affairs management of dormitory management in public universities in Guangxi and how to promote the dormitory management of improving student well-being based on student affairs management?

I feel that the communication channels of the dormitory management are smooth, and the effective communication channels are established between the student affairs managers and the students, which can timely solve the problems encountered by the students in the dormitory life. Cultural activities can be carried out regularly, and colorful dormitory cultural activities can be organized to enhance the communication and unity between students.

7. Relevant investigation and recommendations.

Handle student complaints in a timely manner and open the results to enhance transparency; conduct online consultation to meet the needs of different students; encourage managers to participate in academic research and experience sharing, and promote continuous innovation and development of work; strengthen cooperation with legal departments to provide legal aid and consultation to students.

Interviewee 4

1. Is it necessary to study the current situation of student affairs management in public universities in Guangxi and provide guidance for the improving student well-being in public universities in Guangxi?

It is imperative to examine the current situation of student affairs management in public universities in Guangxi and provide direction for improving student well-being in the region.

2. What about the current situation of improving student well-being based on student affairs management of learning guide in public universities in Guangxi and how to promote the learning guide of improving student well-being based on student affairs management?

I feel that the communication between universities and students is insufficient. In order to better understand the needs of students, student affairs administrators need to maintain close communication with students. At present, the work in this field needs to be strengthened. We should establish a cooperative relationship with parents, communicate with parents regularly, pay attention to students' academic progress together, and provide more comprehensive support for students.

3. What about the current situation of improving student well-being based on student affairs management of psychological counseling in public universities in Guangxi and how to promote the psychological counseling of improving student well-being based on student affairs management?

The publicity of our psychological counseling service is not enough. Many students do not know much about the psychological counseling work of student affairs managers, so they need to increase the publicity efforts to improve the awareness rate. More flexible arrangement of service time, according to the needs of students, flexible arrangement of psychological counseling time, to ensure that students can get help in time.

4. What about the current situation of improving student well-being based on student affairs management of campus activities in public universities in Guangxi and how to promote the campus activities of improving student well-being based on student affairs management?

In my opinion, college campus activities are not innovative and sustainable, some campus activities lack innovation, and fewer activities are held continuously, which makes it difficult to form a brand effect. We should explore innovative forms of activities, encourage innovative forms and content, avoid sameness, and improve the attractiveness and freshness of activities.

5. What about the current situation of improving student well-being based on student affairs management of employment guidance in public universities in Guangxi and how to promote the Employment guidance of improving student well-being based on student affairs management?

College students' awareness of career planning needs to be strengthened, and many college students have a weak awareness of career planning, so student affairs administrators need to strengthen the guidance and training. At the same time, we should improve the feedback mechanism, establish an effective feedback mechanism, timely understand the needs and confusion of students, and continuously improve the work.

6. What about the current situation of improving student well-being based on student affairs management of dormitory management in public universities in Guangxi and how to promote the dormitory management of improving student well-being based on student affairs management?

At present, the dormitory safety education is in place, and the student affairs administrators regularly carry out safety education activities to improve students' safety awareness and ensure the dormitory safety without accidents. A regular evaluation mechanism has also been established to conduct a regular evaluation of the dormitory management work, summarize the experience and lessons, and continuously improve the working methods.

7. Relevant investigation and recommendations.

Promote campus activities of excellent traditional Chinese culture to cultivate students' national pride and cultural confidence; invite parents to participate in school decision-making and activities to create a better environment for student

growth; set up mental health hotline to provide a way to seek help at any time; provide one to one mental health consultation service to ensure that every student has the opportunity to get help.

Interviewee 5

1. Is it necessary to study the current situation of student affairs management in public universities in Guangxi and provide guidance for the improving student well-being in public universities in Guangxi?

It is highly recommended to analyze the current state of student affairs management in public universities in Guangxi and offer guidance for enhancing student well-being.

2. What about the current situation of improving student well-being based on student affairs management of learning guide in public universities in Guangxi and how to promote the learning guide of improving student well-being based on student affairs management?

In my opinion, our academic guidance needs to be improved, and academic guidance requires student affairs managers to have corresponding professional knowledge and skills. At present, some counselors still lack in this aspect, and they need to strengthen training and learning. I suggest using technical means to improve the guidance effect, and introducing advanced technical tools, such as online learning platform, data analysis, etc., to improve the accuracy and efficiency of academic guidance.

3. What about the current situation of improving student well-being based on student affairs management of psychological counseling in public universities in Guangxi and how to promote the psychological counseling of improving student well-being based on student affairs management?

In my opinion, the coordination between student affairs administrators and professional psychological counselors is insufficient, and the coordination between student affairs administrators and professional psychological counselors should be better coordinated to ensure that students get the best psychological support. It is

also necessary to evaluate the effect of work regularly and the psychological counseling work of student affairs managers regularly, so as to find problems and improve the direction in time.

4. What about the current situation of improving student well-being based on student affairs management of campus activities in public universities in Guangxi and how to promote the campus activities of improving student well-being based on student affairs management?

The publicity of campus activities needs to be strengthened. Due to the lack of publicity of some valuable activities, students' awareness rate is not high, and their participation naturally declines. Increasing the publicity efforts and using various channels and platforms to publicize the activities can improve the awareness rate and participation rate of college students on campus activities.

5. What about the current situation of improving student well-being based on student affairs management of employment guidance in public universities in Guangxi and how to promote the Employment guidance of improving student well-being based on student affairs management?

Our employment guidance feedback mechanism is not perfect, and there is no effective feedback mechanism for the effect of employment guidance, which is not conducive to continuous improvement. We should also strengthen employment skills training, and provide students with irregular job-hunting skills training to help them better cope with the problems encountered in the process of job hunting.

6. What about the current situation of improving student well-being based on student affairs management of dormitory management in public universities in Guangxi and how to promote the dormitory management of improving student well-being based on student affairs management?

In my opinion, it is very important to create a dormitory cultural atmosphere. Student affairs administrators should actively guide students to create a positive dormitory culture and promote the communication and unity among students. To improve the emergency handling ability, improve the ability of student affairs

managers to deal with dormitory emergencies, to ensure that emergencies can be handled quickly and properly.

7. Relevant investigation and recommendations.

Introduce self-service terminal or online handling system to enable students to handle affairs anytime and anywhere; conduct mental health lectures and activities to enhance students' mental health awareness; understand students' interests and needs and organize targeted activities; carry out home visits to understand students' family background and living conditions and provide the basis for personalized education.

Interviewee 6

1. Is it necessary to study the current situation of student affairs management in public universities in Guangxi and provide guidance for the improving student well-being in public universities in Guangxi?

We must investigate the current situation of student affairs management in public universities in Guangxi and provide direction for improving student well-being in the region.

2. What about the current situation of improving student well-being based on student affairs management of learning guide in public universities in Guangxi and how to promote the learning guide of improving student well-being based on student affairs management?

At present, there is still a lack of effective evaluation mechanism for university academic guidance. there is not an effective evaluation mechanism for the effect of academic guidance, which makes it difficult for counselors to understand whether their work has achieved the desired effect. It is urgent to establish an evaluation mechanism to regularly evaluate the academic guidance work, and understand the effects and shortcomings of the work, so as to make continuous improvement.

3. What about the current situation of improving student well-being based on student affairs management of psychological counseling in public universities in

Guangxi and how to promote the psychological counseling of improving student well-being based on student affairs management?

We lack of feedback mechanism in this aspect, and the current lack of effective feedback mechanism for the effect of psychological counseling, which is not conducive to the continuous improvement of work. At the same time, it is also necessary to increase the publicity efforts, and publicize the psychological consultation work of the student affairs managers through various channels, so as to improve the students' awareness rate and utilization rate of this service.

4. What about the current situation of improving student well-being based on student affairs management of campus activities in public universities in Guangxi and how to promote the campus activities of improving student well-being based on student affairs management?

Some campus activities lack cultural depth, some activities are too pursuit of form, lack of cultural connotation and depth, it is difficult to bring real cultural influence to students. In organizing campus activities, we should pay attention to the cultural connotation, pay more attention to the inheritance and dissemination of culture, and improve students' cultural literacy.

5. What about the current situation of improving student well-being based on student affairs management of employment guidance in public universities in Guangxi and how to promote the Employment guidance of improving student well-being based on student affairs management?

Not closely connected with the market: there is a certain gap between the employment information mastered by student affairs managers and the actual market demand, which affects the employment of students. Improve the degree of informatization: the use of information technology to improve the degree of employment guidance, to ensure the timeliness and accuracy of information.

6. What about the current situation of improving student well-being based on student affairs management of dormitory management in public universities in

Guangxi and how to promote the dormitory management of improving student well-being based on student affairs management?

Many colleges and universities deal with the student dormitory problems quickly, and the student affairs administrators can quickly intervene to deal with the problems arising in the dormitory to ensure that the situation is properly solved. It also pays attention to personalized care. While implementing the management regulations, we pay more attention to the personalized needs of students and give more humanistic care.

7. Relevant investigation and recommendations.

Establish a scientific student evaluation and feedback mechanism, collect and analyze students' opinions, and constantly improve the management of student affairs; use social media or online platforms to establish communication groups or forums to encourage students to express their opinions and suggestions; establish a diversified psychological counseling team covering study, career and life; encourage students to participate in public welfare activities and social practice, cultivate their sense of social responsibility and civic awareness; regularly maintain and update the information system to ensure the stability and security of the system.

Interviewee 7

1. Is it necessary to study the current situation of student affairs management in public universities in Guangxi and provide guidance for the improving student well-being in public universities in Guangxi?

It is advisable to assess the current status of student affairs management in public universities in Guangxi and offer guidance for enhancing student well-being.

2. What about the current situation of improving student well-being based on student affairs management of learning guide in public universities in Guangxi and how to promote the learning guide of improving student well-being based on student affairs management?

I found that students' participation in university academic guidance is not high, and some students do not pay enough attention to academic guidance, so we need to strengthen the publicity and education of students to improve their understanding and enthusiasm. Relevant research should also be encouraged to guide student affairs managers to conduct in-depth research on academic guidance and explore more effective methods and strategies.

3. What about the current situation of improving student well-being based on student affairs management of psychological counseling in public universities in Guangxi and how to promote the psychological counseling of improving student well-being based on student affairs management?

I feel that the privacy protection is insufficient when we carry out students' psychological counseling. In the process of psychological counseling, the privacy protection of students' privacy is an important issue, and the current work in this aspect needs to be strengthened. Privacy protection should be strengthened to ensure that students' privacy is fully protected during psychological counseling and to reduce their concerns.

4. What about the current situation of improving student well-being based on student affairs management of campus activities in public universities in Guangxi and how to promote the campus activities of improving student well-being based on student affairs management?

The resource integration of campus activities is not enough, and the resource integration of student affairs managers with other departments and associations when organizing activities is not enough, resulting in the limited effect of activities. It is suggested that all resources should be integrated. Student affairs managers should actively cooperate with other departments and associations to integrate resources and improve the overall effect of the activities.

5. What about the current situation of improving student well-being based on student affairs management of employment guidance in public universities in Guangxi and how to promote the Employment guidance of improving student well-being based on student affairs management?

We have insufficient employment skills training, and less training for job hunting skills, so it is difficult to solve the practical problems encountered by students in the process of job hunting. Our employment guidance should also be combined with professional courses, integrating the content of employment guidance into the professional courses to help students combine their knowledge with practical work.

6. What about the current situation of improving student well-being based on student affairs management of dormitory management in public universities in Guangxi and how to promote the dormitory management of improving student well-being based on student affairs management?

In our dormitory management and management, the home-school cooperation is lacking, and the communication and cooperation between universities and parents need to be strengthened. The home and school should form a joint force to pay close attention to the dormitory living conditions of students. In the later stage, the department should also strengthen the cooperation with the student engineering department, establish a close cooperative relationship with each other, form a working force, and improve the dormitory management level.

7. Relevant investigation and recommendations.

Organize regular teacher-student symposium or tea party to enhance the understanding and interaction between teachers and students; show students' talent and creativity through campus activities and enhance campus culture connotation; conduct regular mental health education activities to help students to solve psychological problems, improve psychological quality, enhance happiness, keep close contact with parents, pay attention to the growth and development of students, and form a good situation of home-school co-education.

Interviewee 8

1. Is it necessary to study the current situation of student affairs management in public universities in Guangxi and provide guidance for the improving student well-being in public universities in Guangxi?

It is advisable to study the current situation of student affairs management in public universities in Guangxi and provide guidance for improving student well-being in the region.

2. What about the current situation of improving student well-being based on student affairs management of learning guide in public universities in Guangxi and how to promote the learning guide of improving student well-being based on student affairs management?

Some colleges and universities have insufficient cooperation with parents. Academic guidance is not only a matter of the school, but also needs the participation and support of parents. At present, the cooperation in this field is still lacking. We must pay attention to the combination with the course, ensure that the content of academic guidance is closely related to the course content, and provide students with practical learning skills and methods.

3. What about the current situation of improving student well-being based on student affairs management of psychological counseling in public universities in Guangxi and how to promote the psychological counseling of improving student well-being based on student affairs management?

The professionalism of our students' psychological counseling should keep pace with The Times. With the diversity and complexity of students' psychological problems, student affairs managers need to constantly update their psychological counseling knowledge. Student affairs administrators should work together with professional psychological counselors, establish a cooperative relationship, and jointly provide psychological support for students.

4. What about the current situation of improving student well-being based on student affairs management of campus activities in public universities in Guangxi and

how to promote the campus activities of improving student well-being based on student affairs management?

In my opinion, the feedback mechanism of campus activities is missing, and the feedback of campus activities mainly comes from the participating students, but this feedback is often lagging behind, which is not conducive to the continuous improvement of the activities. It is urgent to establish a feedback mechanism, collect students' feedback in time, and continuously improve the quality and form of activities.

5. What about the current situation of improving student well-being based on student affairs management of employment guidance in public universities in Guangxi and how to promote the Employment guidance of improving student well-being based on student affairs management?

We lack long-term follow-up evaluation, and long-term follow-up and evaluation of their employment. To strengthen market research, through regular market research, understand the industry dynamics and market demand, to provide students with more accurate employment information.

6. What about the current situation of improving student well-being based on student affairs management of dormitory management in public universities in Guangxi and how to promote the dormitory management of improving student well-being based on student affairs management?

In terms of dormitory management, we have insufficient personalized care for students. In terms of management, we need to pay more attention to the personalized needs of students and give more humanistic care. At the same time, we should strengthen the construction and training of the student affairs management team to improve the level of dormitory management and service quality.

7. Relevant investigation and recommendations.

Use big data and artificial intelligence technology to analyze students' needs and behaviors and provide more accurate service; support students to organize campus activities, cultivate students' organizational ability and creativity; regularly

assess and evaluate student affairs managers to ensure their work quality and efficiency; set up fixed consultation time and place to ensure that students can easily obtain psychological consultation.

Interviewee 9

1. Is it necessary to study the current situation of student affairs management in public universities in Guangxi and provide guidance for the improving student well-being in public universities in Guangxi?

It is essential to examine the current state of student affairs management in public universities in Guangxi and offer guidance for enhancing student well-being.

2. What about the current situation of improving student well-being based on student affairs management of learning guide in public universities in Guangxi and how to promote the learning guide of improving student well-being based on student affairs management?

The academic guidance carried out by some student affairs managers is not closely combined with the course, and the academic guidance should be closely combined with the course content to provide students with practical learning methods and skills. The current degree of combination is not close enough. We should summarize and promote successful cases, share and promote successful cases of academic guidance, and stimulate the enthusiasm and innovative spirit of student affairs managers.

3. What about the current situation of improving student well-being based on student affairs management of psychological counseling in public universities in Guangxi and how to promote the psychological counseling of improving student well-being based on student affairs management?

At present, there are still communication barriers with students. Some students have psychological barriers when communicating with student affairs managers, so more skills and strategies are needed to break this barrier. At the same time, it is necessary to establish a feedback mechanism. After students receive psychological consultation, they should have a feedback mechanism to help student

affairs managers understand the shortcomings of work and the direction of improvement.

4. What about the current situation of improving student well-being based on student affairs management of campus activities in public universities in Guangxi and how to promote the campus activities of improving student well-being based on student affairs management?

Campus activities should be combined with social practice to help students use what they have learned, which is not enough. We should strengthen the combination with social practice, encourage students to participate in social practice, and combine the knowledge learned with practical application.

5. What about the current situation of improving student well-being based on student affairs management of employment guidance in public universities in Guangxi and how to promote the Employment guidance of improving student well-being based on student affairs management?

At present, some schools have limited resources to carry out employment guidance. While some student affairs managers are limited by resources and time when carry out employment guidance, which affects the guidance effect. It is also necessary to carry out a long-term follow-up evaluation of the graduated students, summarize the experience and lessons learned, and constantly improve the employment guidance work.

6. What about the current situation of improving student well-being based on student affairs management of dormitory management in public universities in Guangxi and how to promote the dormitory management of improving student well-being based on student affairs management?

Many college students 'dormitory management regulations are lagging behind. With the change of students' needs, the dormitory management regulations should keep pace with The Times and be updated in time. The construction of safety facilities should be strengthened: increase the investment of safety facilities in

dormitories, improve the level of safety guarantee, and provide a safer living environment for students.

7. Relevant investigation and recommendations.

Establish an effective communication mechanism between teachers and students, timely understand the needs and opinions of students, actively respond to students' concerns, enhance students' sense of belonging; develop mobile applications or small programs, enable students can check the progress of affairs, check notices at any time; organize colorful campus activities, meet students' diversified needs, cultivate students' interests and comprehensive quality; establish home-school interactive platform, so that parents can check students' schedules, transcripts and other information, and timely feedback.

Interviewee 10

1. Is it necessary to study the current situation of student affairs management in public universities in Guangxi and provide guidance for the improving student well-being in public universities in Guangxi?

We must evaluate the current situation of student affairs management in public universities in Guangxi and provide direction for improving student well-being in the region.

2. What about the current situation of improving student well-being based on student affairs management of learning guide in public universities in Guangxi and how to promote the learning guide of improving student well-being based on student affairs management?

At present, we have insufficient technical support for academic guidance, and using technical means such as big data analysis and artificial intelligence can provide more accurate and personalized support for academic guidance. At present, the technical support in this field is still lacking. In the future, we should explore a variety of guidance methods. In addition to face-to-face guidance, online tools and workshops can also be used to provide students with academic guidance.

3. What about the current situation of improving student well-being based on student affairs management of psychological counseling in public universities in Guangxi and how to promote the psychological counseling of improving student well-being based on student affairs management?

Our current service coverage of psychological counseling is limited. The current psychological counseling mainly serves the students who actively seek help, and there is insufficient coverage for those students who do not realize their need for help. It is suggested to clearly define the service scope and standards of psychological counseling, and avoid the situation of work overstepping or not in place.

4. What about the current situation of improving student well-being based on student affairs management of campus activities in public universities in Guangxi and how to promote the campus activities of improving student well-being based on student affairs management?

Campus activities are easy to ignore students' mental health. When organizing activities, there are few special activities for students' mental health, ignoring the inner needs of students. We should organize more activities to pay more attention to students' mental health to improve students' psychological quality and self-regulation ability.

5. What about the current situation of improving student well-being based on student affairs management of employment guidance in public universities in Guangxi and how to promote the Employment guidance of improving student well-being based on student affairs management?

The current information degree of employment guidance is low, which affects the efficiency and accuracy of information transmission. We also need to strengthen the construction of the employment guidance team among the student affairs managers, set up a professional team, and improve the overall level of work and service quality.

6. What about the current situation of improving student well-being based on student affairs management of dormitory management in public universities in Guangxi and how to promote the dormitory management of improving student well-being based on student affairs management?

Our student dormitory management information means application is insufficient, in the dormitory management, should use more information means to improve the management efficiency. To update the management regulations in time: according to the changes of students' needs, to update the dormitory management regulations in time, to make them closer to the actual students.

7. Relevant investigation and recommendations.

Advocate the values of integrity, friendliness, unity, create a positive atmosphere for campus activities; investigate and understand the main problems encountered by students in handling affairs; provide comprehensive student consultation services, including academic, professional and life aspects, so that students can get timely and effective help in the face of confusion.

Interviewee 11

1. Is it necessary to study the current situation of student affairs management in public universities in Guangxi and provide guidance for the improving student well-being in public universities in Guangxi?

I agree with this statement, but I think it is necessary, which has a positive role in promoting the continuous improvement of student affairs management and the promotion of student well-being.

2. What about the current situation of improving student well-being based on student affairs management of learning guide in public universities in Guangxi and how to promote the learning guide of improving student well-being based on student affairs management?

In my opinion, the current situation is good, but academic guidance still needs to cultivate students' autonomy, guide students to realize the importance of

academic guidance, and cultivate their independent learning and self-management ability.

3. What about the current situation of improving student well-being based on student affairs management of psychological counseling in public universities in Guangxi and how to promote the psychological counseling of improving student well-being based on student affairs management?

At present, psychological counseling in universities is still in the initial stage and still needs to be improved. At present, student affairs managers are in the preliminary exploration stage in developing psychological counseling, and they still need to further improve the mechanism and improve their skills. More professional training is needed to provide more professional training for student affairs managers to ensure that they have sufficient knowledge and skills.

4. What about the current situation of improving student well-being based on student affairs management of campus activities in public universities in Guangxi and how to promote the campus activities of improving student well-being based on student affairs management?

The form of our campus activities is too single, lack of diversity, can not meet the personalized needs of different students. When organizing activities, students' personalized needs should be taken into account to provide more diversified choices.

5. What about the current situation of improving student well-being based on student affairs management of employment guidance in public universities in Guangxi and how to promote the Employment guidance of improving student well-being based on student affairs management?

In my opinion, our current employment guidance and professional courses are not closely combined, and it is difficult for students to combine the knowledge they have learned with practice in the process of job hunting. We need to actively integrate the resources inside and outside the school to improve the quality and efficiency of employment guidance work.

6. What about the current situation of improving student well-being based on student affairs management of dormitory management in public universities in Guangxi and how to promote the dormitory management of improving student well-being based on student affairs management?

The coordination between the school logistics management department and the student department is not enough, and the coordination between the department needs to be strengthened to form a working force. As for dormitory management, I think it is necessary to guide students to self-management, cultivate students' awareness of self-management, and participate in dormitory management through student self-governing organizations.

7. Relevant investigation and recommendations.

Use information means to optimize student affairs management, improve service level and efficiency, and provide students with more convenient service experience; cooperate with enterprises or communities to provide students with more employment practice and communication opportunities, and track and feedback the psychological counseling content to ensure that every student gets a satisfactory reply.

Appendix D

The Results of the Quality Analysis of Research Instruments

The index of objective congruence (IOC)

Guideline for improving student well-being based on student affairs
management in public university in Guangxi

No	Improving student well-being based on student affairs anagement in public university in Guangxi	Experts										IOC	Validity	
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10			Expert 11
Learning guide														
1	Student affairs administrators help students make learning plans and goals, improve learning efficiency.	1	1	1	0	1	1	1	1	0	1	1	0.81	Valid
2	Student affairs administrators provide learning methods and skills to help students better master knowledge and skills.	1	0	1	1	1	1	1	1	1	1	1	0.91	Valid
3	Student affairs administrators encourage students to actively participate in various extracurricular academic activities.	1	1	1	0	1	1	1	0	1	1	1	0.82	Valid

No	Improving student well-being based on student affairs anagement in public university in Guangxi	Experts										IOC	Validity		
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10			Expert 11	
4	Student affairs administrators help students understand various test information and registration process, improve test results.	1	1	1	1	1	1	1	1	1	1	1	1	1	Valid
5	Student affairs administrators help students understand various development opportunities, enhance learning motivation and interest.	0	1	1	1	0	1	1	1	1	0	1	0.73	Valid	
6	Student affairs administrators encourage students to read more books, read more newspapers and listen to more lectures, so as to improve students 'comprehensive quality.	1	1	1	1	1	1	1	0	1	1	1	0.91	Valid	

No	Improving student well-being based on student affairs anagement in public university in Guangxi	Experts										IOC	Validity	
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10			Expert 11
10	Student affairs administrators promote students 'communicate with full-time teachers and provide more support and help to students.	1	1	1	1	1	1	1	1	1	1	0	0.91	Valid
Psychological counseling														
1	Student affairs administrators can carry out general psychological testing to grasp students 'psychological dynamics in real time.	0	0	1	1	0	1	1	1	1	1	1	0.73	Valid
2	Student affairs administrators can carry out general psychological testing to grasp students 'psychological dynamics in real time.	1	1	1	1	1	1	1	0	1	1	0	0.82	Valid

No	Improving student well-being based on student affairs anagement in public university in Guangxi	Experts										IOC	Validity	
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10			Expert 11
3	Student affairs administrators can carry out general psychological testing to grasp students 'psychological dynamics in real time.	1	0	1	1	1	1	1	1	1	1	1	0.91	Valid
4	Student affairs administrators can carry out general psychological testing to grasp students 'psychological dynamics in real time.	1	1	1	1	1	1	1	1	1	1	1	1	Valid
5	Student affairs administrators can carry out general psychological testing to grasp students 'psychological dynamics in real time.	1	1	1	0	1	1	1	1	1	1	0	0.82	Valid

No	Improving student well-being based on student affairs anagement in public university in Guangxi	Experts										IOC	Validity	
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10			Expert 11
6	Student affairs administrators can carry out general psychological testing to grasp students 'psychological dynamics in real time.	1	1	1	1	0	0	1	1	1	1	1	0.82	Valid
7	Student affairs administrators can carry out general psychological testing to grasp students 'psychological dynamics in real time.	0	1	1	1	1	1	0	1	1	1	0	0.73	Valid
8	Student affairs administrators can carry out general psychological testing to grasp students 'psychological dynamics in real time.	1	1	1	1	1	1	1	1	0	1	1	0.91	Valid

No	Improving student well-being based on student affairs anagement in public university in Guangxi	Experts										IOC	Validity	
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10			Expert 11
9	Student affairs administrators can carry out general psychological testing to grasp students 'psychological dynamics in real time.	1	1	1	0	1	1	1	0	1	1	1	0.82	Valid
10	Student affairs administrators can carry out general psychological testing to grasp students 'psychological dynamics in real time.	1	1	1	1	1	1	1	0	1	1	1	0.91	Valid
Campus activities														
1	Student affairs administrators can build and manage various associations and student organizations and guide students to join.	1	1	1	1	0	1	0	1	1	1	1	0.82	Valid

No	Improving student well-being based on student affairs anagement in public university in Guangxi	Experts										IOC	Validity	
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10			Expert 11
2	Student affairs administrators organize various themed activities to provide a display platform for students and promote communication.	1	0	0	1	1	1	1	1	1	1	1	0.82	Valid
3	Student affairs administrators organize various competitions and competitions and encourage students to participate.	1	1	1	1	0	1	1	1	1	1	0	0.82	Valid
4	Student affairs administrators organize various lectures and reports and encourage students.	1	1	1	1	1	1	1	1	1	1	1	1	Valid
5	Student affairs administrators organize various cultural and artistic activities .	1	1	1	1	1	1	1	1	0	0	1	0.82	Valid

No	Improving student well-being based on student affairs anagement in public university in Guangxi	Experts										IOC	Validity	
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10			Expert 11
6	Student affairs administrators organize various sports programs and encourage students to participate.	1	1	0	1	1	1	0	1	1	0	1	0.73	Valid
7	Student affairs administrators organize various volunteer service activities and encourage students to participate.	1	1	1	1	1	0	1	1	1	1	1	0.91	Valid
8	Student affairs administrators organize various innovation and entrepreneurship activities .	1	1	1	1	0	0	1	1	1	1	1	0.82	Valid
9	Student affairs administrators can help students understand social practice opportunities, organize various practical activitie.	0	1	1	1	1	1	0	1	1	1	1	0.82	Valid

No	Improving student well-being based on student affairs anagement in public university in Guangxi	Experts										IOC	Validity	
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10			Expert 11
10	Student affairs administrators help students understand various overseas exchange opportunities and programs .	1	1	1	1	1	1	1	0	1	1	1	0.91	Valid
Employment guidance														
1	Student affairs administrators guide students to "employment first, career choice later", take the initiative to grasp employment opportunities.	1	0	1	1	1	1	1	1	1	1	0	0.82	Valid
2	Student affairs administrators can conduct employment policy interpretation and guide students to improve their employment skills step.	1	1	1	1	0	1	1	1	1	1	1	0.91	Valid

No	Improving student well-being based on student affairs anagement in public university in Guangxi	Experts										IOC	Validity	
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10			Expert 11
3	Student affairs administrators can conduct employment policy interpretation and guide students to improve their employment skills step by step.	1	1	1	1	1	1	1	1	1	0	1	0.91	Valid
4	Student affairs administrators help students understand the characteristics and development prospects of different industries and different enterprises.	1	1	1	1	1	1	1	1	1	1	1	1	Valid
5	Student affairs administrators help students improve their resume making ability, enhance their confidence in job hunting.	1	1	1	1	1	0	1	0	0	1	1	0.73	Valid

No	Improving student well-being based on student affairs anagement in public university in Guangxi	Experts										IOC	Validity	
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10			Expert 11
6	Student affairs administrators help students improve their interview skills and enhance their job-hunting skills.	1	1	1	1	1	1	1	1	0	0	0	0.73	Valid
7	Student affairs administrators help students understand various recruitment channels and recruitment information release platforms, and provide students with more job-hunting opportunities.	1	1	0	1	0	1	1	1	1	1	1	0.82	Valid
8	Student affairs administrators help students understand various entrepreneurial projects and entrepreneurial policies.	1	1	1	1	1	1	1	0	1	1	1	0.91	Valid

No	Improving student well-being based on student affairs anagement in public university in Guangxi	Experts										IOC	Validity	
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10			Expert 11
9	Student affairs administrators help students understand various internship opportunities and policies and encourage students to participate.	1	1	1	1	1	1	1	1	1	1	0	0.91	Valid
10	Student affairs administrators help students to understand various social practice activities and social welfare activities and encourage students to participate.	1	1	1	1	1	1	1	1	1	1	0	0.91	Valid
Dormitory management														
1	Student affairs administrators 'dormitory health management.	0	0	1	1	1	1	1	1	1	1	1	0.82	Valid

No	Improving student well-being based on student affairs anagement in public university in Guangxi	Experts										IOC	Validity	
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10			Expert 11
2	Student affairs administrators to conduct dormitory safety education.	1	1	1	0	1	1	0	1	1	1	1	0.82	Valid
3	Student affairs administrators to build the dormitory culture.	1	0	1	1	1	1	1	1	1	0	1	0.82	Valid
4	Student affairs administrators can create a dormitory learning atmosphere.	1	1	1	1	0	1	1	1	1	1	1	0.91	Valid
5	Student affairs administrators can handle dormitory interpersonal.	1	1	1	1	1	1	1	1	1	0	1	0.91	Valid
6	Student affairs administrators can maintain the dormitory facilities.	1	1	1	1	1	1	1	1	1	1	1	1	Valid
7	Student affairs administrators provide dormitory maintenance.	1	1	1	0	1	0	1	1	1	1	1	0.82	Valid

No	Improving student well-being based on student affairs anagement in public university in Guangxi	Experts										IOC	Validity	
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10			Expert 11
8	Student affairs administrators can organize the formulation of dormitory management system.	1	1	1	1	1	1	1	1	1	1	0	0.91	Valid
9	Student affairs administrators for the dormitory management information construction, which can improve student well-being	1	1	0	1	1	1	1	1	1	1	1	0.91	Valid
10	Student affairs administrators can build the dormitory management team.	1	1	1	1	0	1	1	1	1	0	1	0.82	Valid

Appendix E
Certificate of English



This is to certify that

Mrs. Wu Dahui

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 22nd August 2021

A handwritten signature in blue ink is located in the bottom right area of the certificate. The signature is stylized and appears to read 'Kulsirin'.

(Assistant Professor Dr Kulsirin Aphiratvoradej)
Director

Appendix F

The Document for Acceptance Research



มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย

วิทยาเขตนครศรีธรรมราช

๓/๓ ม.๕ ต.มะม่วงสองต้น อ.เมือง จ.นครศรีธรรมราช ๘๐๐๐๐

โทร. ๐๗๕-๓๔๒๔๔๙๔ โทรสาร ๐๗๕-๓๔๕๕๖๒

อว.๘๐๒๗ / ๑๒๑

๘ พฤษภาคม ๒๕๖๗

เรื่อง รับรองการลงบทความวิจัยเพื่อตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์

เรียน นางหว ดาฮุย

ตามที่ นางหว ดาฮุย และรองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม และรองศาสตราจารย์ ดร.จิตติวิสุทธิ์ วิมุตติปัญญา ได้ส่งบทความวิจัยเรื่อง “แนวทางการปรับปรุงความเป็นอยู่ของนักศึกษาตามการจัดกิจกรรมนักศึกษาในมหาวิทยาลัยของรัฐในวงกว้าง” เพื่อพิจารณาตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ซึ่งได้รับการคัดเลือกเข้าสู่ฐานข้อมูล ของศูนย์ดัชนีการอ้างอิงวารสารไทย (ศูนย์ TCI) ได้ถูกจัดกลุ่มคุณภาพวารสารประจำปี พ.ศ.๒๕๖๒ ให้เป็น วารสารที่มีคุณภาพกลุ่มที่ ๒ (TCI ฐาน ๒) และอยู่ในฐานข้อมูล TCI จนถึง ๓๑ ธันวาคม ๒๕๖๗ โดยจะดำเนินการจัดพิมพ์ในฉบับต่อไปตามระยะเวลาที่ได้กำหนดไว้ และวารสารมหาจุฬานาครทรรศน์ ได้รับบทความวิจัยของท่านเป็นที่เรียบร้อยแล้ว

ในการนี้ วารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ขอรับรองว่าบทความของท่านได้ผ่านตอบรับเพื่อพิจารณาบทความตีพิมพ์เผยแพร่ในปีที่ ๑๑ ฉบับที่ ๑๐ (ตุลาคม ๒๕๖๗) นี้ ซึ่งภายหลังจากนี้บทความจะผ่านการตรวจจสอบความถูกต้องทางวิชาการ โดยกองบรรณาธิการวารสารฯ และผู้ทรงคุณวุฒิต่อไป

จึงเรียนมาเพื่อโปรดทราบและดำเนินการต่อไป

เรียนมาด้วยความเคารพ

(นางสาวปญญาตา จงละเอียด)

บรรณาธิการวารสารมหาจุฬานาครทรรศน์

มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช

Researcher Profile

Name-Surname: Wu Dahui
Birthday: January 16,1982
Place of Birth: Guangxi, China

Educational background:

- Doctor of Philosophy Program in Educational Administration, Bansomdejchaopraya Rajabhat University, in 2024
- Master of Arts, Guangxi University, in 2013
- Bachelor of Arts, , Guangxi University, in 2006

Work experience:

Engaged in student affairs management in Guangxi University, 2006-present

Office Location:

No.100, University Road, Nanning city, Guangxi Province

Current Contact Location:

Bansomdejchaopraya Rajabhat Univerity, Thailand