

STRATEGIES FOR ENHANCING VOCATIONAL
SKILLS OF STUDENT AFFAIRS MANAGEMENT
TEAM IN UNIVERSITIES IN GUANGXI

PEI YIMING

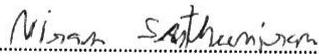
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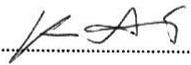
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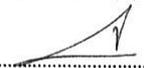
Thesis Title Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities in Guangxi

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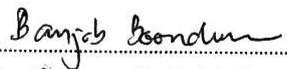

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ABSTRACT

The objectives of this study are: 1) to study the current situation in vocational skills of student affairs management team in universities in Guangxi, 2) to study the strategies for enhancing vocational skills of student affairs management team in universities in Guangxi, and 3) to evaluate the suitability and feasibility of the strategies for enhancing vocational skills of student affairs management team in universities in Guangxi. Sample group of this study was 291 student affairs managers from 10 different types of public universities in Guangxi. Research instruments included: 1) literature review, 2) questionnaire, 3) SWOT analysis, 4) focus group discussion, and 5) evaluation form. Data analysis is performed by percentages, mean, standard deviation, and content analysis.

The results show that: 1) The current situation of vocational skills of student affairs management team in universities in Guangxi in six aspects was at a high level. The result of the current situation was as follows: skills training was the highest mean, followed by knowledge structure, and training channels was the lowest mean. 2) Strategies for enhancing vocational skills of student affairs management team in universities in Guangxi included six aspects, with a total of 38 measures: 1) 5 measures for establishing a comprehensive knowledge structure, 2) 8 measures for establishing a sound management system, 3) 6 measures for establishing an extensive training channel, 4) 5 measures for establishing a skills training system, 5) 7 measures for

establishing a good work incentive mechanism, and 6) 6 measures for establishing a sound evaluation mechanism³) Suitability and feasibility of strategies for enhancing the vocational skills of student affairs management team in universities in Guangxi was at high level.

Keywords: Strategies, Enhance Vocational Skills, Universities in Guangxi, Student Affairs Management Team

ชื่อเรื่อง	กลยุทธ์การเสริมสร้างทักษะทางวิชาชีพของทีมนิเทศ กิจการนักศึกษาในมหาวิทยาลัยในมณฑลกวางสี
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันด้านทักษะทางวิชาชีพของทีมนิเทศกิจการนักศึกษาในมหาวิทยาลัยในมณฑลกวางสี 2) เพื่อเสนอกลยุทธ์การเสริมสร้างทักษะทางวิชาชีพของทีมนิเทศกิจการนักศึกษาในมหาวิทยาลัยในมณฑลกวางสี และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวกลยุทธ์เสริมสร้างทักษะทางวิชาชีพของทีมนิเทศกิจการนักศึกษาในมหาวิทยาลัยในมณฑลกวางสี กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารกองกิจการนักศึกษามหาวิทยาลัยรัฐ 10 แห่ง รวมทั้งสิ้น 291 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบวิเคราะห์เอกสาร แบบสอบถาม แบบสนทนากลุ่ม และแบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) สภาพปัจจุบันด้านทักษะทางวิชาชีพของทีมนิเทศกิจการนักศึกษาในมหาวิทยาลัยในมณฑลกวางสี โดยภาพรวมอยู่ในระดับสูง เมื่อพิจารณาเป็นรายด้านพบว่า ระบบการฝึกอบรมทักษะ มีค่าเฉลี่ยอยู่ในระดับสูงสุด รองลงมาคือ โครงสร้างองค์ความรู้ ส่วนช่องทางการฝึกอบรม มีค่าเฉลี่ยต่ำสุด 2) กลยุทธ์การเสริมสร้างทักษะทางวิชาชีพของทีมนิเทศกิจการนักศึกษาในมหาวิทยาลัยในมณฑลกวางสี ประกอบด้วย 6 ด้าน รวมทั้งสิ้น 38 มาตรการ ได้แก่ 1) การสร้างโครงสร้างองค์ความรู้แบบบูรณาการ จำนวน 5 มาตรการ 2) การสร้างระบบการจัดการที่เหมาะสม จำนวน 8 มาตรการ 3) การสร้างช่องทางการฝึกอบรมที่หลากหลาย จำนวน 6 มาตรการ 4) การสร้างระบบการฝึกอบรมทักษะ จำนวน 5 มาตรการ 5) การสร้างกลไกแรงจูงใจในการทำงาน จำนวน 7 มาตรการ และ 6) การสร้างกลไกการประเมินที่เหมาะสม จำนวน 6 มาตรการ

3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์เสริมสร้างทักษะทางวิชาชีพของทีมบริหารกองกิจการนักศึกษาในมหาวิทยาลัยในมณฑลกวางสี อยู่ในระดับสูง

คำสำคัญ: กลยุทธ์ การเสริมสร้างทักษะทางวิชาชีพ ทีมบริหารกองกิจการนักศึกษา มหาวิทยาลัยในมณฑลกวางสี

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"Time flies, and there will be parting. All that has passed is but a prelude." May we all stay true to our original aspirations, strive for excellence, and work hard to become better versions of ourselves.

Pei Yiming

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Chapter 1

Introduction

Rationale

The student affairs management team of universities is an important part of human resources in universities, an important force for the cultivation of talents in universities, a guide for university students to grow into talents, and a vocational and comprehensive work team integrating education, management and service. Since the beginning of the new century, especially since the promulgation of Document No. 16 of the Central Committee in 2004, the party and the state have paid more attention to the construction of the student affairs management team in universities, intensified their efforts, and accelerated their pace.

In July 2006, the Ministry of Education specially formulated the Regulations on the Construction of Student Affairs Management Team in Ordinary Universities for the construction of student affairs management team, which clearly stipulates the status and role, requirements and responsibilities, allocation and selection, training and development, management and evaluation of student affairs managers. Subsequently, in March 2014, the "Vocational Competency Standards for Student Affairs Managers of Universities (Provisional)" was issued, marking that the student affairs management personnel system in universities in China has entered a mature period of career development. Student affairs managers are important maintainers of order in universities, the most direct guides of college students, the most important implementers of the construction of university academic style, and the most effective executors of value-led work. T. K. Miller and R. B. Winston (1991 p.15) states that student affairs habits are used to describe organizational structures and units on and off campus that are responsible for students' extracurricular education, and student affairs administration or practice is generally understood as an umbrella term for this career field. Xu Pinghua (2018, p.60) pointed out that the specialization of student affairs management mainly includes two aspects. The first is the vocational standard, that is, what is the standard for measuring the vocationalism of student affairs

management and how to reflect the vocationalism of its work, which involves the special field, vocational knowledge, vocational norms, special evaluation standards and management institutions of student affairs management. The second is the specialization of people, that is, the specialization of student affairs managers, with a considerable and stable number of practitioners, practitioners promote the process of continuous development of student affairs management by condensing vocational concepts, adhering to vocational ethics, enhancing vocational knowledge and skills, and enriching vocational theoretical research.

In 2005, the Ministry of Education issued the "Opinions of the Ministry of Education on Strengthening the Construction of the Student Affairs Management Team in Universities", which pointed out that student affairs management personnel are an important part of the teaching team of universities, the backbone of moral education in universities, and the guidance and guide for the healthy growth of college students. The second document is the Regulations on the Construction of Student Affairs Management team in Ordinary Universities, officially promulgated on July 23, 2006, which is an important guiding document for the first time in more than 50 years since the establishment and implementation of the student affairs management personnel system, which comprehensively and clearly defines the work responsibilities and training and development of student affairs management personnel. Chapter II of the Regulations specifies five requirements and eight responsibilities for the work of student affairs managers. These requirements and responsibilities are summarized mainly including ideal and belief education and moral cultivation education work, mental health education guidance work, emergency handling and campus safety and stability maintenance work, financial aid relief work for students with financial difficulties, employment guidance service work, campus culture construction and student cadre training work.

At this time, the mission and responsibilities of university student affairs managers have been enriched and developed to a large extent, and the content is also very comprehensive and specific. From the single political task in the 50s of the 20th century to today's five requirements and eight responsibilities, it can be seen that with the continuous development of globalization and the deepening of China's

higher education reform, the responsibilities and missions of college student affairs managers are also constantly enriching, developing and changing. The vocational role of student affairs management personnel from scratch, responsibilities from single to diverse, work requirements from low to high, working methods from experience to science, etc., all show that the student affairs management team plays an increasingly important role in the education of people in universities, universities urgently need to forge a vocational student affairs management team with strong politics, vocational sophistication, strict discipline and correct style, so as to better meet the needs of the development of the times, the needs of socialist higher education, and the needs of the development of student affairs managers themselves.

In order to implement the outline of the education plan and the spirit of the Training Plan for Student Affairs Managers of Ordinary Universities (2013-2017) (Jiao Dang [2013] No.9), build a competency standard system for the team of student affairs managers in universities, and promote the development of the student affairs management team of universities, the Ministry of Education promulgated the Vocational Competency Standards for Student Affairs Managers of Universities (Provisional) (hereinafter referred to as the "Competency Standards") in 2014. All local education departments and institutions of higher learning are required to regard the implementation of the "Competency Standards" as an important task and measure to strengthen the construction of the student affairs management team of universities, and carefully organize and implement it. It is necessary to organize and carry out the "Competency Standards" learning and publicity activities in various forms to help the majority of college and university student affairs managers deeply understand the basic concept of the "Competency Standards", accurately grasp the main content of the "Competency Standards", fully implement the requirements of the "Competency Standards" and take the "Competency Standards" as a code of conduct to improve their vocational development level. It is necessary to closely integrate with reality, speed up the formulation and implementation of specific measures for the implementation of the "Competency Standards", timely adjust and improve the training programs, work function settings, evaluation and evaluation indicators of college student affairs management personnel.

Yuan Yonghong and Li Bin (2010, p.113) started from the management of student affairs in the United States and studied the vocational construction of student affairs management team in universities. He analyzed the factors affecting the performance of student affairs management functions in Chinese universities, including excessive responsibilities, unclear boundaries, and unclear status; There are a lot of transactional management work, and the function of education services is weakened; The scope of work is large and complete, and it is impossible to achieve specialization and refinement; Multiple role conflicts lead to burnout. Combined with the experience of student affairs management in the United States, four suggestions are put forward to strengthen the vocational construction of student affairs management team in universities: promote the classified development of student affairs management staff according to the content of the student affairs system; Creation of specialized jobs; Relying on specialized disciplines and specialties; Establish an institutionalized vocational training system. Wu Qi (2021, p.10) pointed out that the connotation of the vocational construction of the student affairs management team of universities should be mainly defined from three dimensions: first, the individual specialization of the student affairs management staff, the team is composed of individuals, and the student affairs management personnel should have vocational knowledge and ethical awareness.

At the same time, student affairs managers should master vocational skills, have the ability to interpret the macro situation at home and abroad, analyze the party and state policies, undertake the teaching ability of innovation and entrepreneurship courses, career development and employment guidance, and should also master the vocational skills of student affairs management. Second, the vocational student affairs management team, in the composition of the whole team, the team should have a reasonable age structure, a perfect training system, a reasonable and optimized division of labor, a positive vocational culture and high academic literacy and social status. For college student affairs managers, they should continue to explore and follow the internal laws of the work of student affairs managers, realize the specialization of ideological and political education leading work and student affairs management, not only rely on traditional experience to

complete the work, but emphasize the scientific way of working, that is, from empirical to theoretical. To sum up, the vocational concept of the student affairs management team of universities can be summarized as follows: the student affairs management staff continue to explore and improve the construction system of the student affairs management team, master vocational knowledge and skills, have a perfect training and promotion mechanism and high academic research ability, rely on scientific working methods to guide the management of student affairs in universities, and serve the university to grow into talents, so that the student affairs management team of universities will become vocational.

The work of the university's student affairs management team integrates education, management and service, and assumes the responsibility of "guide and guide" for the all-round and healthy growth of college students. In recent years, education departments and universities have paid more and more attention to the construction of student affairs management team, and the funding investment, personnel selection, work system and other aspects have been continuously strengthened, and their vocational construction has achieved remarkable results. However, with the deepening of the reform of higher education teaching, the work of the student affairs management team is increasingly divided into different vocational fields, which puts forward higher vocational ability requirements for the student affairs management team of universities.

Sun Ling (2016, p.176) pointed out that Guangxi has made construction in three aspects: increasing the importance of student affairs management, building a platform for learning and growth and communication and exchange of student affairs management, and accelerating the improvement of various mechanisms including the selection, training, management and evaluation of student affairs management workers, so as to stimulate the enthusiasm, initiative and creative spirit of the student affairs management team of universities in Guangxi, and achieved certain results. After that, it is also necessary to solve a series of problems such as low vocational identity, low cohesion, unclear division of responsibilities, and improper performance appraisal and rewards and punishments of the college student affairs management team. Li Mengxin (2017, p.61) pointed out that the construction of the student affairs

management team of universities should be good at drawing on international experience to embark on a construction path with Chinese characteristics. The researchers' views mainly include using the core student work concept to focus on enhancing the vocational identity of student affairs managers, vocational group management to vigorously promote the development of student affairs management, vocational system support to effectively promote the development of student affairs managers and innovative management methods to effectively reduce the work burden of student affairs managers.

In the third decade of the 21st century, the student affairs management team of universities has formed an independent vocational group, and its occupational stability and sustainable development issues are receiving more and more attention from policymakers, university management, research scholars, student affairs management team themselves and university service recipients. With the increasing popularization of higher education and the deepening of China's higher education field to the world's modern university system, the development of the student affairs management team should be put into a broader perspective and concentrated on the wisdom of more researchers.

At present, there are still many problems in the construction of student affairs management team in universities, such as scattered vocational structure, unclear responsibilities, vague job requirements, unsmooth organizational system, lack of vocational division of labor, and lack of vocational development, both the student work system and the vocational ability of the student affairs management team are incompatible with the vocational development trend and requirements of student work. Therefore, through the investigation and reflection on the status quo and trend of the vocational skills of the student affairs management team, it is of great research significance to compare and study the characteristics and experience of foreign universities in student affairs management, comprehensively grasp the contradiction between the vocational structure, job responsibilities, job requirements, work system and vocational development of the student affairs management team in Chinese universities, and then put forward the strategy for enhancing vocational skills of the student affairs management team.

Research Questions

1. What is the current situation in vocational skills of the student affairs management team in universities in Guangxi?
2. What are the strategies for enhancing vocational skills of student affairs management team in universities in Guangxi?
3. Are the strategies for enhancing vocational skills of student affairs management team in universities in Guangxi suitable and feasible?

Objectives

1. To study the current situation in vocational skills of student affairs management team in universities in Guangxi.
2. To study the strategies for enhancing vocational skills of student affairs management team in universities in Guangxi.
3. To evaluate the suitability and feasibility of the strategies for enhancing vocational skills of student affairs management team in universities in Guangxi.

Scope of the Research

Population and the Sample Group

Population

There are 1,200 student affairs managers, selected from ten different types of public universities in Guangxi, including one world's double-first-class construction university, three comprehensive well-known universities, two normal universities, two science and engineering universities, and two national model vocational colleges.

The Sample Group

According to the sample table of Krejcie and Morgan (1970), the sample group of this study is 291 student affairs managers from 10 different types of public universities in Guangxi. The selection of sample groups is carried out by stratified random sampling and simple random sampling.

The interviewee is conducted on 10 student affairs managers, all from 10 different types of public universities in Guangxi. The qualifications of the respondents are as follows: 1) more than 5 years of experience in student affairs

management; 2) Rich and excellent work experience in student affairs management; 3) Associate professor or above.

The 9 strategic evaluation experts in this study are all from nine different types of public universities in Guangxi. The qualifications of strategic evaluation experts are as follows: 1) more than 10 years of working experience in student affairs management; 2) Rich experience in education management; 3) Doctor of Philosophy; 4) Associate professor or above.

The Variables

According to relevant theories and research analysis, factors influencing vocational skills of student affairs management team in universities in Guangxi are as follows:

1. Knowledge structure
2. Management system
3. Training channel
4. Skills training
5. Work incentive
6. Evaluation mechanism

Advantages

1. This research can provide effective reference and guidance for the management of student affairs in universities in Guangxi. It is in possession of strategies for the university to formulate a scientific and reasonable student affairs management system, and deeply grasps the vocational knowledge system of student affairs management.

2. This study will help to improve the quality of student affairs management in universities in Guangxi. Based on the research on student affairs management, in order to fully understand the deep-seated reasons of student affairs management, strategies to improve the vocational quality of student affairs management in Guangxi is proposed to promote the healthy development of universities in Guangxi.

Definition of Terms

Vocational Skills refer to the ability to engage in the profession of student affairs management, which mainly includes three aspects. The first is vocational qualifications, of which academic certification is the most basic vocational qualification, including bachelor's, master's, doctoral degrees, etc., which is a passport to enter this industry. The second is qualification, that is, the major studied at the time of obtaining the degree. For example: philosophy, education, psychology, law, etc. The third is social certification, that is, whether society, teachers or students verify your personality, conduct, ability, whether you can engage in this profession.

Knowledge Structure means that managers should master the basic vocational knowledge of higher education, psychology, sociology, ethics, aesthetics, law, etc. for educating, managing and serving students, in addition, they should understand the history of world youth and Chinese youth development, as well as understand and master the business knowledge related to students' majors as much as possible. At the same time, they should do their best to understand and master the relevant knowledge of natural sciences, the history of scientific development, high-tech achievements etc.

Management System refers to the service and management mode that promotes the all-round development of students according to the training goals of higher education and takes students' daily life growth and academic learning guidance as the main content.

Training Channel refers to the cultivation of the four dimensions of knowledge, technology, ability and attitude of college student affairs management personnel, discussing student work, scientific research level, and self-development of student affairs management personnel, etc., and achieving detailed division of labor, vocational training and quality certification for college student affairs management team.

Skills Training refers to an organized management admonition behavior, mainly based training, through training, observation and other ways to enable trainees to master a certain skill.

Work Incentive refers to enhancing evaluation, standardizing rewards and punishments, increasing support for position allowances, commendations and awards, research funds related to enhancing vocational skills of the student affairs management team, establishing a talent selection and training mechanism for student affairs managers in universities, building a good career development channel, and cultivating the vocational honor and pride of team members.

Evaluation Mechanism refers to the all-round evaluation of student education, guidance, management, service and other aspects around the work responsibilities of student affairs managers; After establishing an evaluation system, teacher vocational competency evaluations shall be carried out periodically or irregularly, while persisting in combining qualitative and quantitative evaluations, and linking the evaluation results with teacher grade evaluations, evaluation awards, and promotions.

Student Affairs Management refers to non-academic organizational activities that promote student development by standardizing, guiding and serving students. Its connotation mainly includes three aspects: First, the implementation of education for students, outside of academic teaching, to promote students' all-round development by organizing activities, providing counseling, creating an atmosphere, etc. Second, to manage students and maintain normal campus order through the management of students' behavior outside the classroom. Third, to provide services for students. Students are the main body of training in universities, as a result, it is of great significance to always pay attention to the status of students' service subjects.

Student Affairs Management Team refers to teachers who work in universities in terms of education and value guidance, class building, academic style construction, daily management, mental health education and counseling, career planning and employment and entrepreneurship guidance. They are a team that cultivates the all-round development of college students' moral, intellectual, physical, aesthetic and labor development, playing a vital role in the healthy growth of college students.

Strategies for Enhancing Vocational Skills refer to the method of enhancing the knowledge structure, management system, training channels, skill training, work incentives, evaluation mechanism and other elements of the student affairs management team and is a series of construction such as the selection, management, evaluation, training and development of the student affairs management team, so as to enhance vocational skills of the student affairs management team.

Research Framework

According to the theory of student affairs management in universities, the research framework of this paper is shown in Figure 1.1.

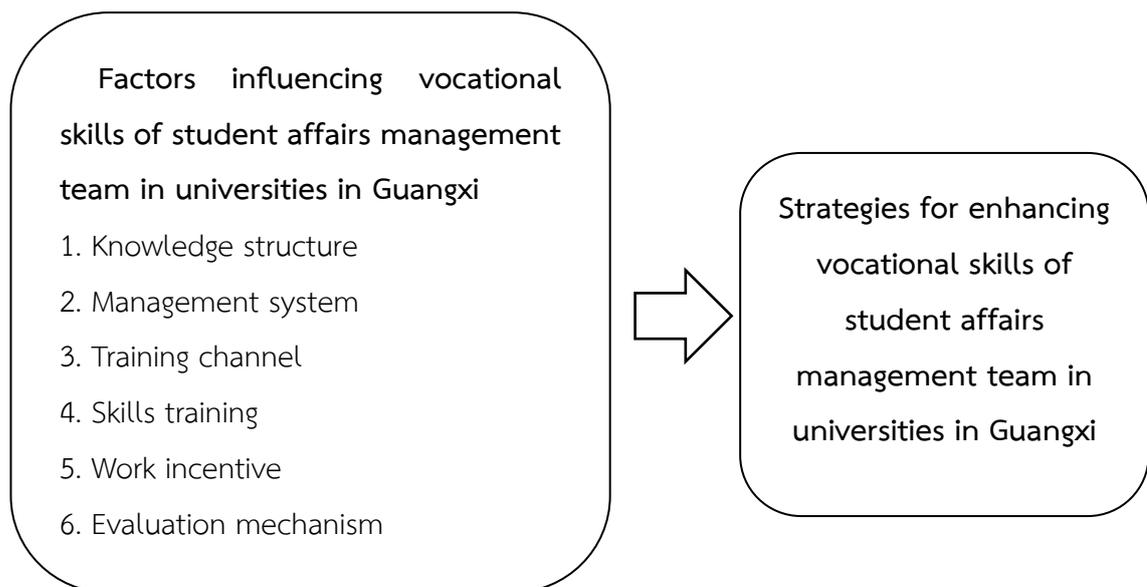


Figure 1.1 Research Framework

Chapter 2

Literature Review

In the research on enhancing vocational skills of student affairs management team in universities in Guangxi, researchers analyzed the relevant literature, concepts, theories and other academic achievements of student affairs management in domestic and foreign universities.

1. Concept of Educational Management
2. Concept of Vocational Skills and Enhancing Strategy
3. Context of Universities in Guangxi
4. Related Research

The details are as follows.

Concept of Educational Management

Educational management is the process of planning, organizing, implementing and supervising educational activities, so that educational activities can be systematic and scientific, and educational management aims to rationally allocate educational resources and make them operate effectively, so as to improve the quality of education.

Xu Jinhai (2013, p.20) pointed out that educational management, as an ideological and service-oriented management activity to achieve the realization of educational goals, is the result of the comprehensive effect of various factors. The connotation of educational management can be analyzed from four perspectives: First, from the perspective of management activities: educational management is a kind of management activities with ideology and service. The second is from the perspective of the nature of the profession: education management is an objective type of occupation under the social division of labor, which requires personal experience and vocational training to promote it to scientific management. The third is from the perspective of the education system: the education system for education management not only means that educational resources may be effectively

allocated, but also reflects the value that it may have to serve education and human development. The education system is not only conducive to the democratic centralization and brainstorming of the main body of education management, and the rational planning of the blueprint for education development, but also conducive to the reasonable self-positioning of the objects of education management, so as to better understand and understand the significance of education management. Fourth, from the perspective of policies and regulations: education management is a kind of behavior of managers to lead and manage national education and education activities through policies and regulations.

Peng Zhifei (2017, p.596) pointed out that education management refers to the role of education managers in organizing and coordinating the education team, in accordance with certain educational management principles, and giving full play to the human, financial, and material resources of the education management team. At the same time, we should make full use of various favorable conditions and materials within the educational resources to implement educational management measures for students. In a broad sense, education management is the unified organization and coordination of school education and teaching by the state, in accordance with the relevant requirements and policy requirements promulgated by the state, the unified organization and management of school education, the ultimate goal is to provide students with a good learning and living environment, and ultimately promote the improvement of school education management quality. In a narrow sense, school education management refers to the unified management of students in schools, to help students develop good learning and living habits, and at the same time, in the teaching process, teachers should also learn new educational management principles and measures, abandon the traditional management education model, and establish a new type of education management system. In the process of education management, teachers should fully combine the different characteristics of students in different grades, create a good learning and living environment for students, cultivate students' good learning and living habits, help students establish correct life values, and lay a solid foundation for students' future learning and life.

Yang Xinquan (2002, p.63) pointed out that in a narrow sense, education management is the abbreviation of daily student management and students' ideological and political education, and in a broad sense, education management is the integration of education and management work carried out by schools, families and society for the development of students' moral, intellectual, physical and aesthetic aspects. However, as far as the functional departments of institutions of higher learning specializing in student work are concerned, the basic meaning of educational management can be defined as: Focusing on cultivating talents, through ideological and political education and scientific management, cultivating new people with ideals, morality, education, and discipline, having the ability to innovate and have the spirit of entrepreneurship.

Han Yamei (2010, p.192) pointed out that in new era, the speed of knowledge updating is accelerating, and countries have adjusted their educational goals and advocated the development of quality education, and the difference between quality education and traditional education is that it emphasizes the comprehensive and full development of students' personalities. Therefore, the education management of college students should realize the transformation from "closed" to "open" way of thinking, and establish the concept of "people-oriented" management and education; The "simple management" of the working mode is changed to "service-guided management", and the concept of contract is used to stimulate students' subjective consciousness; The work content of "theoretical persuasion, management constraints" to "educational guidance, service guidance" has been changed, and a variety of management and education methods have been adopted to strengthen the management of various student activities and promote the development of students' ideological and mental health.

Bush (2003, p.37) points out that the stereotypical management model of education management presents how people in the organization should behave, and this category of education management tends to view schools as organizations with an official purpose seeking goals. Management decisions are made through a rational process and emphasizes that organizations have a responsibility to their stakeholders.

Brundrett (1998, p.306) states that the peering of educational management can be broadly defined as "the collaboration given to each other by teachers", that organizations should make decisions and make decisions through a discussion process that tends towards consensus, and that the power of educational management should be shared among some or all members who are considered to have a shared understanding of the organization's goals.

Little (1990, p.166) points out that something is gained when teachers work together, but difficult to achieve if they are not able to work together.

Greenfield (1979, p.99) notes that the subjective management model focuses on individuals in the organization rather than the entire organization or its subunits, and the subjective management model assumes that the organization is the creation of its insiders, i.e., the educational management organization is the product of human interaction rather than something fixed or predetermined. Subjective management emphasizes the importance of individual purpose and denies the existence of organizational goals.

Sergiovanni (1984, p.9) points out that schools of excellence have a core of values and beliefs that carry sacred cultural characteristics, and that cultural models in educational management theory are focusing on values, beliefs, norms of individuals in organizations, and how these individual perceptions combine into shared organizational meaning.

Zhao Zhenhua (2011, p.12) pointed out that educational management refers to organizational activities that promote students' all-round development through guidance, standardization and service to students. Student education management is commonly referred to as student work, including ideological and political education, student affairs management, student work technology and methods, student work evaluation and evaluation, student growth and development guidance and other main contents.

Shen Yanting (2021, p.4) reveals the meaning of education management from two levels, one is the optimal allocation of educational resources from the macro level of national or local governments to achieve the development goals of national or regional education. The second is to start from all kinds of schools, in

order to achieve the purpose of training and achieve the teaching goals, the unified and planned management activities of various affairs in the school with teaching as the mainstay. In short, educational management is the efficient allocation of resources for teaching activities organized by educational groups at different levels to achieve educational goals.

Lin Yu (2022, p.9) pointed out that the education management of college students is an organizational activity that takes college students as the main body and promotes the all-round development of college students through the use of a series of scientific educational management methods. In a broad sense, the management of student education in universities is not only the management of students' ideological and political education and daily student affairs, but also includes the evaluation and evaluation of student work, the technology and methods of student work, and the guidance and service for students' all-round development. In a narrow sense, student management can be understood as the content of student affairs management, which focuses more on some daily affairs, such as new student enrollment management, class construction and management, student rewards and punishments and loan funding, student dormitory management, career guidance and career development services, etc., rather than thematic and developmental education.

In summary, the education management of universities in Guangxi involved in the study can be defined as the management covering the entire field of higher education in Guangxi, including the management of education administrative departments and the management of universities in Guangxi. Educational management requires university managers to optimize the allocation of human, material, financial and other elements within the organization, ensure the order and efficiency of the daily management of universities, and make decisions to achieve the goals of higher education.

Concept of Vocational Skill and Enhancing Strategy

Vocational skills are a series of knowledge and skills that practitioners gradually acquire throughout their careers through special training and continuous learning, which are aimed at improving their vocational quality and ensuring the vocational development of their careers.

Enhancing strategy is a plan formulated to achieve the goal of improving the effect, including a collection of programs to achieve the goal, and an effective enhancing strategy is an important mean to achieve the sustainable development of vocational skills.

Zhou Chen (2015, p.125) pointed out that high-quality teachers should not only have excellent teaching ethics, good learning and teaching style, and knowledge of educational science, but also have certain vocational ability. Teachers' vocational skills can be understood as the sum of the personality and psychological characteristics that teachers must have to have in the practice of education and teaching on the basis of certain vocational knowledge and basic vocational skills, which directly affect the effectiveness and quality of education and teaching activities, and determine the implementation and completion of education and teaching activities.

Hu Qingli (2018, p.4) pointed out that teachers' vocational ability is the vocational level shown by teachers in solving educational practice problems and completing educational practice tasks, and this vocational ability includes four aspects: educational ability, teaching ability, research ability, and reflection ability. Under the international teacher education concept of "education-oriented, practice-oriented, and lifelong learning", the training of teachers' vocational competence emphasizes the teaching ability focusing on "reflective practice", and takes reflective practice ability, knowledge integration ability, educational research ability, and innovative practice ability as the core elements of vocational ability development.

Cai Guochun (2000, p.58) points out that in American higher education, academic affairs and student affairs are a set of relative concepts, and it was only in the 19th century that student affairs were separated from academic affairs. He defined the basic meaning of student affairs management as: the educational influence of

universities on students through non-academic affairs and extracurricular activities, so as to standardize, guide and serve students to enrich students' campus life and promote students' growth and talents. The main body of student affairs management is the university, and the object refers to the students and the activities and affairs related to students.

T. K. Miller and R. B. Winston (1991, p.15) points out that student affair is used to describe organizational structures and units on and off campus that are responsible for students' extracurricular education, and that student affairs administration or practice is generally understood as an umbrella term for this career field.

Fang Wei (1995, p.77) pointed out that student affairs work, that is, all extracurricular activities of students and their management, student affairs in a broad sense includes all extracurricular activities of students, both on-campus and off-campus, and student affairs work is not always there, but formed in the process of higher education development.

Fang Wei (1997, p.21) pointed out that the student work department is constantly integrated and developed on the basis of increasing the degree of specialization, and for China, the emergence of student affairs management is marked by the reform and development of student work in China's universities since the reform and opening up, such as the establishment and maturity of dormitory management stations, psychological counseling centers, and graduate career guidance centers.

Ran Liang et al (2023, p.290) point out that the development of the advisor's profession is closely related to the job's ability and the work's content. The vocational development of student affairs managers is closely related to their work ability and work content.

Yuan Yonghong and Li Bin (2010, p.113) started from the management of student affairs in the United States and studied the vocational construction of student affairs management team in universities. He analyzed the factors affecting the performance of student affairs management functions in Chinese universities, including excessive responsibilities, unclear boundaries, and unclear status; There is a

lot of transactional management work, and the function of education services is weakened; The scope of work is large and complete, and it is impossible to achieve specialization and refinement; Multiple role conflicts lead to burnout. Combined with the experience of student affairs management in the United States, four suggestions are put forward to enhance vocational skills of student affairs management team in universities: promote the classified development of student affairs management staff according to the content of the student affairs system; Creation of specialized jobs; Relying on specialized disciplines and specialties; Establish an institutionalized vocational training system.

Zhu Qian (2018, p.13) pointed out that the specialization of university managers is a specialized profession in college management. Specifically: the use of specialized management knowledge and management skills; Emphasize the concept of service and management ethics; After long-term management knowledge training and vocational training; effective university management autonomy, etc.

Xu Pinghua (2018, p.60) pointed out that the specialization of student affairs management mainly includes two aspects. The first is the vocational standard, that is, what is the standard for measuring the vocationalism of student affairs management and how to reflect the vocationalism of its work, which involves the special field, vocational knowledge, vocational norms, special evaluation standards and management institutions of student affairs management. The second is the specialization of people, that is, the specialization of student affairs managers, with a considerable and stable number of practitioners, practitioners promote the process of continuous development of student affairs management by condensing vocational concepts, adhering to vocational ethics, enhancing vocational knowledge and skills, and enriching vocational theoretical research.

Wu Qi (2021, p.10) pointed out that the connotation of the vocational construction of the student affairs management team in universities should be mainly defined from three dimensions: The first is the individual specialization of the student affairs management staff. The team is composed of individuals, and the student affairs management personnel should have vocational knowledge and ethical awareness, master the basic theory of Marxism, ideological and political education

and other disciplines, and have a firm political position. Only when individuals have high political quality, firm political stance and high scientific research ability, can they implement the main responsibility of ideological value guidance. At the same time, student affairs managers should master vocational skills, have the ability to interpret the macro situation at home and abroad, analyze the party and state policies, undertake the teaching ability of innovation and entrepreneurship courses, career development and employment guidance, and should also master the vocational skills of student affairs management. The second is the development of the student affairs management team. In the composition of the whole team, the team should have a reasonable age structure, a perfect training system, a reasonable and optimized division of labor, a positive vocational culture and high academic literacy and social status. The third is the specialization of the work of the entire team, for the student affairs managers of universities, we should continue to explore and follow the internal laws of the work of student affairs managers, realize the specialization of ideological and political education leading work, and the specialization of student affairs management, not only relying on traditional experience to complete the work, but emphasizing the scientific way of working, that is, from empirical to theoretical.

To sum up, the vocational concept of the student affairs management team of universities can be summarized as follows: the student affairs management staff continue to explore and improve the construction system of the student affairs management team, master vocational knowledge and skills, have a perfect training and promotion mechanism and high academic research ability, rely on scientific working methods to guide the management of student affairs in universities, and serve the university to grow into talents, so that the student affairs management team of universities will become vocational. More details of the study can be found in Section IV.

In Western literature, the word "Strategy" is derived from the Greek word "Straegos," meaning "Art of Troop Leader," and during the same period, the Chinese general Sun Tzu also wrote about strategy, arguing that strategy is one of the

important responsibilities of leaders. Later, the term strategy was introduced into multidisciplinary studies.

Mehmet Ertem (2023, p.252) states that an uplift strategy is the process of creating an action plan to achieve specific goals and objectives. It includes analyzing the current situation, identifying opportunities and threats, and determining the resources needed to execute the plan. It's an ongoing process that is essential to the success of any organization. Designing an improvement strategy involves looking for influencers and setting goals that can change based on internal and external changes.

Wragg, David W. (1973, p.251) points out that strategy is a series of arrangements, plans, and actions taken under uncertainty to achieve longer-term or holistic goals.

Arnoldo, Nicolas (1986, p.7) state that strategy is the basic framework for an organization to maintain its important continuity, while powerfully facilitating its adaptation to changing circumstances. Therefore, the essence of strategy becomes to achieve competitive advantage change in every work that the organization does to manage purposefully.

Jauch, Glueck (1988, p.11) states that strategy is a unified, comprehensive, integrated plan that links an organization's strategic strengths to environmental challenges and is designed to ensure that the organization's fundamental goals are achieved through appropriate implementation processes.

Rumelt (2011, p.127) points out that three important aspects of strategy include preconception, anticipation of the behavior of others, and purposeful coordinated action design. He describes strategy as solving a well-designed problem, with trade-offs between various elements that must be arranged, adjusted, and coordinated, rather than a plan or choice.

Freedman, Lawrence (2013, p.11) points out that strategy is important because the resources available to achieve goals are usually limited, and strategy generally involves setting goals and priorities, taking appropriate actions, and mobilizing resources to achieve goals. At the same time, tactics can be intentional or appear as a form of activity in which the organization adapts to its environment or competition.

Henry Mintzberg (1998, p.13) states that the five definitions of strategy are: 1) strategy as a plan is a direct action taken to achieve an expected goal; 2) strategy as a pattern is a consistent pattern of past behavior that can be achieved over time and exceed the plan or intent; 3) strategy as a position is based on the conceptual framework of consumers or other stakeholders to position a brand, product or company in the market. The determinants of such a strategy come from outside the organization; 4) Ploy's strategy is a specific strategy aimed at outsmarting competitors; 5) Strategy as a Perspective is the execution of strategies based on "Theory of the Business" or a natural extension of organizational thinking or ideological perspectives.

In summary, a strategy is a long-term, comprehensive plan for a specific problem or challenge to guide and unify action. The core of the strategy is to achieve the predetermined goal to make decision-making arrangements, the strategy needs to fully consider the internal and external environment factors, conduct comprehensive analysis and evaluation to determine the feasibility of the goal and the path to achieve it, but also consider the potential risks, and formulate corresponding countermeasures.

In turn, an improvement strategy can be summed up as looking to the long-term future, determining how the organization will further develop, and developing a plan to determine the policy or approach to achieve this goal. The first is a purposeful, predictive, integrated and coordinated action plan to select appropriate methods for better development; The second is to achieve sustainable development as the goal, to be able to effectively allocate resources, provide efficient and followable procedures and models for organizational development, so as to form competitive advantages; The third is to point out the direction of the organization as a value orientation, and form a sharing through the expectations and behaviors of the members of the organization.

Table 2.1 Results of factors influencing vocational skills of student affairs management teams in universities in Guangxi

Influencing factors \ Author	Chu Zuwang (2013)	Chen Chunlian (2013)	Huang Houming (2013)	Wei Liurong (2014)	Tang Hongbing (2017)	Du Yu (2020)	Wu Qi (2021)	Hu Yang (2021)	Chen Xiangming (2021)	Sheng Tianzi (2022)	Li Zhiqiang (2022)	Zhou Lili (2023)	Total
Knowledge structure	√	√		√	√		√			√	√	√	8
Management system	√	√	√	√		√	√		√	√	√		9
Training channel	√	√	√	√	√		√	√	√	√	√	√	11
Skills training	√	√		√	√	√		√		√	√	√	9
Selective configuration			√		√		√					√	4
Work incentive		√	√		√	√	√	√	√			√	8
Evaluation mechanism	√	√	√		√	√	√	√	√	√		√	10
Values		√				√		√		√	√		5

According to Table 2.1, the researchers analyzed and refined the relevant literature, concepts, theories and related research on the factors influencing vocational skills of student affairs management team in universities in Guangxi, including Chu Zuwang (2013), Chen Chunlian (2013), Huang Houming (2013), Wei Liurong (2014), Tang Hongbing (2017), Du Yu (2020), Wu Qi (2021), Hu Yang (2021), Chen Xiangming (2021), Sheng Tianzi (2022), Li Zhiqiang (2022), Zhou Lili (2023) et al. The researchers selected the corresponding influencing factors according to the criteria of

more than 6 influencing factors, of which includes: 1) Knowledge structure; 2) Management system; 3) Training channel; 4) Skills training; 5) Work incentive; 6) Evaluation mechanism.

Concept of Factors Influencing Vocational Skills of Student Affairs Management Team in Universities

Knowledge Structure

Bi Xinxin (2010, p.125) pointed out that the specialization of student affairs managers has the following meanings: (1) college student affairs managers must systematically learn knowledge related to educational theory, pedagogy and psychology, and relevant universities should innovate the training mode of college counselor vocationals in combination with the development needs; (2) College student affairs managers must undergo vocational theoretical and practical ability training, master basic vocational skills, and continue to learn and train in work practice; (3) Student affairs managers who have not undergone vocational education and training must gradually improve their relevant quality through various forms of education and training, and obtain certification from relevant institutions in order to take up their posts.

Sun Tianshu (2018, p.355) pointed out that the new characteristics of student affairs management in Chinese universities are that it has changed from guidance to service, and students mobilize their own enthusiasm through self-management and learning. In the student affairs management body, do a good job in the division of labor, clarify responsibilities, and further improve their efficiency. In addition, the academic structure of the student affairs management team has been significantly improved, and the student affairs management team of most universities requires a master's degree or above, which greatly improves the comprehensive quality of the student affairs management team.

Wang Xiaonan (2020, p.22) pointed out that the management of student affairs in universities is about both education and management, and it is also necessary to integrate philosophy, psychology, law, ethics and many other disciplines to jointly construct a theoretical system.

Sheng Tianzi (2022, p.94) pointed out that the lack of its own scientific and systematic theoretical knowledge system is one of the obstacles to enhancing vocational skills of student affairs management team in Chinese universities. Student affairs management majors should be set up in universities, and student affairs management vocationals should be cultivated in a discipline-based manner, so as to fundamentally solve the insufficient stamina and shortage of vocational talents in enhancing vocational skills of student affairs management team in universities. China's education administrative departments should rely on universities to set up student affairs management majors, build a student affairs management discipline platform, open relevant courses in education, management, psychology, sociology, etc., build a theoretical knowledge system of student affairs management, and implement a vocational talent training model.

Feng Weihong (2023, p.18) pointed out that universities need to cultivate compound student affairs management talents, optimize administrative service business plans based on the strategic planning of universities, and properly respond to various emergency management problems in complex situations. The student affairs management team of universities should be forward-looking, so as to accurately predict administrative problems and subsequent adjustment plans. The student affairs management team of universities needs technical talents, focusing on solving the quality of administrative management services in universities, and in the context of the increasingly in-depth construction of green administration, smart administration and vocational administrative management, the use and maintenance of many high-tech equipment in the administrative management process of universities require technical knowledge.

Xiao Tao (2021, p.64) pointed out that college student affairs managers should have professional knowledge and ability in ideological and political education, policy implementation, management, psychology, career guidance, etc., especially to strengthen the cultivation of correct outlook on life and values by college student affairs managers. In addition, maintaining good communication skills, psychological quality skills, and teamwork skills are also crucial to guide students' effective growth and development.

To sum up, the knowledge structure required for enhancing vocational skills of the student affairs management team of universities should master the basic vocational knowledge of higher education, psychology, sociology, ethics, aesthetics, law and other aspects of education, management and service to students, and understand the history of world youth and the history of Chinese youth development. Students should be able to understand and master, as much as possible, the business knowledge related to the major. At the same time, we should do our best to understand and master the relevant knowledge of natural science, the history of scientific development, and the knowledge of high-tech achievements, and establish and form a "pushpin-type" knowledge structure. That is to say, the knowledge of students' education should be specialized and deep, and the knowledge of humanities and sciences should be broad and all-around.

Management System

Chen Chunlian (2013, p.10) pointed out that in terms of the system of student affairs management, Chinese universities generally adopt a two-level management model of university and faculties (departments), and faculties (departments) work under the unified leadership and macro guidance of the university. As far as the management level of the university is concerned, the division of labor in the university administration is assumed by the deputy university leader in charge of student affairs. The administrative department of the university has set up a student work office. As far as the management level of the faculties (departments) is concerned, there is a deputy leader in charge of student work, which is specifically responsible for coordinating and controlling the student affairs work of the faculty (department), and then the student affairs management personnel are assigned according to the grade, and the business teacher (the teacher engaged in teaching) is responsible for the division of labor between the grade class teacher and the student affairs management personnel in each class. It is obvious that China's student affairs work has formed a two-level management, multi-head and multi-department leadership system within the university, so this organizational structure is also called the departmental linear structure.

Sun Xiaoyi (2019, p.44) pointed out that the establishment of an efficient

management system in universities is very important for the student affairs management team to obtain talents: First, the formulation of a talent introduction system that is in line with the history of school development, reflects the school's running philosophy, adapts to the formation of university goals, promotes the completion of college goals, and conforms to the school's development law and the requirements of the times. The second is to formulate an overall personnel system. The west is located in an underdeveloped area; therefore, the way of talent cannot be limited to the traditional talent recruitment. We should expand the way of talent introduction, adopt flexible and diverse forms of talent recruitment, and reserve excellent talent resources. The third is to pay attention to the cultivation of talents, improve the level of talent management, and improve the talent training program.

Li Hui (2022, p.33) pointed out that the application efficiency of information technology in the management of students in colleges and universities should be improved, and a sound information management mechanism should be constructed. Under normal circumstances, the informatization construction of student affairs management in colleges and universities mainly includes: digital campus construction, informatization program optimization construction, and informatization infrastructure construction. Let the informatization service be used to implement the basic concept of cultivating people with virtue, so that the management ideas of the college student affairs management staff and the development of informatization can form an effective connection, ensure that the college student management work in the information environment is more scientific and standardized, and provide strong support and guarantee for the high-level and professional college student affairs management talent team.

Tang Ripeng (2023, p.16) pointed out that China's eight regulations, as a series of regulations on the construction of work style and the prevention of corruption, have important guiding significance for the modernization of the governance system and governance capacity of universities. In terms of the internal organizational structure, power relations, and management systems of colleges and universities, the eight provisions have the following prominent effects: they have strengthened the construction of clean government in colleges and universities,

improved the management efficiency of colleges and universities, promoted the innovation and development of colleges and universities, limited the power of university leaders, and promoted information disclosure.

Xia Aoyun (2023, p.160) pointed out that the construction of the faculty of colleges and universities in the new era can be strengthened from the management system of the faculty of colleges and universities: first, through the establishment of special supervision institutions and the formation of a normalized and long-term mechanism, the construction of teachers' ethics and teaching style can be strengthened; the second is to improve the professional quality and ability of the team through the layout of teachers' scientific research and teaching innovation capabilities, and the reform of the appointment system; Third, through the introduction of a competitive incentive system, the establishment of a classified evaluation system, and a differentiated evaluation system, it provides support for colleges and universities to evaluate teachers' teaching ability and teaching achievements, and deepens the reform of the management system of college teachers.

Hao Yihui (2024, p.152) pointed out that universities can consider providing continuous training and development opportunities for student affairs management teams, such as training courses, seminars, certifications, and online learning resources. A mentorship system was introduced to pair experienced managers with new hires, encouraging knowledge sharing and collaboration among team members. In addition, a performance management system based on clear objectives and key indicators is also important.

In summary, the student affairs management system of universities is a service and management mode that promotes the all-round development of students according to the training goals of higher education and takes students' daily life growth and academic learning guidance as the main content. In China's existing linear management system, top-down vertical management, with high efficiency, easy supervision and strong execution, is very beneficial to learning, and is conducive to the orderly operation of the entire university's student affairs management. This model is adapted to China's highly hierarchical higher education system.

Training Channel

Tang Hongbing (2017, p.2) pointed out that the ability of student affairs managers in universities is continuously acquired and enhanced in the frontline education, management and service work, and the value of student affairs management personnel is also highlighted in helping to solve the most direct, realistic and urgent ideological and practical problems of students. A very important proposition in enhancing vocational skills of the student affairs management team in universities is to study their ability training. Student affairs management personnel are the closest education, management and service workers to students, and the level of their ability is related to the strategic problem of college students' all-round growth and talents and is related to the fundamental problem of whether the task of talent training can be successfully realized. Carrying out research on the ability training of student affairs managers is an inevitable requirement for coordinating the reform, development and stability of universities.

Li Zhiqiang (2022, p.101) pointed out that it is necessary to strengthen the cultivation of the ability of college student affairs managers, in order to achieve the vocational theoretical knowledge learning and practical experience training accumulation of the management team, you can: (1) Obtain resources by inviting in, strengthen the connection with famous teachers outside the school, carry out training and counseling for young student affairs managers, and form a linkage mechanism between famous teachers and members outside the school. (2) Exercise by going out. Organize college student affairs managers to participate in various trainings, actively participate in various training activities, carry out special work research, experience exchange, etc. (3) Regularly organize university student affairs managers to visit and study in other universities to absorb and learn from the excellent training models of other universities. (4) The student affairs management team of universities should pay attention to the cultivation of their own abilities. The student affairs management team of universities independently seeks a variety of learning channels and obtains learning resources, and only by paying attention to the improvement of their own abilities, can they consciously accept the ability improvement channels provided by

the society and the university, and form the greatest joint force to improve their abilities.

Guo Tingting (2023, p.223) pointed out that universities in the new era can organize outstanding enterprise employees to participate in the school teaching process by "introducing enterprises into school" and hire enterprise business backbones and vocational lecturers to the school to carry out teaching business guidance for teachers of the student affairs management team. Deliver more industry information to teachers, establish long-term career planning, encourage student affairs managers to continuously improve themselves, and actively obtain entrepreneurial guidance teachers, career guidance teachers, psychological counselors, etc. At the same time, we will organize college student affairs management teachers to carry out field discussions in enterprises, transform "theoretical" teacher training into "practical" teacher training, shape a "dual teacher" education development system, and build a more complete student affairs management team.

Zhou Lijuan (2024, p.49) pointed out that to improve the ability and level of the student affairs management team in colleges and universities, we should effectively build a good development platform for it: first, the government and the school jointly establish an online professional training platform to realize the joint force of deploying training programs and establishing a training system; second, mobilize college student affairs managers to participate in the theory and skill training lectures related to Internet thinking; third, set up a special college student affairs management team development association in the school; fourth, focus on team exchanges, and carry out experience talks as needed; fifth, make good use of the school-level, Provincial and national student affairs management quality and ability competition platforms for colleges and universities.

Liu Liangpeng (2024, p.131) pointed out that the training channels for the ability of student affairs managers in colleges and universities can be divided into: first, in terms of training and promotion, the combination of "mentoring" and on-the-job training is adopted, and professional role promotion channels are established, excellent student affairs managers are established, and visiting scholar programs are

implemented. Second, in terms of skills and practice, we will continue to supplement multidisciplinary knowledge, improve information technology capabilities, and penetrate into the student body. The third is the organizational environment, colleges and universities can make the educational background of the student affairs management team members moderately diverse, meet the requirements of diversified occupations, and carry out on-campus job rotation, give appropriate pressure to student affairs managers, and establish a college student affairs management team with a platform, ideas and responsibilities.

Taking Shanghai, China's most famous economic center, as an example, there is one national student affairs management team training base of the Ministry of Education (Fudan University), eleven provincial and municipal student affairs management team training bases, six mental health education and counseling demonstration centers, and it took the lead in setting up the "Shanghai University Student Affairs Management Team Studio". Different training bases rely on the discipline advantages and vocational expertise of the university and tend to carry out different training contents to promote the development of the training of student affairs managers. Taking Fudan University as an example, first, a new training form is adopted to train the four dimensions of knowledge, technology, ability and attitude of university student affairs managers; The second is to allocate special funds to regularly carry out "study salons", through which the study salons explore topics such as student work, scientific research level, and self-development of student affairs managers, and enrich the extracurricular life of student affairs managers. The third is to create specialized organizations. Shanghai has the first university student affairs management team association in China, and the student affairs management team association adopts the project operation system to achieve detailed division of labor, vocational training, and quality certification for the college student affairs management team.

To sum up, at present, the training channels of student affairs management team in China's universities are mainly divided into national student affairs management backbone demonstration training organized by the Ministry of Education, training held by student affairs management training bases and training bases, and

systematic training held by universities to carry out various forms of student affairs management rotation training. In addition, the Ministry of Education will implement the degree plan for university student affairs managers to continue to study and select outstanding student affairs managers to study for vocational master's and doctoral degrees at home and abroad in batches, so as to realize the development of the backbone team in the direction of specialization, and this encouraging policy is also complementary to skills training and work incentives.

Skills Training

Wei Liurong (2014, p.10) pointed out that the basic content of college student affairs management team training includes four items: (1) career planning courses; (2) psychology, education, sociology, law, management auxiliary discipline courses; (3) Employment guidance courses, the training content mainly includes graduate employment and management research, job search psychology research, Chinese system and related legal research, human resource management, etc.; (4) Student affairs management courses, including all aspects of students' learning and life.

Zhong Yi (2014, p.36) used the "positive triangle model" to interpret the vocational knowledge of college student affairs managers: (1) the basic ability of the industry, that is, the basic ability of college teachers, the ability of education and guidance, and the knowledge of higher education and psychology. (2) Vocational ability of the post, including advanced educational concepts, continuous innovation ability, scientific management methods, especially the ability to use scientific management methods to formulate work plans, enlightenment, psychological assistance, career planning guidance for college students. (3) Vocational core ability, college student affairs managers should have good academic literacy, elegant moral accomplishment, a strong sense of work responsibility, and have in-depth views on major, employment and other issues of student concern that keep pace with the times.

Yin Xiaojian (2017, p.43) pointed out that college student affairs managers need to receive more skills training, such as psychological counseling, career planning, innovation and entrepreneurship education, employment guidance, etc. Through the

establishment of a professional student affairs management team, colleges and universities have made the profession of student affairs managers in colleges and universities a lifelong development, which can make skills training reach a deeper level and meet the needs of personnel to improve their knowledge.

Chen Yu (2020, p.86) pointed out that colleges and universities should provide comprehensive skills training for student affairs managers, on the one hand, political theory and management training, on the other hand, professional knowledge, ability and literacy training.

Wang Siqi (2024, p.89) pointed out that the skills training goals for college and university student affairs managers should include: continuously updating their professional knowledge base, enhancing the ability to use knowledge to solve practical problems, strengthening psychological quality and communication skills, improving interpersonal communication skills and psychological counseling skills, and improving information technology application capabilities, such as the use of online career guidance platforms and data analysis software.

To sum up, one of the core measures to enhance vocational skills of the student affairs management team of universities is to establish a training mechanism, and its core initiative is to give the student affairs management team a wide range of social practice, temporary exercises, study visits and other activities, and create conditions and opportunities to recommend or guide outstanding student affairs management staff to pursue master's and doctoral degrees. It involves clarifying the job responsibilities, academic literacy and ability requirements of the student affairs management team of universities, supplemented by the development goals of the student affairs management organization, so as to formulate a clear skills training plan. Through carrying out a series of comprehensive skills training activities integrating daily training, on-the-job training, special training, off-campus study tours, and excellent staff incubation projects, we can help the student affairs management team better enhance their vocational skills.

Work Incentive

Hu Yang (2021, p.126) pointed out that college student affairs managers should actively participate in the evaluation of vocational titles, and follow the vocational and technical job evaluation system to implement the "double-line" promotion of college student affairs managers.

Huang Houming (2013, p.44) pointed out that the promotion mechanism of student affairs managers in universities, especially the establishment of an administrative grade evaluation system for student affairs managers, can stimulate the work of student managers in universities to develop vocationally. The development of faculty and staff in Chinese universities mainly relies on two aspects: first, the promotion of job titles, that is, from lecturer to professor; The second is the promotion of administrative level, that is, from section members to cadres at section level, department level and above. Different levels of student affairs management personnel enjoy different treatment, not lower than the level of vocational teachers of the equivalent level in the school, and the promotion of student affairs management personnel to administrative ranks shall be carried out in accordance with the conditions for cadre appointment and selection procedures.

Sheng Tianzi (2022, p.95) pointed out that education authorities and universities should strengthen the guarantee of career development of student affairs managers. The first is to provide opportunities and platforms for college student affairs managers to study and exchange exercises, encourage student affairs managers to go to government agencies, enterprises, and grassroots to train on temporary posts, and constantly broaden their horizons and improve their skills, such as selecting 2% of outstanding student affairs management staff to study in important units at home and abroad, and 3% of excellent student affairs management staff to study in excellent universities at all levels. The second is to implement the "three singles" requirements for the "double line" promotion and title evaluation of student affairs managers in universities, establish a commendation and reward system for them, commend and publicize student affairs managers who have made outstanding contributions, and enhance their vocational self-confidence, sense of belonging and sense of achievement.

Li Xianling (2024, p.76) pointed out that improving the work incentive system is an indispensable part of establishing a long-term performance evaluation mechanism for the student affairs management team in colleges and universities, and the incentive system should focus on the professional responsibilities of student affairs managers.

Liu Wei (2024, p.151) pointed out that a scientific and reasonable incentive mechanism is the endogenous driving force for the improvement of the student affairs management team in colleges and universities, which can correct the understanding of student affairs managers in colleges and universities and standardize the behavior of student affairs managers. Therefore, it is necessary to strengthen the top-level design, establish a goal-oriented incentive system and a whole-process evaluation system, and create a working environment with diversified incentive methods, smooth career development and scientific salary distribution for college student affairs managers.

Gao Xiaoyang (2024, p.60) pointed out that for the student affairs management team of colleges and universities, it is necessary to pay attention to strict management and love, optimize and enrich the reward system, in addition to the reward setting of education and teaching, the reward system for student affairs managers is also very important, and the student affairs managers who are liked by students and perform well are commended, so as to enhance their sense of professional honor and professional happiness.

To sum up, in the dimension of work incentive of the student affairs management team of universities, it should be necessary to improve the evaluation, standardize rewards and punishments, and give appropriate preferences in terms of their position allowances, commendations and awards, and research funds related to enhancing vocational skills of the student affairs management team. Through the establishment of a talent selection and cadre training mechanism for college student affairs managers, a good career development channel is built to cultivate the vocational honor and pride of team members.

Evaluation Mechanism

Wu Qi (2021, p.11) pointed out that the basic standards for enhancing vocational skills of student affairs management team in universities should include four aspects: outstanding ideological and theoretical education and value guidance ability, efficient student affairs management ability, good student development guidance ability, and sustainable learning and scientific research ability, so as to build a vocational work team.

Tang Hongbing (2017, p.10) pointed out that university student affairs managers should have corresponding special capabilities, including: (1) information screening ability, that is, the ability of student affairs managers to cultivate qualified talents for universities, to ensure that the direction of "who to cultivate" does not go wrong. (2) Educational guidance ability, that is, the ability of college student affairs managers to guide students to complete corresponding learning tasks or acquire relevant knowledge and skills. (3) Time management ability, college student affairs management personnel have a lot of work content, work intensity, in addition to completing a large number of administrative work, but also to solve students' ideological and practical problems, so they need to have good time management ability. (4) Cohesion of student ability, cohesion of student ability refers to the ability of college student affairs managers to organically unite, unite and call on young people.

Zhou Lili (2023, p.147) pointed out that it is necessary to establish a long-term mechanism for the evaluation of the student affairs management team of universities to meet the needs of college students, educational work and daily affairs, adjust and improve the responsibilities of student affairs management, and take it as an important standard for renewal, transfer, training, title evaluation, reward and punishment, and subsequent development. On the one hand, form a work evaluation system for university assessing schools, college evaluations, student evaluations and personal self-evaluation, guide them to create "work logs", accurately record their daily work processes, and implement a "traceable source" evaluation mechanism. On the other hand, through the usual evaluation, year-end evaluation, department evaluation, student evaluation, etc., a system of elimination of unqualified staff will

be formed for those who fail the evaluation for two consecutive years or are not suitable to continue to serve as student affairs managers.

Cui Zhunan (2023, p.69) pointed out that according to the career development goals of universities, the performance evaluation framework can be divided into school-level performance and department-level performance according to levels, annual performance and special performance according to type, and team performance and individual performance according to the method. Colleges and universities should also pay attention to the evaluation guarantee system, including recognized and compliant evaluation subjects and objects, scientific evaluation indicators and evaluation rules, transparent and open evaluation procedures, smooth feedback channels for evaluation results, and appropriate evaluation cycles.

Li Xianling (2024, p.76) pointed out that the evaluation mechanism should follow the core concept of "grading and determining responsibilities, post assessment, and three-line promotion", starting from factors such as post setting, assessment skills, and development channels. "Hierarchical responsibility" refers to the classification of student affairs managers in colleges and universities according to different majors and categories, clarifying responsibilities and responsibilities, and refining responsibility standards; "Job assessment" refers to the use of multi-object, multi-dimensional, multi-factor assessment methods for comprehensive evaluation. "Three-line promotion" refers to the promotion of administrative titles and professional and technical titles, and also proposes a third career promotion channel to encourage student affairs managers in colleges and universities to actively and consciously expand their professional skills.

To sum up, the student affairs management team of China's universities has played at least the following roles: 1. An educator. 2. A class affairs leader, manager and service provider. 3. A knowledge disseminators. 4. A student affairs management consultant. 5. An important source of reserve cadres. Therefore, its evaluation mechanism needs to closely focus on the work responsibilities of student affairs managers, covering student education, class management, life guidance and other aspects of all-round evaluation. After the establishment of the evaluation system, regularly or irregularly implement teacher vocational ability evaluations, adhere to

the combination of qualitative evaluation and quantitative evaluation, and link the evaluation results with teacher grade evaluation, evaluation and award, and promotion basis. Ensuring the openness and fairness of the competition process and making full use of the evaluation results can enhancing vocational skills of the student affairs management team of universities and bring new learning basis and work motivation to the teaching team.

Context of Universities in Guangxi

Guangxi Zhuang Autonomous Region is located in southern China, with many excellent higher education institutions, which have made positive contributions to Guangxi's education.

Scale of Universities in Guangxi

Universities in Guangxi refer to all kinds of institutions of higher learning located in Guangxi Zhuang Autonomous Region, including comprehensive universities, normal colleges, engineering colleges, financial colleges, medical schools, etc. Judging from the time when undergraduate education was held, there were 3 schools running before liberation, 5 in the fifties and sixties of the 20th century, 4 in the 70s and 80s, and the rest began running after 2000. After decades of development, it has become an important talent training base and scientific research center in Guangxi.

According to a list published by China's Ministry of Education, as of October 2021, there were 85 ordinary universities in Guangxi. Among them, there are 38 undergraduate colleges (26 public and 12 private) and 47 junior colleges (33 public and 14 private). Guangxi's 85 ordinary universities undertake most of Guangxi's higher education, and in addition to general undergraduate and postgraduate education, they also undertake most of the adult higher education and some higher vocational education. In recent years, Guangxi's universities have developed healthily and rapidly in high quality, significantly enhanced their scientific research strength, and continuously improved their level of serving economic construction and social development.

Overview of Student Affairs Management Construction of Universities in Guangxi

Sun Ling (2016, p.176) pointed out that Guangxi has made construction in three aspects: increasing the importance of student affairs management, building a platform for learning and growth and communication and exchange of student affairs management, and accelerating the improvement of various mechanisms including the selection, training, management and evaluation of student affairs management workers, so as to stimulate the enthusiasm, initiative and creative spirit of the student affairs management team of universities in Guangxi, and achieved certain results. After that, it is also necessary to solve a series of problems such as low vocational identity, low cohesion, unclear division of responsibilities, and improper performance appraisal and rewards and punishments of the college student affairs management team.

Xie Yan (2020, p.89) pointed out that Guangxi is building college counselor workshops, and "workshops" usually refer to systematic education programs for training and upgrading of technologies and skills in specific fields, and counselor workshops have played an important carrier and platform role in enhancing the vocational level of college student affairs management team. At present, 13 of the 24 ordinary undergraduate universities in Guangxi have established workshops, and 11 are still under construction. The workshop greatly improved the scientific research ability of the staff of the student affairs management team of universities in Guangxi, and its research content of ideological value guidance, academic style construction, student daily affairs management, campus crisis response, career planning and employment and entrepreneurship guidance covered the responsibilities of the student affairs management team of universities.

Zhou Bo (2023, p.185) pointed out that the composition of the student affairs management team of universities in Guangxi represented by student financial aid has continued to grow, and the comprehensive quality of the team staff has been continuously improved. At present, it is still necessary to improve the construction of the system and mechanism of the student affairs management team in universities in Guangxi, and the relevant staff of the team should be familiar with national policies, familiar with ideological and moral education, and strengthen information skills

training. In addition, the way to maintain the stability of the student affairs management team of universities is to smooth the promotion channel and do a good job of incentives from three aspects: salary, title evaluation, and job path.

In general, enhancing vocational skills of the student affairs management team in universities in Guangxi has achieved certain results in recent years, with increased preferential policies, more scientific selection and evaluation methods, increased vocational training channels, and strengthened work research capabilities, but there are still some weak points, such as education guidance, cohesion of students, enhance and incentive mechanisms, etc. universities in Guangxi and all sectors of society should attach importance to enhancing vocational skills of the student affairs management team, continue to research and explore effective vocational development paths, and establish a vocational student affairs management team in universities with enthusiasm, high quality and strong ability.

Objectives of Universities in Guangxi

At this stage, the main objectives of universities in Guangxi are as follows:

(1) Fully implement the fundamental task of cultivating virtue and ability of students. Comprehensively improve the comprehensive quality of students, strengthen the training of application-oriented and compound talents, and strengthen student employment and entrepreneurship guidance services. (2) Promote the development of higher education characteristics. Optimize the regional, level and discipline layout structure of higher education in Guangxi, accurately grasp the new trends of new scientific and technological revolution and industrial transformation, and the new needs of social development, and accelerate the construction of high-level universities. (3) Improve the quality of talent training in higher education. Deepen the reform of general undergraduate education and teaching, give priority to supporting the reform of graduate student enrollment and training mechanisms, and insist on integrating innovation and entrepreneurship education into the whole process of talent training. (4) Improve the ability to support higher education talents. Promote the ability of higher education to serve the revitalization of the industry, serve rural revitalization, and serve cultural inheritance, promote the transformation of scientific and technological achievements in universities, and prosper and develop

a variety of social sciences. (5) Build a team of high-quality college teachers. Strengthen the construction of teachers' morality and teaching style, promote the expansion and quality of teachers, and Improve safeguard policies for teacher development. (6) Expand the opening up and cooperation of universities in the new era. Guangxi is increasing Sino-foreign cooperation in running schools, supporting talent exchanges and interactions with universities outside the region and counterpart cooperation, and actively building an international exchange platform for education.

To sum up, the new development situation has put forward new requirements for the development of universities in Guangxi, and it is urgent to learn from the experience of developed countries and regions and plan a new pattern of educational development. Guangxi should seize the opportunity of China's revitalization of western higher education, focus on building a high-quality higher education system, comprehensively improve the comprehensive strength of education, including the level of college faculty, talent training quality, scientific research service ability, school management level, etc., and embark on a road of development of universities with Guangxi characteristics, the modernization of educational governance system, governance capacity and the quality of educational resources.

Related Research

The research on the specialization of student affairs management team in colleges and universities is an urgent issue to be explored in modern education management, and many scholars have put forward insights and opinions, which are worthy of reference. Part of the study analyzes the multiple dimensions of the specialization of the student affairs management team from the macro and micro perspectives, and the other part studies and expounds the working system of student affairs management in colleges and universities at home and abroad, and compares the similarities, differences and related enlightenments.

Yuan Yongwo (2016, p.247) pointed out that student affairs are essentially affairs related to students, including both students' life affairs and students' learning affairs, such as students' extracurricular practice, students' living conditions, students'

emotional life, etc. The vast majority of scholars recognize and emphasize that universities should establish a sense of service to students when conducting student affairs management, and only by putting service in the first place can we effectively optimize student affairs management.

Wang Qi (2017, p.20) pointed out that in the United States, the general management of students' non-academic affairs and all extracurricular activities is defined as the management of college student affairs. In China, the specific interpretations of the management of student affairs in universities are: First, the social security conditions for the management of student affairs in universities are the support of national laws and policies. The theory guiding practice comes from the principles of ideological and political education. The core value and common mission is to practice the core values of socialism and promote the development of students, which is not only the starting point of daily ideological and political education work, but also the destination of talent training in universities. Second, the activity objects of college student affairs management are divided into subjects and objects. The subject includes specialized organizations and student affairs managers, and the object includes the students under the influence of the subject and the specific affairs associated with it. Third, the basic conditions for engaging in the management of student affairs in universities are vocational knowledge and practical skills, which must reflect the inherent requirements of vocationalism and vocationalism. Fourth, the organizational activity process of college student affairs management mainly refers to the actual activities carried out by the entities in accordance with their respective functions and integrating the most detailed and comprehensive resources.

Wang Yuzhu (2018, p.1) pointed out that student affairs management is to manage students' daily study and life affairs. Management content is different from teaching content; Management time mainly occurs outside of class; Management activities mainly take place outside the classroom and on campus. From the nature of management, it can be divided into administrative student affairs and service and guiding student affairs. All of those involving reward and punishment management, club management, funding management, dormitory management, employment management, etc. are generally considered to be administrative student affairs; All of

those involving psychological counseling and guidance, employment guidance, various information services, three-view education, student cadre training, etc. are service and guiding student affairs. Effective student affairs management plays an important role in the stable development, reputation and strength of universities.

Feng Xuezhen (2021,p.141) pointed out that the content of student affairs management in universities is not only miscellaneous, but should be withdrawn from daily cumbersome administrative affairs, engage in vocational affairs of student affairs management, take the initiative and purposefully go deep into student dormitories, classrooms, lives, etc., carry out ideological and political education, guide students' behavioral habits and practice formation, and improve their ability to behave in the world. In this process, universities should ensure that the investment in educational facilities and staffing is in place, provide front-line counselor lounges, solve the problem of frequent job changes of some counselors. Each school and each class of individual students is different, therefore, the relatively long-term management of classes and grades should be maintained by student affairs managers, so that they can accumulate management experience and relatively accustomed to the pace and atmosphere of work.

Zhu Qian (2018, p.21) pointed out that the student affairs management staff of universities are part of the management team of universities, and in the traditional management model of Chinese universities, the management team of universities includes administrative personnel with full-time administrative work, teachers who wear multiple positions, and ordinary personnel who work full-time and administrative work.

Zhang Han (2015, p.441) pointed out that to understand the system of performance evaluation indicators of the student affairs management team in universities, the researchers used the analytic hierarchy process (AHP) to determine four first-level comprehensive indicators, including policy guarantee, selection, training and evaluation, incentives, and twelve second-level indicators under the first-level indicators, hoping that the efficient evaluation system can provide guidance for the career development of college student affairs management staff.

Li Mengxin (2017, p.61) pointed out that the construction of student affairs management team in modern universities should be good at learning from international experience in order to walk out of the construction road with Chinese characteristics. The researchers' views mainly include using the core student work concept to focus on enhancing the vocational identity of student affairs managers, using vocational group management to vigorously promote the development of student affairs management, using vocational system support to effectively promote the development of student affairs managers, and using innovative management methods to effectively reduce the work burden of student affairs managers.

Hu Yang (2021, p.126) pointed out that the personnel of the student affairs management team of universities "have the dual identities of teachers and managers", so it is necessary to actively encourage college student affairs managers to carry out research from multiple disciplines and angles like vocational and technical teachers, do scientific research, declare project topics, summarize experience from daily work, refine views, and publish results; It is also necessary to encourage university student affairs managers to pursue relevant vocational degrees, improve the level of vocational research, and gradually improve their vocational ability from the knowledge reserve. Clarify the difference between the career planning of student affairs managers of universities and general managers of universities and improve the treatment of student affairs managers through title evaluation and promotion, so as to ensure their life and study.

Cui Yihu (2015, p.99) pointed out that developed countries, especially the United States, have gradually formed a linear operation mechanism, standardized management mode and vocational personnel composition in the management of student affairs in universities and their team building, and the work content and responsibilities of student affairs management in Chinese universities are similar or even the same as these universities, so enhancing the degree of specialization is the only way for the student affairs management team of Chinese universities.

Jiang Lifeng (2019, p.1) pointed out that the vocational construction of student affairs management personnel refers to the vocational education and training of student affairs management personnel by formulating a scientific and reasonable

training system, helping student affairs management personnel develop vocational awareness, improve ideological and moral accomplishment and master basic vocational knowledge and skills, continuously strengthen vocational learning and training in work and practice, complete work tasks in accordance with vocational requirements, and make themselves grow into " Vocational student affairs management personnel with high vocational level and strong comprehensive quality.

Xia Xiaohua (2015, p.67) pointed out that the basic characteristics of enhancing vocational skills of the American student affairs management team are its rich theoretical foundation, sound discipline system, systematic vocational training, strict access mechanism and evaluation and promotion mechanism, and perfect vocational evaluation standards. As a reference, China should take discipline construction as the premise, team building as the key, system construction as the guarantee, and industry associations as the symbol to better enhance vocational skills of the student affairs management team.

Deng Zhuoming (2015, p.88) pointed out that the professionalization of student affairs management in universities should pay attention to the combination of student affairs management and management team building. Only by building a management team with hard ideological quality, high ability level and strong degree of specialization can we provide a deep talent reserve for student affairs management. The vocational ability of student affairs management should be improved in the refined management community of student affairs management, such as the establishment of vocational groups for psychological consulting services, vocational groups for career planning, and vocational groups for employment and entrepreneurship, and form a vocational and multi-functional management team training method.

Xu Pinghua (2018, p.63) pointed out that it is necessary to improve the vocational organization of student affairs in universities, and also strengthen the theoretical research in the direction of student affairs management. The first is the discipline team, accelerate the process of discipline student affairs management, build a faculty team through vocational construction, set up an academic team, and produce basic theories and major topic research on student affairs management. The

second is the student affairs management team, which has issued special policies to encourage and support student affairs managers to actively carry out scientific research, case analysis and regular exploration, and form theories and models of student affairs management in universities.

Wang Qingshan (2023, p.36) pointed out that the high-quality development of the student affairs management team of universities is a slow and dynamic process, which can be focused on from three aspects: (1) Build a diversified talent recruitment system. By enhancing welfare benefits, helping to solve children's education problems, and giving sufficient scientific research funds, we will attract outstanding talents at the source and strengthen the level of the student affairs management team of universities. The administrative cadres and student affairs cadres of major universities, who have been engaged in college education management for a long time, are familiar with student management, understand the current situation of students' ideological development, and incorporate them into the student affairs management team, which can improve the pertinence, flexibility and effectiveness of the work of the student affairs management team of universities. (2) Establish a scientific and reasonable reward and punishment mechanism. Establish a sound salary system; Establish a sound incentive mechanism and evaluation and evaluation system, including the continuous improvement of the job promotion system, title evaluation system, and personnel evaluation system, and give material and spiritual rewards to college student affairs managers with outstanding comprehensive quality; Establish a sound and reasonable punishment mechanism, and resolutely eliminate the "black sheep in the student affairs management team", so as to always maintain the advanced and pure nature of the student affairs management team of universities. (3) Create a good image of the student affairs management team of universities who concentrate on academics and educating people, and increase the society's sense of recognition for the student affairs management industry and its practitioners.

As the birthplace of student affairs management, the United States has accumulated and developed for nearly a hundred years, with relatively rich theory and practice. With the development of higher education, the management of student

affairs in American universities has begun to take shape, from the "alternative parenthood" in the colonial period, to the gradual separation from academic affairs, towards the era of "student personnel". Student affairs management has experienced a century of rapid development, ushered in the era of "student development", in the face of the changes of the times, and found a new historical positioning of "student learning and development". The functions have also been continuously improved, from simple and crude supervision to today's all-round management integrating management, service and education, the management of student affairs in the United States keeps pace with the times, constantly innovates, constantly improves its own specialization, and constantly adapts to the requirements of the international community for talents.

Hu Zhixia (2021, p.20) pointed out that the development of student affairs management in American universities is divided into three stages: (1) the embryonic period (colonial period to the end of the 19th century). During the colonial period, the function of student affairs at this time was to replace the parents, exercising the responsibility of regulating student behavior and supervision in the school. Due to the small size of the school, teachers are able to juggle both responsibilities inside and outside the classroom. The management of student affairs during this period is defined as "alternative parenthood". After the War of Independence, the number of universities increased, under the background of the popularization of higher education, students' campus life was divided into inside and outside the classroom, student affairs had its own "place", the allocation of student affairs managers, the function of management began to play, and student affairs management began to become vocational. (2) A period of rapid development (early 20th century to late 20th century). In 1937, the American Council of Education issued the Student Personnel Program, which clearly advocated that students should be treated as a complete individual, emphasizing that student affairs should undertake some of the goals of higher education, including democratic education and civic education, which marks the formal establishment of the status of student affairs management in American universities. With the birth of the concept of student affairs, American universities gave birth to the concept of student affairs, and student affairs gained

relative independence in universities. The role of manager of student affairs began to come to prominence. After World War II, higher education ushered in the development of popularization, the student body increased significantly, and student affairs began to face a series of challenges, and "service for development" was established as a new theme of student affairs management in universities. (3) In the period of change 21st century to the present), under the background of the internationalization and informatization of higher education, the types of students are more diversified, the number is growing, and the management of student affairs continues to create all conditions conducive to students' learning and development in practice, and constantly organize and guide students to develop their abilities in all aspects in their extracurricular life, so as to contribute to the cultivation of international talents. College student affairs seek a balance between the three functions of management, service and education, and clearly position themselves in the development of specialization.

Wang Yuzhu (2018, p.32) pointed out that the development of student affairs management in American universities mainly relies on complete laws and regulations, weak educational administrative strength, and its rule of law management makes procedures more standardized and transparent. The American Student Personnel Managers Association has formulated a series of regulations, systems and working guidelines as basic norms to guide student affairs management and guide the thinking and development direction of student affairs management, such as "Student Affairs Application Manual", "Code of Conduct for Student Affairs Managers in American Universities", etc. The process of its management is carried out in accordance with the law, and it must be strictly enforced, and violations must be prosecuted, and it has been repeatedly emphasized that the management of students depends on the rule of law, not the rule of man. A set of discipline management supervision and arbitration system will be set up on campus, not only the relevant laws and regulations of student management are quite perfect, but also the management personnel and students have a strong sense of law and can strictly do things according to law. The management of student affairs in universities in the United States has formed a relatively stable and scientific system, which not only

protects the interests of the school and ensures the legal rights of students, but also strengthens the confidence of practitioners in their work.

Ren Jingjie (2012, p.17) pointed out that the management of student affairs in universities in the United States has become a vocational field with diversified functions, standardized work, vocational personnel, academic research, theoretical integration, and advanced operation. For example, in the selection of personnel qualifications, the United States has strict recruitment standards for student affairs managers, and most of them must have relevant educational backgrounds such as master's and doctoral degrees in education, educational management and higher education administration. With the continuous enrichment and rapid development of student affairs, the quantification of the evaluation of practitioners has gradually increased, such as humor, tolerance, awareness of teaching, degree of communication with the public, etc., they have also carried out a large number of on-the-job trainings to improve the vocationalism and authority of the student affairs management team, which is the fundamental guarantee for student quality education and management.

Zhong Qingwen (2019, p.21) pointed out that the vocational development system of student affairs managers in American universities also involves three significant characteristics: (1) Strict entry procedures. The management staff of American universities do not have a tenure system, but implement the "employment contract system", and the recruitment standards of their personnel are highly consistent with the needs of the position. U.S. student affairs managers examine the necessary academic qualifications and knowledge and skills when selecting candidates and attach great importance to the examination of candidates' vocational abilities. The United States jointly released the "Vocational Competency Areas for Student Affairs Practitioners" based on competency theory, which formulates all the competencies required by student affairs managers within ten student affairs themes, including advice and help, vocational practice, history, philosophy and values, human and organizational resources, law, policy and management, leadership, student learning and development, etc. (2) Strict on-the-job management system. In order to better supervise the daily work of student affairs managers, each university has formulated a corresponding student affairs management evaluation system, including

the evaluation of student affairs management institutions, the evaluation of management activities, and the evaluation of management personnel, mainly evaluating the vocational ability, interpersonal communication ability, vocational development, management process and other aspects of management personnel. The results of the annual evaluation will serve as the basis for the promotion of managers, thereby also increasing the motivation of managers to work and study. (3) Good career development opportunities. For example, junior managers can join universities to participate in personnel management-related postgraduate courses and obtain the promotion qualification of middle managers, while senior managers can participate in guidance and teaching, learn to improve the performance of affairs personnel, and innovative leadership ability of organizational management.

From the perspective of historical development process, the management mode and concept of student affairs in British universities are earlier than those in the United States. However, from the perspective of the speed of development, the model and concept of student affairs management in American universities are faster than those in the United Kingdom. The management of student affairs in British universities has gone through three stages: the stage of alternative parenthood, the stage of student services and the stage of diversified support and institutionalization of student affairs. The first phase lasted longer, from the 12th century to the mid-20th century, and could be divided into four periods: the early management of student affairs mainly included: teachers replaced parents to manage students' education during school, guiding students to abide by moral norms and develop their studies, which had strong religious and moral overtones. By the mid-19th century, the role of student affairs managers gradually developed, such as student dormitory nanny and house warden; Manage students as the school's assigned teacher; Provide students with academic counselling, health and medical services, thought guidance and advice and help like parents. At the beginning of the 20th century, with the establishment and improvement of psychological theory, specialized institutions for students' psychological counseling, career guidance and other contents began to appear.

In the 50s of the 20th century, the content of student affairs was further improved, adding student personal development help, international student services, group psychological counseling, and advocating the provision of services that can meet the needs of all students. The second stage from the mid-20th century to the late 20th century, during this period, the British government put forward the "dual system (autonomous sector and public sector) concept" of higher education, the formation of this "dual system" and with the development of higher education gave birth to the student service model of student affairs management in British universities, laying a solid foundation for the vocational development of student affairs management in British universities. From the late 20th century to the present, it can be regarded as the third stage. With the change of the educational environment, the content of student affairs management has been further expanded, including enrollment promotion, post-service support, ensuring and enhancing the quality of schooling, and reducing the student turnover rate. To this end, UK universities have changed their management structures to emphasize the development of students' potential, meet the different needs of all students, support the overall development of students, and thus help them succeed.

Zhang Xiaoyan (2014, p.1) pointed out that the management of student affairs in British universities can be classified as: (1) personal tutor service, which is a characteristic service of student affairs management in British universities; (2) campus activities, mainly referring to campus clubs and student union work; (3) Student counseling work, mainly including mental health counseling and career guidance services; (4) Life counseling work, mainly including enrollment registration, dormitory management and student financial aid services.

Wei Liurong (2014, p.24) pointed out that the reasons for the great development of the British student affairs team include: (1) the joint efforts of the school and the government, British universities give strong support and guarantee to student affairs personnel in terms of financial treatment and policies, the government has formulated policies to promote the vocational development of student affairs in universities, and its student charter stipulates that students have the right to receive good guidance from mentors, career counselors, and counselors. (2) Pragmatic training

system, the school and the government design a variety of training programs and programs for the career planning and development of student affairs counselors, and actively create opportunities for communication between peers. (3) Sound vocational organizations, such as the British Association of Higher Education Administration, the University Graduate Career Guidance Service Association and other vocational institutions and associations related to student affairs.

Wang Yuzhu (2018, p.4) pointed out that the UK, as the birthplace of modern universities, has always adhered to the people-oriented and student-centered philosophy of running schools, and provided students with high-quality services. The charters of many universities in the UK clearly stipulate that there are student representative seats in the school's leading management bodies, such as the board, school council, academic council and other committees at all levels, to ensure that students play a role in these institutions of the school. Unlike American universities, the most prominent feature of British universities is the personal tutor system. Each tutor must bring a certain number of undergraduate students to guide students in their study and life, reflecting the model of whole-hospital education, whole-process education, and all-round education.

Wang Xiaonan (2020, p.21) also pointed out that the UK's successful management system also stems from the construction of a service-oriented content system and a vocational personnel system. British universities encourage students to play an active role, actively assist students to establish self-managed clubs and continue to provide a full range of high-quality services for students' academic development. Student mentors are not only the leaders of students' academic careers, but also the managers of students' daily lives to establish "one-on-one" coaching and management, so as to enable students to develop in a diversified direction.

From the perspective of the relationship between university organizations and social organizations, the management system of college student affairs in major developed countries and regions in the world can be roughly divided into three categories: internal affairs, external affairs and mixed internal and external affairs. The two countries in different regions introduced above are internal affairs, while Japan is

a mixed internal and external affairs type. In Japan, the "Student Division" set up by each university is the main organization for student management. Its main function is to provide various services for individual or group activities of students, educate and regulate students' behavior.

Ji Peipei (2021, p.28) pointed out that one of the major characteristics of the student affairs management system in Japanese colleges universities is to carry out special programs for student affairs management for all students, and to develop special programs for specific students to help them grow vocationally and exercise their comprehensive ability. Japanese university service management organizations have established committees, conferences, councils, and other organizations to discuss the actual situation of student affairs management in various content areas such as student counseling, employment management, academic management, and financial support. Japanese universities generally use the form of student mutual aid to improve the participation of college students in student affairs management, which is actually one of the main ways for Japanese universities to achieve democratic management. On the one hand, it has a significant role in cultivating students' sense of ownership, self-management and social enthusiasm. On the other hand, participating in on-campus student management also enriches students' on-campus life.

Zhang Jieying (2015, p.63) pointed out that German universities have a high degree of autonomy in student affairs management similar with Japan, and German universities focus on cultivating students' ability to learn independently, and students can choose all courses and their own graduation time. Students in German universities spontaneously organize and set up vocational institutions, and senior students provide learning guidance, information dissemination and other services for younger students. In terms of life, universities have set up dormitory management committees and student councils to be responsible for daily student work and participate in major decision-making on major school affairs on behalf of student groups.

In addition, Germany has realized the integration of management models, and a German city has set up a university student service center to radiate the city's universities. The main work is for students of various services, such as catering

services, accommodation services, financial aid management, etc. Establishing such institutions can make universities focus more on teaching and scientific research.

Tang Hongbing (2017,p.17) pointed out that Guangxi has obtained certain institutional guarantees for enhancing vocational skills of the student affairs management team of universities, specifically: First, policy guarantees, such as the "Training Plan for Student Affairs Managers of universities in Guangxi (2014-2017)" has made clear plans for the training and academic upgrading of student affairs managers, encouraged student affairs managers to carry out advanced training on the job and formulated corresponding preferential policies, and formulated institutional measures for the ability training of student affairs managers from the top. Some universities have established a research center for the development of student affairs managers, and some universities have explored the implementation of a hierarchical management system for student affairs managers, and evaluated and identified ordinary student affairs managers, sub-section level student affairs management personnel, and section level student affairs management personnel in the student affairs management team. Second, to focus on building a platform for enhancing the vocational ability of student affairs managers, such as the Guangxi District College Student Affairs Managers Vocational Ability Competition, College Students Mental Health Education and Teaching Competition, and the Public Opinion Information Center of Universities in the region. Third to increase the intensity of vocational training, improve the training system, promote the upgrading of academic qualifications, rely on the "Ministry of Education College Student Affairs Managers Training Base (Guangxi Normal University)" to do a good job in the backbone training of student affairs management personnel, rely on the "Guangxi University Student Affairs Management Personnel Training Base (Guangxi University)". The base will do a good job in the demonstration training of student affairs management personnel, recommend key student affairs management personnel to pursue doctoral degrees and other related degrees on the job, and conduct business training. The proportion of personnel with senior vocational titles and advanced education degrees among Guangxi's student affairs management personnel has increased significantly.

Gao Xu (2018, p.103) pointed out that universities actively use information construction to build an educational platform for student education management information, and for college students, especially graduate students, the use of network information management system can enrich the teaching resources of universities and increase the convenience and timeliness of student affairs management.

Xia Dong (2019, p.41) pointed out that the student affairs of China's universities are managed by the student work team, and its organizational structure is three-level vertical distribution, and it is customary to adopt the model of hierarchical management, and realize the education management of students by setting up management team at different levels - from the deputy school leaders, to the student work office, the school youth league committee, and then to the college (department), deputy leaders, and full-time (part-time) grade student affairs management personnel. Each department performs its own duties, and this mode of management has many advantages, such as easy command, conducive to supervision, clear powers and responsibilities, etc.

Zhang Lei (2020, p.143) pointed out that in recent years, most private universities in China have actively explored, and many private universities have successively established student affairs centers, but the actual operation and development of student affairs in various universities are different. Some universities have not been able to coordinate and cooperate with various departments and form a joint force, and the student affairs center is used as a collection of business "sending and receiving" windows of relevant functional departments of the university, which only improves the efficiency of the handling of various affairs of students; Some universities have changed their concepts in a timely manner, and some universities have based on the collection of service functions of various departments on campus, vigorously integrated relevant entity departments, and built the Student Affairs Center into a convenient office window, which not only builds a benign, convenient and multi-dimensional service platform for students, but also provides new ideas for the school to rationalize the work structure, clarify the scope of responsibilities, and optimize administrative efficiency.

Zhou Lili (2023, p.145) pointed out that the current management and evaluation practices of Chinese universities in standardizing the student affairs management team: the requirements and responsibilities of student affairs management personnel are clarified according to "setting up posts according to needs and hiring according to posts", and the standardized management of student affairs management team in universities has been realized. (1) Strive to give full play to the dual roles of teachers and cadres in the student affairs management team and promote to corresponding vocational and technical positions in accordance with the requirements of school management cadres and vocational title evaluation standards. (2) Implement the "dual leadership" mechanism of the student affairs management team, further strengthen the leadership role of the Student Affairs Office in the student affairs management team, realize unified planning, unified management and unified evaluation, give play to the role of colleges, departments and units in charge, and directly lead and manage the student affairs management personnel of the corresponding colleges. (3) With student education, development and career planning guidance and student affairs management as the core, clarify and standardize the specific functions of student affairs managers. (4) Improve the evaluation and incentive mechanism of student affairs managers according to the actual situation - try the methods of functional department evaluation, class teacher and student evaluation, and self-evaluation of student affairs managers, and comprehensively examine the student affairs management personnel of universities through the combination of qualitative and quantitative, other evaluation and self-evaluation, and the combination of work results and work process.

Hong Kong, Macao and Taiwan, due to their specific political, economic and cultural backgrounds, their college student affairs management is influenced by Europe and the United States to a certain extent, forming the characteristics of Chinese and Western education management. Therefore, in the management of student affairs, Hong Kong, Macao, Taiwan and the mainland not only share a common cultural foundation, the same educational goals, but also advanced experience worthy of each other's reference.

Jiang Shan (2021, p.2) pointed out that the current student affairs management of Taiwan's universities is based on the concept of student development, with the goal of building a diverse campus culture, creating a high-quality learning and living environment, promoting student whole-person development, and cultivating high-quality social citizens. At the school level, the Student Affairs Office is set up, with a number of team directly facing all students, responsible for psychological counseling, extracurricular activity counseling, life counseling, dormitory counseling, career counseling, health care and other related student education counseling matters for all students. The Office of Student Affairs has a dean and several members of each group, all of whom have passed strict evaluation and training to provide vocational services to students.

Liu Yatian (2016, p.9) pointed out that in the management structure of student work in Taiwan's universities, generally the academic affairs department leads the student affairs management and service work of the whole university, and the faculties and departments mainly carry out student work with the tutor system. Shih Hsin University has a student affairs office at the university level, and the academic affairs office has several working groups: life counseling team, extracurricular activities group, counseling center, career development team, health care team, and military training room. These groups work directly with a wide range of students. Each class will have a class representative, and the Academic Affairs Office will organize regular communication meetings between each working group and the class representative. Taiwan's universities attach great importance to students' career counseling, psychological counseling, and career counseling. Student counseling in mainland universities attaches great importance to the cultivation of students' ideology and behavioral norms, as well as education on patriotism, socialism and collectivism, while career counseling for college students is in the initial stage of development, and psychological counseling is also relatively weak.

In addition, the more prominent aspect of student management in Taiwan's universities is the high degree of autonomy management of students. At Shih Hsin University, there is a student self-government body, and all students are members, including the Bi Lian Association, the Student Council, the Student Council, and the

Student Council. Students are highly motivated to carry out activities on their own. At Shih Hsin University, there is a special place for the daily work of these student self-governing bodies and various associations.

Zhang Jieying (2015, p.72) pointed out that Taiwan's higher education is famous in Asia for its outstanding management level and high-quality teaching, and its student affairs management is a top priority for Taiwan's universities. The Student Affairs Management Organization of Taiwan's universities, known as the "Office of Student Affairs", is designed to care for and serve students, and its functions include assisting students to live independently in a good environment, providing physical and mental health and life planning counseling, tutoring students to actively participate in group activities, assisting students to live healthily, and caring for students' safety on and off campus. The Office of Student Affairs adopts a division-type organizational structure, and according to the work functions and division of labor, there are seven departments, including life counseling team, extracurricular activity group, counseling and counseling group, health care team, dormitory service team, service-learning team, and military training room. The specific operating procedures are generally as follows: individual students - student affairs groups - dean of student affairs - vice-chancellor for student affairs - principal. This flat organizational structure, with fewer management levels, a wider range of management, and a higher degree of decentralization of management activities, ensures the consistency and standardization of the process of solving student affairs.

Zhang Jieying (2016, p.5) also pointed out that the level of information management of student affairs in Taiwan's universities is relatively high, creating an information environment of "service, innovation and autonomy". All administrative affairs of student work can be recorded online, statistics, application approval, inquiry and printing. If the teacher posts the student's attendance online in class, and the statistics of absenteeism reach a certain level, the system will automatically send an academic warning to the student's account; For example, students applying for scholarships and grants, applying for accommodation, requesting leave, inquiring and printing transcripts, etc. can be completed online, standardizing the work process, but also reducing the burden of staff and greatly enhancing work efficiency.

Hu Xiaoxuan (2019,p.71) pointed out that the difference between the management of student affairs in Hong Kong and the two major characteristics of Chinese mainland universities is that one is the flat institutional setting, the institutional setup and authority allocation of student affairs management in Hong Kong universities are only carried out at the school level, and the student affairs committee is set up at the school level, and its office is the Office of Student Affairs. The Office of Student Affairs has several central working groups with no corresponding organization at the departmental level. The second is the linear division of functions, all daily affairs of the student affairs management work of Hong Kong universities outside academia emphasize subdivision, this subdivision is mainly carried out in accordance with the line of functions, and then corresponding to the divided line functions to set up administrative agencies or working groups, institutions and working groups have a clear division of labor, do not intersect with each other, according to their respective functions to deal with various affairs of students, multiple heads, linear operation.

Li Peng (2015, p.58) pointed out the characteristics of the student affairs management mechanism of universities in Hong Kong, Macao and Taiwan: First, the organizational structure of the student affairs management team is single and flat, which is different from the composite organizational system of mainland universities. Hong Kong, Macao and Taiwan have basically established a vocational student affairs management team with high education and high quality. These managers have a certain understanding of management, computer science and other related disciplines that are not their own studies and have certain research and ideas on the development law of student affairs work and the theory of student affairs management, and finally achieve the work goal of providing students with vocational services and suggestions. Third, the management of student affairs is comprehensive and refined, because students from universities in Hong Kong, Macao and Taiwan come from all over the world, and more comprehensive service institutions are needed to provide students with conditions for all-round development, so the student affairs management organizations of universities are highly differentiated, the types of services and counseling, different institutions and departments set up and

cooperating and coordinating with each other to better divide labor among relevant institutions, so that they are more clear about their responsibilities.

Xu Pinghua (2018, p.63) pointed out that according to the work characteristics of the student affairs management team in American universities, having an industry organization is the result of high career maturity and an important symbol of specialization. At present, there are dozens of vocational associations and organizations related to the management of student affairs in American universities, basically covering all functions and fields of student affairs in American universities. The vocational construction of student affairs management in Chinese universities can establish national vocational organizations for student affairs management or large regional vocational organizations and play an active role in formulating programmatic documents and issuing industry standards, carrying out scientific research and promoting industry exchanges.

Chen Runyao (2017, p.12) also pointed out that in order for the student affairs management profession to develop in the direction of specialization, there must be a special institution or organization to support the members of the student affairs management team and define appropriate or inappropriate behavior. The establishment of the Chinese Student Affairs Vocational Association is relatively late, although the Higher Education Association has established the Student Work Research Branch and the Student Affairs Managers Work Research Branch, and some universities and regions have successively established Student Affairs Management Personnel Associations, but the role of these associations in the vocational development of the college student affairs management team is not obvious enough. Vocational associations should be promoted to develop their functional orientation, such as American vocational associations by publishing regular vocational journals or holding academic conferences to help their members develop their vocational skills.

Ji Peipei (2021, p.63) pointed out that according to the characteristics of the work of the student affairs management team in Japanese universities, the enlightenment that can be obtained is: (1) implement the student-oriented management concept, and comprehensively understand students on the existing management system to improve service quality and pursue refined management;

(2) strengthen team building, build a vocational work team, establish a college student affairs management evaluation system from three aspects: affairs institutions, management activities, and student affairs management workers, enrich the reward and promotion mechanism, and promote the rich welfare benefits and broad promotion space of full-time personnel to enhancing vocational skills of the student affairs management team.

Zhang Jieying (2015, p.74) pointed out that drawing on the experience of student affairs management in universities in Taiwan, China, we can do the following: (1) expand the conceptual connotation of student work. It is necessary to emphasize the initiative of college students in self-development from the three aspects of autonomy, rights and responsibility. In the work, more "service and guidance" should be used to achieve management goals, and at the same time, college student workers should carefully study the work object and flexibly use a variety of working methods; It is necessary to take the needs of college students as the starting point and focus point, study the real needs of students, and attach importance to the unified development of students' learning and life. It is necessary to fully open up channels for students to express their wishes, enhance students' enthusiasm for democratic participation in the management of schools, and encourage students to supervise and evaluate schoolwork. (2) Establish a cooperative system for student work. The Student Affairs Department takes the initiative to strengthen the vertical and horizontal ties with the college and seeks resources and support from various parties to win the recognition of the whole school, faculty, students and administrative departments. Relying on the "mentor system" to care for students in an all-round way, guide students to master the direction of learning, enhance employability, hire full-time teachers as various tutors, clarify the appointment and evaluation system of tutors, organize tutors to participate in tutoring skills study, and help tutors understand tutoring resources, counseling skills, team business strategies and emergency accident injury handling and other work practices. (3) Improve the level of informatization. The application of information network technology to achieve information management is an inevitable trend in the development of college student work. Information management platform enables the relevant

functional departments, faculties (departments), students at the school to interact through the management platform, management beyond the limitation of time and space, giving each subject the greatest autonomy and flexibility, conducive to freeing student staff from complicated and repetitive administrative and transactional work, and truly implementing the focus of people-oriented teaching and working.

Guo Zhaoxiu (2018, p.10) pointed out that the top-level design should first be done at the national level, and a series of documents should be strived to provide policy support for enhancing vocational skills of the student affairs management team of universities. Policies can provide funds and legal guarantees for deepening education and research and clarify the direction for regularly organizing vocational training for college student affairs management team, and regularly carrying out activities such as the selection of outstanding staff of college student affairs management team. And effectively improve the working conditions of the student affairs management team, help the staff solve some practical difficulties, so that the university student affairs managers can experience vocational happiness.

Wu Qi (2021, p.24) pointed out that universities should introduce detailed and realistic systems according to the actual situation of their schools, and in the selection and recruitment stage, they should include a clear and strict selection and allocation mechanism, assess the political literacy, vocational skills and style discipline of college student affairs managers, and make certain restrictions on vocational background, and at the same time appoint full-time and part-time student affairs management personnel in strict accordance with national regulations, standardize the selection process, and implement a selection and employment mechanism of "open recruitment, equal competition, and merit-based admission"; In the work stage, to realize the professionalization of the management institution of student affairs management personnel, a vocational management and evaluation mechanism should be established, for example, the student work department, as a special management institution for student affairs management personnel, manages the whole process of selection, training, development, evaluation, promotion, etc. of student affairs management personnel, provides scientific index guarantee, forms a perfect incentive and development mechanism, and stimulates the enthusiasm of

the student affairs management team, so as to ensure the stability of the team. Secondly, improve the vocational ability of student affairs managers, including the ability to educate students, the ability to build student organizations, academic guidance and employment planning capabilities.

Du Yu (2020, p.60) pointed out that it is necessary to adhere to process management and improve the quality of student affairs management process with total quality management as the guide. Total quality management is a management idea and management method widely used in enterprises, emphasizing the central position of customers and attaching importance to the quality management of the process. To improve the quality of student affairs management, we should pay attention to the scientific and standardized development of work and grasp the quality concept of total quality management. The first is to promote the organizational reform of matrixized flat college student affairs management, and the second is to emphasize the procedural management of student affairs, clarify the awareness of rules, and formulate work specifications. The third is to enrich the content of student affairs management, such as academic guidance, career guidance, admission counseling, psychological counseling, etc. led by student development support, reward and punishment management, funding management, dormitory management, and student organization management based on affairs management.

Cao Xiaoxi (2017, p.29) pointed out that the rule of law is an objective need to realize the innovation and development of the student affairs management team in universities. With the continuous improvement of the degree of social rule of law, the management of student affairs in universities must adapt to the requirements of the times and gradually strengthen the protection of the rule of law and rights, which is not only an inevitable choice made by the management of student affairs in universities to adapt to the new situation, but also an important way for the reform and innovation of student affairs management in universities. Through the establishment and implementation of relevant laws and regulations on student affairs management, the scientific and standardized management of student affairs in universities can be ensured. The introduction of the spirit of rule of law and the concept of rule of law into the management of student affairs in universities on the

one hand enhances the authority of management work, and on the other hand ensures the effectiveness of management work. The promotion of the rule of law will inevitably lead to the establishment and improvement of regulatory systems such as supervision mechanisms, evaluation mechanisms, and punishment mechanisms

Jin Ke (2021, p.194) pointed out that to regulate the management of student affairs in universities, the principle of due process should be followed. When universities make adverse decisions against students, they must follow the principle of due process, protect students' procedural rights on the one hand, and avoid some doubts and disputes on the other hand. Due process for the management of student affairs in universities can be constructed from the following aspects: (1) Prior procedures, the publication of rules and regulations related to students, and before making a decision against a particular student, inform students of the rules on which specific allegations are based, relevant evidence, and procedural rights enjoyed by students in the form of written notices; (2) Procedures in the matter, explaining to students the facts and regulations on which the decision is based, the causal relationship between the facts and the regulations, and the various factors considered in the discretion, listening to the students' statements and defenses, establishing hearing procedures on the decision of major matters, and then making a decision; (3) Post-event procedures, that is, the decision on the handling is promptly delivered to the student himself/herself, and the parties are informed of the remedy channels and timeliness.

Qin Yongxiu (2018, p.259) and Xu Shengfu (2022, p.27) also pointed out that campus legal education should be carried out to improve the legal literacy of teachers and students on the basis of enhancing the relevant procedures of student affairs management in universities. The student affairs management team of universities needs personnel majoring in law, and all universities should regularly conduct systematic training on legal knowledge related to student affairs for team members, so that the student affairs management team can establish a sense of rule of law in the process of work, be de-empirical, reduce subjectivist intervention, fully respect the basic rights of students, and cultivate the consciousness of strict management in accordance with laws and regulations.

In addition, Qiu Song (2016, p.49) pointed out that for graduate students, it is necessary to balance the focus of affairs management, and the construction of universities should not be limited to paying attention to the scientific research achievements of graduate students, but also pay attention to the cultivation of the overall literacy and morality of graduate students. The relevant management departments of universities need to formulate perfect and meticulous standards for graduate students, standardizing students' individual behavior with strict systems, and the student affairs managers of universities focus on students' scientific research work and strengthen the construction of students' values, pay attention to students' ideological dynamics and give them necessary guidance.

Cheng Xiangyu (2019, p.69) pointed out that it is necessary to raise the entry threshold of student affairs management majors in universities, focus on the development of educational training, build a supporting evaluation system, attach importance to vocational organizations, and build a scientific organizational system. Zhang Xiaoyan (2014, p.2) and Fang Fang (2017, p.153) hold similar views.

To sum up, there have been vocational research on student affairs management team in universities, some from the perspective of rule of law, some from the perspective of student body development, and some from the experience of China and world-famous universities in building countries or regions. In short, the vocational development strategy of excellent college student affairs management team needs to establish a scientific talent training concept, strengthen the construction of knowledge system, optimize the policy and institutional environment, improve the evaluation, promotion and training system, and finally achieve the purpose of giving full play to the initiative and creativity of the college student affairs management team through careful organization and strict management, and realize the continuous improvement and self-transcendence of the college student affairs management team. Specifically, it can be summarized as follows: (1) The policy and institutional environment conducive to the ability training of the student affairs management team of universities. (2) Student-oriented cultivation philosophy. (3) Scientific and efficient flat organizational structure of student affairs management. (4) Clear vocational role positioning of the college student affairs management team.

- (5) Relevant vocational qualification determination and access standards. (6) Improve and implement the selection, recruitment, evaluation, and promotion mechanism. (7) Diversified ability training channels and career development paths.

The above are relevant studies about "Strategies for Enhancing Vocational Skills of Student Affairs Management Team in Universities in Guangxi".

Chapter 3

Research Methodology

This study adopts a variety of methods: 1) Investigate the current situation in vocational skills of student affairs management team in universities in Guangxi; 2) Evaluate the main influencing factors of strategies for enhancing vocational skills of student affairs management team in universities in Guangxi; 3) Use the relevant theories of student affairs management to propose strategies for enhancing vocational skills of student affairs management team in universities in Guangxi. Investigators conduct the following procedures.

1. Population and Sample Group
2. Research Tools
3. Data Collection
4. Data Analysis

Phase1: The objective of this phase is to investigate the current situation in vocational skills of student affairs management team in universities in Guangxi.

Population and Sample Group

The Population

There are 1,200 student affairs managers, selected from ten different types of public universities in Guangxi, including one world's double-first-class construction university, three comprehensive well-known universities, two normal universities, two science and engineering universities, and two national model vocational colleges.

The Sample Group

According to the sample table of Krejcie and Morgan (1970), the sample group of this study is 291 people from 10 different types of public universities in Guangxi. The selection of sample groups is carried out by purposive sampling.

The interviewee were 10 student affairs managers, all from 10 different types of public universities in Guangxi, carried out by purposive sampling. The qualifications of the respondents are as follows: 1) more than 5 years of experience

in student affairs management; 2) Rich and excellent work experience in student affairs management; 3) Associate professor or above.

9 senior managers from Guangxi served as experts to evaluate the suitability and feasibility of the strategies for enhancing vocational skills of the student affairs management team of universities in Guangxi, carried out by purposive sampling. The qualifications of the experts are as follows: 1) More than 10 years of working experience as a student affairs manager; 2) Rich experience in education management; 3) Doctor of Philosophy; 4) Associate professor or above.

Table 3.1 List of universities and sample sizes

Serial Number	Universities in Guangxi	Population	Sample Group
1	Guangxi University	181	44
2	Guangxi Minzu University	162	40
3	Guangxi University of Science and Technology	156	38
4	Beibu Gulf University	147	36
5	Guangxi Normal University	87	21
6	Nanning Normal University	78	18
7	Guilin University of Electronic Technology	105	26
8	Guilin University of Technology	103	25
9	Nanning College for Vocational Technology	89	21
10	Guangxi Vocational & Technology College	92	22
Total		1200	291

According to table 3.1, it showed that the respondents were from 10 different types of public undergraduate universities in Beibu Gulf Economic Zone in Guangxi. The most respondents were from Guangxi University, followed by Guangxi Minzu University, and the least were from Nanning Normal University.

Research Instruments

The tools used in this study include questionnaires, semi-structured interview, Evaluation form.

Questionnaires

Used to collect data on Goal 1, this tool is to conduct a questionnaire survey on the current situation in vocational skills of student affairs management team in universities in Guangxi. The survey subjects are student affairs managers of universities in Guangxi. The content and questions are arranged in the order of research elements as follows: knowledge structure, management system, training channel, skills training, work incentive, evaluation mechanism, etc. The questionnaire is divided into several sections:

Part I: Survey of Respondents' Personal Information, by Gender and Educational Background.

Part II: A survey about the current situation in vocational skills of student affairs management team in universities in Guangxi.

The data interpretation criteria based on the Likert five-point scale are as follows:

5 Refers that the vocational skills of the student affairs management team are at the highest level.

4 Refers that the vocational skills of the student affairs management team are at a high level.

3 Refers that the vocational skills of the student affairs management team are at a medium level.

2 Refers that the vocational skills of the student affairs management team are at a low level.

1 Refers that the vocational skills of the student affairs management team are at a lowest level.

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

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

The Process of Constructing a Questionnaire is as Follows:

Step 1: Review and analyze literature, concepts, theories and research related to vocational skills of the student affairs management team.

Step 2: Construct a questionnaire on the current situation in vocational skills of student affairs management team in universities in Guangxi. The outline of the questionnaire is then sent to the thesis supervisor, who reviews and modifies the content according to the suggestions.

Step 3: The Objective Consistency Index (IOC) of the questionnaire is checked by five experts. The index of objective congruence (IOC) was 0.67 to 1.00.

Step 4: Modify the questionnaire according to expert recommendations.

Step 5: A questionnaire was distributed to 10 of student affairs managers of universities in Guangxi. The reliability of the questionnaire is derived from Conbach's alpha coefficient. The reliability of the questionnaire was obtained by Conbach's Alpha Coefficient, the reliability was 0.938.

Step6: Conduct a questionnaire survey of 291 student affairs managers of universities in Guangxi.

Data Collection

Objective 1: Data collection to investigate the current situation in vocational skills of student affairs management team in universities in Guangxi. The procedure is as follows:

Step 1: The researchers requested a letter of request from the Bansomdejchaopraya Rajabhat University Graduate School to collect data on 291 student affairs managers at universities in Guangxi.

Step2: Researchers distribute the questionnaire to 291 student affairs managers. A total of 291 questionnaires were collected, with a recovery rate of 100%.

Data Analysis

The analysis process in this study is as follows:

Step 1: Before analyzing the data, the researchers check the correctness and completeness of the questionnaire. If the data are found to be contradictory or incomplete, the researchers ask respondents directly for more information. Next, the researchers create a data file to store the variables used in the study.

Step 2: Conduct a preliminary analysis of respondents' personal information by frequency and percentage. Package software is used to conduct preliminary analysis of the data, analyze the characteristics of the data of each study variable, and use package software to test the data, including preliminary data analysis and basic statistical analysis of variables. Preliminary data analysis is an analysis of the background of the sample, including gender, age, work experience and vocational background, and calculating the percentage and frequency; Basic statistical analysis of variables is a basic statistical analysis of dependent variables, calculating the mean and standard deviation.

Phase 2: The objective of this phase is to evaluate the main influencing factors of strategies for enhancing vocational skills of the student affairs management team in universities in Guangxi.

Focus Group

The group used to collect the data for objective 2 was to share their views on strategies for enhancing vocational skills of student affairs management team in universities in Guangxi. 9 experts in student affairs management were invited to discuss, analyze, and research. Focus group is divided into two steps:

Step 1: Organize a focus group meeting, invite 9 experts on enhancing vocational skills of the student affairs management team in universities to express their views on the proposed vocational development strategy of the student affairs management team of universities in Guangxi, and invite two student affairs managers of colleges and universities to record the content of the discussion.

Step 2: Analyze the results of the discussion, adjust and improve the strategies for enhancing vocational skills of the student affairs management team of universities in Guangxi.

Phase 3: The objective of this phase is to use the relevant theories of student affairs management to evaluate the strategies for enhancing vocational skills of the student affairs management team in universities in Guangxi.

Population and Sample Group

The Population

The population at this stage is senior executives from 10 different universities in Guangxi.

The Simple Group

9 senior managers in Guangxi served as experts to evaluate the suitability and feasibility of the strategies for enhancing vocational skills of the student affairs management team of universities in Guangxi. The expert qualifications are as follows: 1) more than 10 years of work experience as a student affairs manager; 2) Rich experience in education management; 3) Doctor of Philosophy; 4) Associate professor or above.

Research Instrument

Evaluation Form

The instrument used to collect data for objective 3 is evaluation form. In order to further improve the strategies for enhancing vocational skills of the student affairs management team of universities in Guangxi, the student affairs management personnel are interviewed in a structured manner, and the results are comprehensively analyzed and evaluated by experts.

The data interpretation values for this mean are based on Rensis Likert (1932). The data is explained as follows:

- 4.50 – 5.00 expresses highest level
- 3.50 – 4.49 expresses high levels
- 2.50 – 3.49 expresses moderate levels
- 1.50 – 2.49 expresses low levels
- 1.00 – 1.49 expresses lowest level

The Process of Constructing an Evaluation Form

The process of constructing an evaluation form is as follows:

Step 1: Construct an evaluation form for strategies for enhancing vocational skills of student affairs management in universities in Guangxi.

Step 2: Apply the evaluation form to the above 9 senior managers of universities in Guangxi.

Data Collection

Collect data for objective 3: Propose the suitability and feasibility of the strategies for enhancing vocational skills of the student affairs management team in universities in Guangxi.

Step 1: The researchers analyze the suitability and feasibility of the strategies for enhancing vocational skills of the student affairs management team in universities in Guangxi.

Step 2: The researchers set the qualifications of the semi-structured interview participants, including a world's double-first-class construction university, 3 comprehensive well-known universities, 2 normal universities, 2 science and engineering universities, and 2 national model vocational colleges.

Step 3: The researchers develop the evaluation form and selects experts who meet the following qualifications: 1) more than 10 years of work experience as a student affairs manager; 2) Rich experience in education management; 3) Doctor of Philosophy; 4) Associate professor or above.

Data Analysis

The researchers analyze the data by packer, as follows: Evaluate feasibility and suitability, perform statistical analysis of basic dependent variables, calculate mean and standard deviation, and further study the strategies for enhancing vocational skills of student affairs management team in universities in Guangxi, including data analysis and comprehensive trade-offs. Semi-structured interviews and expert evaluations are conducted with student affairs managers at relevant universities, and analysis is conducted by means and standard deviations.

Chapter 4

Data Analysis Results

This research was to study the strategies for vocational development of student affairs management team in universities in Guangxi. In order to ensure the accuracy and practicability of the research results, the researchers have adopted various research methods to explore the problems in depth. Firstly, the basic data on the status of student affairs management team in higher education institutions in Guangxi were widely collected through questionnaires. Then, the researchers conducted an in-depth analysis of the collected data, and had a comprehensive understanding of the actual situation and main problems of student affairs management team in universities in Guangxi. On this basis, the research team further used SWOT analysis tools, combined with the focus group discussion, and comprehensively considered internal and external factors, thus put forward a series of strategies to improve the quality of student affairs management team in universities in Guangxi. Finally, to ensure the practical feasibility and effectiveness of the proposed strategies, the research team also invited experts in the field of human resource management to evaluate the suitability and feasibility of these strategies. The data analysis result can be presented as follows:

1. The results of the analysis of the respondents' personal information, categorized by gender, age, education level, job title, management experience, etc. Data is expressed in the form of frequency and percentage.

2. The analysis result about personal information of respondents, classified by school, gender, age, education, vocational title and work experience year. Presented the data in the form of frequency and percentage.

3. Analysis the strategies for enhancing vocational skills of student affairs management team in universities in Guangxi.

4. The suitability and feasibility evaluation results of the strategies for enhancing vocational skills of the student affairs management team in universities in Guangxi. The details are as follows.

1. Analysis result about personal information of respondents, classified by school, gender, age, education, vocational title and work experience year. The data was presented in the form of frequency and percentage.

Table 4.1 Number and percentage of respondents

(n = 291)

	Personal Information	Number of People	Percentage (%)
School	Guangxi University	44	15.12
	Guangxi Minzu University	40	13.75
	Guangxi University of Science and Technology	38	13.06
	Beibu Gulf University	36	12.37
	Guangxi Normal University	21	7.22
	Nanning Normal University	18	6.19
	Guilin University of Electronic Technology	26	8.93
	Guilin university of technology	25	8.58
	Nanning College for Vocational Technology	21	7.22
	Guangxi Vocational & Technical College	22	7.56
	Total		291
Gender	Male	169	58.10
	Female	122	41.90
	Total	291	100.00
Age	25-30 years	73	25.10
	31-35 years	100	34.40
	36-40 years	76	26.10
	41-50 years	35	12.00
	51-60 years	7	2.40
	Total	291	100.00

Table 4.1 (Continued)

Personal Information		Number of People	Percentage (%)
Education	Specialist and below	0	0
	Bachelor's degree	268	92.10
	Master's degree	15	5.20
	Doctor's degree	8	2.70
	Total	291	100.00
Vocational title	Junior and other	57	19.60
	Intermediate	205	70.40
	Associate Senior	25	8.60
	Senior	4	1.40
	Total	291	100.00
Work experience year	1-5 years	65	22.3
	6-10 years	129	44.3
	11-15 years	72	24.7
	16-20 years	18	6.2
	20 years and above	7	2.4
	Total	291	100.0

According to Table 4.1, respondents were from 9 universities. Male respondents for 169 people accounted for 58.10%, female respondents for 122 people accounted for 41.90. There were 73 people aged 25-30, accounting for 25.10%, 100 people aged 31-35, accounting for 34.40%, 76 people aged 36-40, accounting for 26.10%, 35 people aged 41-50, accounting for 12.00%, and 7 people aged 51-60, accounting for 2.40%. In terms of educational background, 268 people with bachelor's degrees; accounted for 92.10%; 15 people with master's degrees, accounted for 5.20%; 8 people with doctoral degrees, accounted for 2.70%. Respondents' vocational title distribution is as follows: There were 57 people with Junior and other, accounting for

19.60%, 205 people with Intermediate, accounting for 70.40%, 25 people with associate senior, accounting for 8.60%, and 4 people with senior, accounting for 1.40%. In terms of work experience year, there are 65 people with 1-5 years of work experience, accounting for 22.3%, 129 people with 6-10 years of work experience, accounting for 44.3%, 72 people with 11-15 years of work experience, accounting for 24.7%, 18 people with 16-20 years of work experience, accounting for 6.2%, and 7 people with more than 20 years of work experience, accounting for 2.4%.

2. Analysis results of the current situation in vocational skills of the student affairs management team in universities in Guangxi, which is presented in the form of mean and standard deviation.

In this study, a questionnaire was used to analyze the current situation in vocational skills of the student affairs management team in universities in Guangxi, which is done from five aspects: "Knowledge structure", "Management system", "Training channel", "Skills training", "Work incentive" and "Evaluation mechanism". The results of the questionnaire survey provide important data support for further research.

The results of the survey are as follows:

Table 4.2 Mean and standard deviation of 11 aspects of the "Knowledge structure" of the student affairs management team in universities in Guangxi

(n = 291)

	"Knowledge structure" of the student affairs management team	\bar{X}	S.D.	Level	Rank
1	Ideological and political education	4.88	0.32	high	1
2	Pedagogy and Management	4.02	0.74	high	3
3	Psychology, Sociology, Ethics	3.63	0.72	high	9
4	Natural science	3.55	0.63	high	10
5	History of science development	3.40	0.66	high	11
6	Familiar with relevant national laws and regulations	3.81	0.83	high	6
7	Familiar with university policies and rules and regulations	4.24	0.44	high	2
8	Knowledge related to career guidance, including career planning, innovation and entrepreneurship, employment skills, etc	3.80	0.79	high	7
9	Emergency management and safety precautions	3.85	0.76	high	4
10	Application of information technology	3.76	0.80	high	8
11	Writing skills and use of words	3.82	0.78	high	5
Total		3.89	0.68	high	

According to Table 4.2, the score of the "Knowledge structure" in 11 aspects ranges from 3.40 to 4.88, $\bar{X} = 3.89$, indicating that it is at a high level, and the "Ideological and political education" has an outstanding score. The standard deviation is not large, ranging from 0.32 to 0.83, which indicates that the high-level evaluation given by experts is consistent, and the "Knowledge structure" is trustworthy.

Table 4.3 Mean and standard deviations of 13 aspects of the "Management system" of the student affairs management team in universities in Guangxi

(n = 291)

"Management system" of the student affairs management team		\bar{X}	S.D.	Level	Rank
1	Formulate a scientific and perfect management system	3.77	0.83	high	10
2	Establish an organizational structure with clear functions and a clear division of labor	3.85	0.82	high	5
3	Pay attention to the "people-oriented" management model	3.84	0.84	high	6
4	Establish clear and efficient management and operation processes	3.83	0.81	high	8
5	Use scientific management tools to improve management efficiency	3.76	0.87	high	11
6	Establish a standardized and reasonable management and operation mechanism to ensure the orderly progress of management work	3.95	0.74	high	2
7	Formulate a standardized and transparent personnel system to ensure the fairness and impartiality of the selection and training of management talents	3.87	0.82	high	4
8	Formulate a scientific and reasonable vocational title evaluation system	4.02	0.67	high	1
9	Scientific and comprehensive management promotion mechanism	3.88	0.79	high	3
10	Scientific and clear career development mechanism for managers	3.82	0.75	high	9
11	Systematic and effective training mechanism for management personnel	3.69	0.80	high	13

Table 4.3 (Continued)

"Management system" of the student affairs management team		\bar{X}	S.D.	Level	Rank
12	Scientific and effective incentive and restraint mechanism	3.71	0.74	high	12
13	Regularly supervise and evaluate the work of management personnel, and correct and improve problems in the work in a timely manner	3.84	0.86	high	7
Total		3.83	0.80	high	

According to Table 4.3, the score of the "Management system" in 13 aspects ranges from 3.69 to 4.02, $\bar{X}=3.83$, indicating that it is at a high level, and "Formulate a scientific and reasonable vocational title evaluation system" has an outstanding score. The standard deviation is not large, ranging from 0.67 to 0.87, which indicates that the high-level evaluation given by experts is consistent, and the "Management system" is trustworthy.

Table 4.4 Mean and standard deviation of 13 aspects in the "Training channel" of the student affairs management team of universities in Guangxi

(n = 291)

"Training channel" of the student affairs management team		\bar{X}	S.D.	Level	Rank
1	Conduct pre-job training	3.59	0.65	high	12
2	Participate in daily training	3.77	0.83	high	7
3	Participate in special training	3.74	0.85	high	9
4	Pursue vocational master's and doctoral degrees to improve theoretical literacy and academic research ability	3.65	0.79	high	11
5	Provide career planning guidance to help managers understand career development paths and improve career satisfaction	3.70	0.80	high	10
6	Establish a mentorship system to allow experienced managers to mentor newcomers	3.91	0.72	high	4
7	Organize managers to carry out academic research on the management of student affairs, and improve their theoretical literacy and scientific research ability	3.92	0.83	high	3
8	Encourage Managers to apply for scientific research topics related to the management of student affairs, and provide financial support after the scientific research is established	4.06	0.68	high	1
9	Participate in seminars and exchange meetings on student affairs management to strengthen the communication of management experience	3.92	0.81	high	2

Table 4.4 (Continued)

"Training channel" of the student affairs management team		\bar{X}	S.D.	Level	Rank
10	Attend industry conferences and forums on student affairs management to learn about the latest developments in the industry	3.81	0.73	high	6
11	Go to other colleges and universities to study and study to enrich management knowledge	3.74	0.82	high	8
12	Temporary positions in relevant enterprises, institutions or other colleges and universities to increase management experience	3.11	0.46	high	13
13	Participate in vocational skills competitions related to student affairs management to improve the vocational level of management	3.84	0.85	high	5
Total		3.75	0.76	high	

According to Table 4.4, the score of the "Training channel" in 13 aspects ranges from 3.11 to 4.06, $\bar{X}=3.75$, indicating that it is at a high level, and "Encourage Managers to apply for scientific research topics related to the management of student affairs, and provide financial support after the scientific research is established" has an outstanding score. The standard deviation is not large, ranging from 0.46 to 0.85, which indicates that the high-level evaluation given by experts is consistent, and the "Training channel" is trustworthy.

Table 4.5 Mean and standard deviation of 12 aspects of "Skills training " of student affairs management team in universities in Guangxi

(n = 291)

"Skills training" of student affairs management team		\bar{X}	S.D.	Level	Rank
1	Good language skills	4.26	0.67	high	3
2	Good interpersonal skills	3.75	0.87	high	11
3	Good team organization and teamwork skills	3.93	0.77	high	4
4	Good resilience to frustration and burnout	3.75	0.78	high	10
5	Advanced educational concepts and continuous innovation capabilities	4.30	0.81	high	2
6	Good scientific management and the ability to use scientific and technological tools	3.75	0.86	high	9
7	Good career planning and employment guidance skills	3.88	0.73	high	6
8	Good mental health education skills	3.88	0.82	high	7
9	Good student affairs management skills	4.43	0.68	high	1
10	Good academic research skills	3.92	0.81	high	5
11	Good educational and teaching skills	3.84	0.77	high	8
12	Good crisis management and response skills	3.72	0.83	high	12
Total		3.95	0.78	high	

According to Table 4.5, the score of the "Skills training" in 12 aspects ranges from 3.72 to 4.43, $\bar{X}=3.95$, indicating that it is at a high level, and "Good student affairs management skills" has an outstanding score. The standard deviation is not large, ranging from 0.67 to 0.86, which indicates that the high-level evaluation given by experts is consistent, and the "Skills training" is trustworthy.

Table 4.6 Mean and standard deviations of 11 aspects of "Work incentive" in the student affairs management team of universities in Guangxi

(n = 291)

"Work incentive" in the student affairs management team		\bar{X}	S.D.	Level	Rank
1	Stimulate the motivation of managers through attractive remuneration	3.73	0.81	high	9
2	Provide generous welfare measures, such as comprehensive social security benefits, health check-ups, paid leave, etc	3.86	0.89	high	5
3	Formulate a fair and scientific performance appraisal system, and give rewards and work subsidies according to performance	3.75	0.86	high	8
4	Provide a good career development platform and promotion channel	3.65	0.82	high	11
5	Provide skills training and development opportunities to help managers improve their vocational skills and management capabilities	3.77	0.82	high	7
6	Improve the working environment and build a good working atmosphere	3.96	0.75	high	2
7	Set a good manager as a role model and encourage other managers to learn from the example	3.92	0.83	high	3
8	Set clear, specific work goals and encourage managers to work hard to achieve them	4.02	0.68	high	1
9	Care for the emotional needs of managers and stimulating their enthusiasm for work	3.87	0.79	high	4
10	Support and respect the work of managers, and recognize the personal value of managers	3.85	0.79	high	6

Table 4.6 (Continued)

"Work incentive" in the student affairs management team		\bar{X}	S.D.	Level	Rank
11	Carry out various competitions and evaluation activities, introduce competition mechanisms, and stimulate the competitive awareness and enterprising spirit of management personnel	3.71	0.81	high	10
Total		3.83	0.80	high	

According to Table 4.6, the score of the "Work incentive" in 11 aspects ranges from 3.65 to 4.02, $\bar{X}=3.83$, indicating that it is at a high level, and "Set clear, specific work goals and encourage managers to work hard to achieve them" has an outstanding score. The standard deviation is not large, ranging from 0.68 to 0.89, which indicates that the high-level evaluation given by experts is consistent, and the "Work incentive" is trustworthy.

Table 4.7 Mean and standard deviation of 11 aspects of the "Evaluation mechanism" of the student affairs management team of universities in Guangxi

(n = 291)

"Evaluation mechanism" of the student affairs management team		\bar{X}	S.D.	Level	Rank
1	Pay attention to the evaluation of teacher style and teacher morality	3.78	0.85	high	10
2	Pay attention to the evaluation of scientific research	3.82	0.84	high	6
3	Pay attention to the evaluation of teaching work	3.79	0.82	high	8
4	Pay attention to the evaluation of student education, management and service work	4.34	0.82	high	1
5	Pay attention to the evaluation of the construction of learning atmosphere	3.79	0.87	high	9
6	Pay attention to the evaluation of class construction	3.88	0.73	high	3
7	Pay attention to the evaluation of the highlights and characteristics of the management work	3.87	0.85	high	4
8	Pay attention to the evaluation of job performance	3.99	0.67	high	2
9	Pay attention to the evaluation of teacher and student satisfaction	3.82	0.79	high	5
10	Formulate a reasonable system of rewards and punishments to improve the quality of student affairs management	3.79	0.76	high	7

Table 4.7 (Continued)

"Evaluation mechanism" of the student affairs management team		\bar{X}	S.D.	Level	Rank
11	According to the evaluation results, provide specific feedback and suggestions for managers to promote the improvement of management work	3.68	0.79	high	11
Total		3.87	0.80	high	

According to Table 4.7, the score of the "Evaluation mechanism" in 11 aspects ranges from 3.68 to 4.34, $\bar{X}=3.87$, indicating that it is at a high level, and "Pay attention to the evaluation of student education, management and service work" has an outstanding score. The standard deviation is not large, ranging from 0.67 to 0.87, which indicates that the high-level evaluation given by experts is consistent, and the "Evaluation mechanism" is trustworthy.

Table 4.8 Mean and standard deviations of 6 aspects of the student affairs management team in universities in Guangxi

(n = 6)

6 aspects of the student affairs management team		\bar{X}	S.D.	Level	Rank
1	"Knowledge structure" of the student affairs management team	3.89	0.68	high	2
2	"Management system" of the student affairs management team	3.83	0.80	high	4
3	"Training channel" of the student affairs management team	3.75	0.76	high	6
4	"Skills training" of student affairs management team	3.95	0.78	high	1
5	"Work incentive" in the student affairs management team	3.83	0.80	high	4
6	"Evaluation mechanism" of the student affairs management team	3.87	0.80	high	3
Total		3.85	0.77	high	

According to Table 4.8, the score of the "6 aspects of the student affairs management team" ranges from 3.75 to 3.95, $\bar{X}=3.85$, indicating that it is at a high level, and "Skills training of student affairs management team" has an outstanding score. The standard deviation is not large, ranging from 0.68 to 0.80, which indicates that the high-level evaluation given by experts is consistent, and the "6 aspects of the student affairs management team" is trustworthy.

To sum up, through the investigation and analysis of the main influencing factors of strategies for enhancing vocational skills of the student affairs management team in universities in Guangxi, it is found that the current situation in vocational skills of the student affairs management team in universities in Guangxi is as follows:

In the strategies for enhancing vocational skills of the student affairs management team of universities in Guangxi, especially in the six core areas of knowledge structure, management system, training channel, skills training, work

incentive and evaluation mechanism, we can clearly find a series of profound challenges and existing problems. These challenges and problems not only seriously affect the optimal allocation of student affairs management team and the effective use of capacity of universities in Guangxi, but also pose major constraints to the improvement of the education quality, academic research level and overall competitiveness of universities in Guangxi.

Knowledge Structure

The student affairs management team of universities in Guangxi is facing multiple problems in terms of knowledge structure. First of all, the management team has the problem of a single knowledge structure, only has some knowledge in related fields, and cannot fully serve students. Second, universities in Guangxi do not provide sufficient learning and training opportunities, resulting in the management team not being able to continuously improve their vocational knowledge and skills. In addition, the management team lacks rich practical experience and cannot apply theoretical knowledge to practical work, which affects the quality of service. At the same time, the problem of insufficient team collaboration and communication skills also exists, resulting in low work efficiency and affecting service quality. Finally, the management team lacks scientific research ability and is unable to carry out in-depth research work, which affects the quality of service and innovation ability.

Management System

There are problems in the management system of the student affairs management team of Guangxi colleges and universities in many aspects. First of all, universities in Guangxi have not established a sound organizational structure, resulting in unclear responsibilities and authority of various departments, which affects the efficient operation of the management team. Secondly, universities in Guangxi lack a scientific management system, including work processes, job responsibilities, evaluation and evaluation, etc., resulting in the work of the management team not being carried out in an efficient and orderly manner. In addition, the informatization construction of Guangxi colleges and universities is insufficient, and the lack of perfect information system affects the work efficiency and service quality of the management team. At the same time, the performance appraisal is not perfect, and the work of the

management team cannot be objectively evaluated and feedback, which also affects its work efficiency and service quality. In addition, universities in Guangxi do not make full use of social resources and do not have close ties with all walks of life, which affects the resources and support of the management team. Finally, the lack of international exchanges in universities in Guangxi makes it impossible to learn from the successful experiences of other countries and regions, which affects the vocational development of the management team.

Training Channel

There are multiple problems in the training channel of the student affairs management team of universities in Guangxi. First of all, universities in Guangxi have not established a multi-level training system, which cannot meet the training needs of the student affairs management team at different stages, which affects the improvement of their vocational quality. Secondly, Guangxi colleges and universities lack systematic practical training opportunities, which cannot provide rich practical opportunities for student affairs management team, which affects their work ability and practical experience. In addition, universities in Guangxi have not established a sound inter-university exchange mechanism, resulting in the inability of the student affairs management team to fully communicate and learn from other universities, which affects the improvement of their vocational quality. At the same time, universities in Guangxi lack extensive international exchanges and cooperation, and cannot smoothly promote the participation of student affairs management team in international exchange activities, which affects the expansion of their international vision and vocational knowledge. Finally, the student affairs management team lacks the awareness of long-term self-learning and improvement, and cannot continue to continuously improve their vocational quality and research ability by participating in academic conferences and reading academic literature.

Skills Training

There are many problems in the Skills training of the student affairs management team of universities in Guangxi. First of all, universities in Guangxi have not established a systematic Skills training, which cannot meet the training needs of student affairs management team at different levels, which affects the improvement

of their comprehensive skills and knowledge. Secondly, Guangxi colleges and universities lack comprehensive and systematic training in practical operation skills, which cannot improve the practical operation ability of the student affairs management team, which affects its work efficiency and service quality. In addition, Guangxi colleges and universities do not pay attention to the satisfaction of personalized needs, and cannot provide personalized training content and methods according to the different characteristics and needs of the student affairs management team, which affects their career development needs. At the same time, Guangxi colleges and universities often adopt a single training method, such as offline training, which cannot meet the different learning needs and habits of the student affairs management team, and affects their learning enthusiasm and training effect. Finally, universities in Guangxi lack vocational skills training teachers and are unable to provide high-quality skills training for student affairs management team, which affects the improvement of their vocational quality and work ability.

Work Incentive

There are multiple problems in the incentive mechanism for the management of student affairs in universities in Guangxi. First of all, universities in Guangxi have not established a scientific and reasonable performance appraisal system, which cannot objectively evaluate and feedback the work of the management team, which affects the improvement of their work efficiency and service quality. Secondly, universities in Guangxi lack an effective incentive mechanism to reward and commend their excellent management team, which affects their work enthusiasm and innovation ability. In addition, universities in Guangxi lack career planning and development support, and are unable to provide more career development opportunities and training support for the management team, which affects their personal career development and growth. At the same time, the welfare benefits of Guangxi colleges and universities are not perfect, and they cannot provide better salary, medical security, vacation and other benefits for the management team, which affects their work enthusiasm and loyalty. Finally, universities in Guangxi lack good teamwork support, and cannot provide more teamwork opportunities and

communication platforms for the management team, which affects the cohesion of the team and the improvement of the spirit of collaboration.

Evaluation Mechanism

There are multiple problems in the evaluation mechanism of student affairs management in universities in Guangxi. First of all, universities in Guangxi have not established a scientific and reasonable evaluation index system, which is unable to objectively and fairly evaluate and feedback the work of the management team, which affects the improvement of their work efficiency and service quality. Secondly, there is a problem of non-standard evaluation process in universities in Guangxi, which leads to the questioning of the fairness and transparency of the evaluation results, and affects the enthusiasm and satisfaction of the management team. In addition, Guangxi colleges and universities lack the full application of the evaluation results, and cannot use the evaluation results as an important basis for the promotion, rewards and punishments, training and other aspects of the management team, which affects their work enthusiasm and career development. At the same time, Guangxi colleges and universities lack comprehensive feedback and communication on the evaluation results, and cannot fully feedback the evaluation results to the management team in a timely manner and communicate with them, which affects their work improvement and personal growth. Finally, a small number of evaluation methods are used in universities in Guangxi, which cannot comprehensively evaluate the work performance of the management team, which affects the accuracy and fairness of their work evaluation.

To sum up, enhancing vocational skills of student affairs management team in Guangxi colleges and universities is faced with multiple problems in terms of knowledge structure, management system, training channel, skill training, work incentive and evaluation mechanism. Among them, the problems of single knowledge structure, insufficient learning and training opportunities, lack of practical experience, insufficient teamwork and communication ability, and weak scientific research ability will lead to the inability of the management team to serve students in an all-round way; the problems existing in the management system include imperfect organizational structure, unscientific management system, and insufficient information construction,

which will lead to the failure of the management team to carry out the work in an orderly manner, and the work efficiency and service quality are low; the problem of training channel lies in the lack of a comprehensive and systematic training system. The problems of the skill training system include the lack of a comprehensive and systematic training system, the lack of practical operation skills training, and the inability to meet the personalized needs, which affect the overall skills and knowledge improvement of the management team; the problems of the work incentive include the unscientific and incomplete performance appraisal system, the ineffective incentive mechanism, and the insufficient career planning and development support, which affect the improvement of the work enthusiasm and innovation ability of the management team.

3. Analysis of the strategies for enhancing vocational skills of student affairs management team in universities in Guangxi.

In the questionnaire survey, the researchers invited the respondents to express their views on "the advantages, disadvantages, opportunities and threats of human resource management in universities in Guangxi". Based on the information provided by the respondents, the researchers conducted a SWOT analysis of student affairs management team in universities in Guangxi.

Table 4.9 SWOT analysis of student affairs management team in universities in Guangxi

Strengths(S)	<p style="text-align: center;">1. Knowledge Structure</p> <p>Some of the teachers are more experienced and have theoretical and practical skills. Some of the teachers in the student affairs management team of Guangxi colleges and universities have rich experience and vocational backgrounds, and they can provide students with all-round and multi-level services and support. These teachers not only have a high level of theoretical knowledge, but also have rich practical experience and case analysis skills, and can better guide students to solve practical problems.</p> <p style="text-align: center;">2. Management System</p> <p>The management system of the student affairs management team of Guangxi colleges and universities is relatively perfect, and the ability to coordinate resources is strong, which can effectively coordinate the resources of all parties and provide services and support for students. The internal organizational structure of the team is clearer, the division of responsibilities is clearer, and it can better respond to the needs and feedback of students and ensure better service quality.</p> <p style="text-align: center;">3. Training Channel</p> <p>The training channels are more abundant, and the management ability can be better improved. The training channels for the student affairs management team of Guangxi colleges and universities are relatively rich, including on-campus training, off-campus exchanges, practical exercises and other ways, which can effectively improve the vocational quality and practical ability of management personnel. These training channels include not only theoretical learning, but also practical operations and case studies, so that managers can better understand the needs of students and improve the level and quality of service.</p>
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Table 4.9 (Continued)

Strengths(S)	<p>4. Skills Training</p> <p>The Skills training of the student affairs management team of Guangxi colleges and universities is relatively perfect, which can provide more comprehensive and systematic training and ability improvement opportunities for managers. These trainings cover management skills, communication skills, teamwork and other aspects to help managers better cope with the challenges of work and career development.</p> <p>5. Work Incentive</p> <p>The work incentive of the student affairs management team of Guangxi colleges and universities is relatively perfect, which can effectively stimulate the enthusiasm and creativity of management personnel and improve work efficiency and quality. These incentive mechanisms include salary and benefits, promotion opportunities, recognition and awards, etc., which can motivate managers to work more dedicatedly and improve service levels and quality.</p> <p>6. Evaluation Mechanism</p> <p>The evaluation mechanism of the student affairs management team of Guangxi colleges and universities is relatively strict, which can make a more objective and fair evaluation of the work of the management personnel, and promote the personal growth of the management personnel and the improvement of the overall level of the team. These appraisal mechanisms include performance appraisal, ability evaluation, satisfaction survey, etc.</p>
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Table 4.9 (Continued)

Weaknesses(W)	<p>1. Knowledge Structure</p> <p>Some managers have a single knowledge structure and slow update speed. In the student affairs management team of universities in Guangxi, some managers have problems such as single knowledge structure and slow update speed, and need to strengthen learning and update knowledge. With the rapid development of social economy and science and technology, the needs of students are constantly changing, and managers need to continue to learn and update their knowledge, improve their vocational quality and practical ability, and better serve students.</p> <p>2. Management System</p> <p>The management system needs to be improved, and the ability to coordinate resources needs to be improved. The management system of the student affairs management team of Guangxi colleges and universities needs to be further improved, and it is necessary to coordinate the resources of all parties more flexibly and improve the management efficiency and service quality. As the needs of students continue to change, the management system needs to be more flexible to adapt to different situations, better coordinate resources of all parties, and improve the level and quality of services.</p> <p>3. Training Channel</p> <p>The training channels of the student affairs management team in Guangxi colleges and universities need to be further expanded and enriched, and it is necessary to increase the opportunities for practical training and improve the practical ability and innovation ability of management personnel.</p>
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Table 4.9 (Continued)

Weaknesses(W)	<p>4. Skills Training</p> <p>The Skills training of the student affairs management team of Guangxi colleges and universities needs to be further improved, and it is necessary to be closer to the actual work needs and improve the pertinence and effectiveness of the training. These trainings need to focus more on practical operations and case studies to enable managers to better cope with the challenges of work and career development.</p> <p>5. Work Incentive</p> <p>The work incentive of the student affairs management team of Guangxi colleges and universities needs to be further improved, and it is necessary to pay more attention to the combination of performance evaluation and incentive mechanism to improve the enthusiasm and creativity of management personnel. These incentives need to be more fair and transparent, allowing managers to work more fully and improve the level and quality of services.</p> <p>6. Evaluation Mechanism</p> <p>The evaluation mechanism of the student affairs management team of Guangxi colleges and universities needs to be further improved, and more attention needs to be paid to the combination of process management and performance evaluation to improve the performance and work quality of management personnel. These appraisal mechanisms need to be more objective and fair, so as to scientifically evaluate the work of managers and promote the personal growth of managers and the improvement of the overall level of the team.</p>
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Table 4.9 (Continued)

Opportunities(O)	<p>1. Knowledge Structure</p> <p>Socio-economic and technological rapid development provides more learning opportunities. With the rapid development of social economy, science and technology, the student affairs management team of Guangxi colleges and universities can improve their vocational quality and practical ability through continuous learning and updating of knowledge. This knowledge includes the latest educational theories, management skills, communication skills, teamwork, and other aspects that can help managers better serve students.</p> <p>2. Management System</p> <p>The management system can be optimized to improve management efficiency and service quality. The student affairs management team of Guangxi colleges and universities can provide better services and support for students by continuously optimizing the management system, enhancing management efficiency and service quality. These optimizations include more flexible coordination of resources, improved management efficiency and service quality, and better meeting the needs of students.</p> <p>3. Training Channel</p> <p>The training channels can be expanded to improve the practical ability of managers. The student affairs management team of Guangxi colleges and universities can continuously expand and enrich the training channels, increase the opportunities for practical training, and improve the practical ability and innovation ability of management personnel. These training channels include on-campus training, off-campus exchanges, practical exercises, etc. which can help managers better understand the needs of students and improve the level and quality of services.</p>
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Table 4.9 (Continued)

Opportunities(O)	<p>4. Skills Training</p> <p>The Skills training can be improved to improve the pertinence and effectiveness of training. The student affairs management team of Guangxi colleges and universities can continuously improve the Skills training, improve the pertinence and effectiveness of training, and provide better training and development opportunities for managers. These trainings include management skills, communication skills, teamwork and other aspects to help managers better cope with the challenges of work and career development.</p> <p>5. Work Incentive</p> <p>The work incentive can be improved to improve the enthusiasm and creativity of managers. The student affairs management team of Guangxi colleges and universities can continuously improve the work incentive, improve the enthusiasm and creativity of managers, and provide better services and support for students. These incentive mechanisms include salary and benefits, promotion opportunities, recognition and awards, etc., which can motivate managers to work more dedicatedly and improve service levels and quality.</p> <p>6. Evaluation Mechanism</p> <p>The appraisal mechanism can be improved to improve the performance and work quality of managers. The student affairs management team of Guangxi colleges and universities can improve the performance and work quality of managers by continuously enhancing the evaluation mechanism and paying attention to the combination of process management and performance evaluation. These appraisal mechanisms need to be more objective, so as to scientifically evaluate the work of managers and promote the personal growth of managers and the improvement of the overall level of the team.</p>
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Table 4.9 (Continued)

Threats (T)	<p>1. Knowledge Structure</p> <p>The challenge of updating knowledge. The rapid development of social economy and science and technology has brought new challenges and opportunities, but at the same time, it has also put forward higher requirements for the knowledge structure of the student affairs management team of universities in Guangxi. Managers need to constantly learn and update their knowledge to adapt to the rapidly changing educational environment and student needs. At the same time, the single knowledge structure and slow update speed are also one of the threats, and managers need to pay attention to the comprehensiveness and timeliness of knowledge.</p> <p>2. Management System</p> <p>Optimization of management system and risk. With the development of society and the changes in the needs of students, the management system of the student affairs management team of Guangxi colleges and universities also needs to be continuously optimized. Coordinating the resources of all parties and enhancing management efficiency and service quality are the direction of optimization, but at the same time, it is also necessary to avoid problems such as excessive concentration of power and low efficiency. These problems will pose a threat to the improvement of the management system, and managers need to pay attention to balancing the interests of all parties and enhancing management efficiency and service quality.</p>
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Table 4.9 (Continued)

Threats (T)	<p>3. Training Channel</p> <p>The dilemma of cultivating practical experience and innovation ability. The managers of the student affairs management team of Guangxi colleges and universities need to have rich practical experience and innovation ability, and the expansion and enrichment of training channels is an effective way to improve these abilities. However, the lack of training channels and the lack of opportunities for practical training have also become a threat. It is necessary for managers to pay attention to the expansion and enrichment of training channels and provide more practice opportunities and innovation space for managers.</p> <p>4. Skills Training</p> <p>Problems in enhancing the Skills training. The improvement of the Skills training is very important for the managers of the student affairs management team of universities in Guangxi. However, problems such as too single training content, lack of pertinence, and poor effectiveness will threaten the improvement of the Skills training. It is necessary for managers to pay attention to the practicability and pertinence of training content and improve the effectiveness and quality of training.</p> <p>5. Work Incentive</p> <p>The improvement and fairness of the work incentive. The improvement of the work incentive has an important impact on the work enthusiasm and creativity of the managers of the student affairs management team of Guangxi universities. However, problems such as insufficient incentive mechanism, poor fairness, and poor effect will threaten the improvement of the work incentive.</p>
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Table 4.9 (Continued)

Threats (T)	<p>It is necessary for managers to pay attention to the perfection and fairness of the incentive mechanism and improve the enthusiasm and creativity of managers.</p> <p style="text-align: center;">6. Evaluation mechanism</p> <p>The impartiality and objectivity of the evaluation mechanism are challenged. The improvement of the evaluation mechanism has an important impact on the performance and work quality of the managers of the student affairs management team of universities in Guangxi. However, problems such as too subjective and objective evaluation standards and unfair evaluation will threaten the improvement of the evaluation mechanism. It is necessary for managers to pay attention to the objectivity and fairness of the appraisal mechanism and improve the performance and work quality of managers.</p>
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Based on the above SWOT analysis, the researchers proposed the strategies for enhancing vocational skills of student affairs management team in universities in Guangxi.

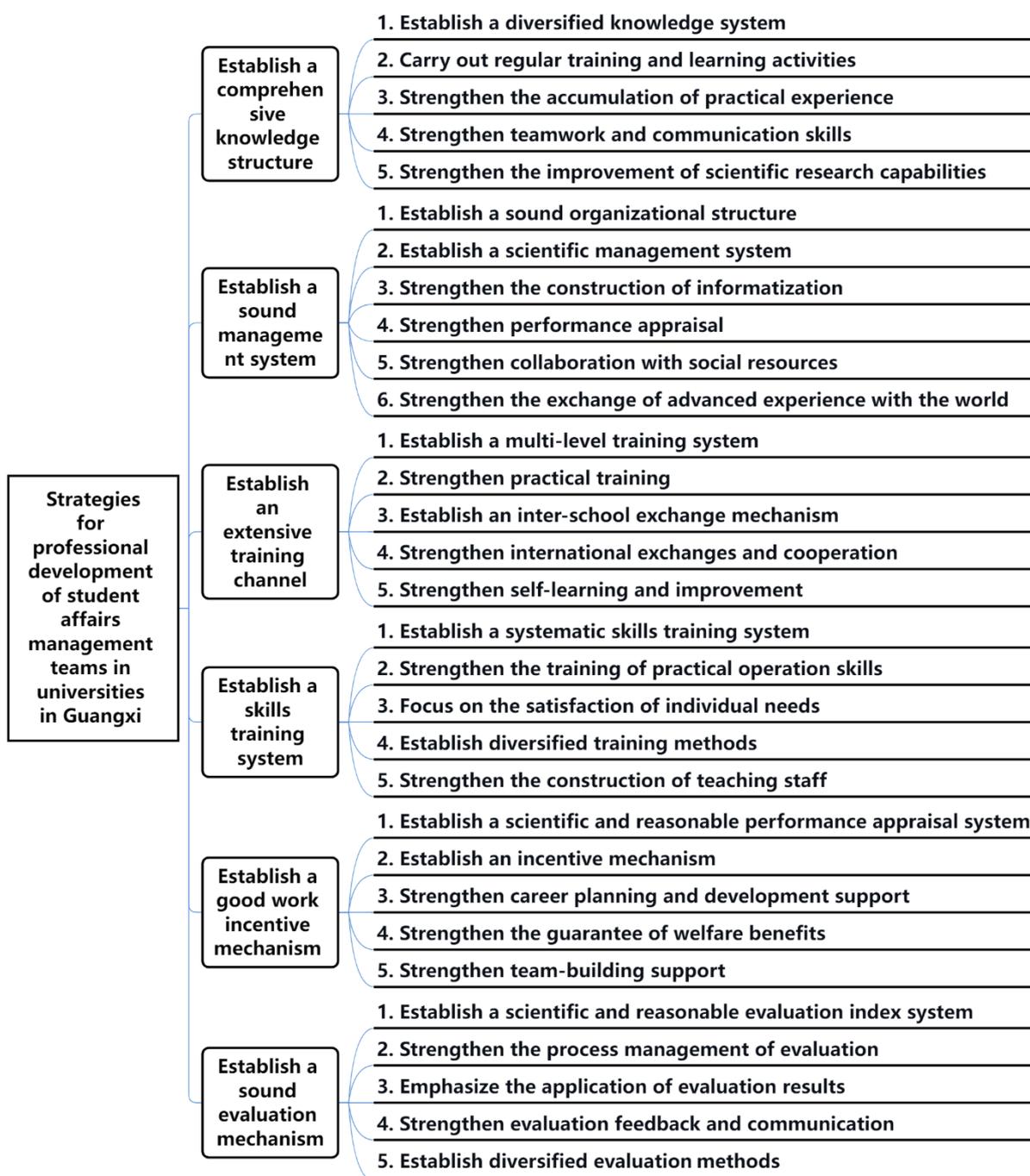


Figure 4.1 Outline of Strategies for Enhancing Vocational Skills of Student Affairs Management Team in Universities in Guangxi based on SWOT

Table 4.10 Strategies for enhancing vocational skills of student affairs management team in universities in Guangxi based on SWOT

Strategy	Measures for enhancing vocational skills of student affairs management team
Establish a comprehensive knowledge structure	<ol style="list-style-type: none"> <li data-bbox="619 546 1406 801">1. Establish a diversified knowledge system: The student affairs management team of colleges and universities needs to have a wide range of knowledge, including knowledge in education, psychology, sociology, management and other related fields, in order to better serve students. <li data-bbox="619 824 1390 1133">2. Carry out regular training and learning activities: Colleges and universities can provide regular training and learning opportunities for management team, including attending academic conferences, special lectures, short courses, etc., to continuously improve their vocational knowledge and skills. <li data-bbox="619 1155 1406 1464">3. Strengthen the accumulation of practical experience: The student affairs management team of colleges and universities needs to accumulate rich practical experience, and can continuously improve their practical ability by participating in practical activities, exchange and learning, etc. <li data-bbox="619 1487 1398 1859">4. Strengthen teamwork and communication skills: The student affairs management team of colleges and universities needs to have good teamwork and communication skills in order to better serve students. The team's collaboration and communication skills can be improved by organizing team building activities and carrying out exchange learning.

Table 4.10 (Continued)

<p>Establish a comprehensive knowledge structure</p>	<p>5. Strengthen the improvement of scientific research capabilities: The student affairs management team of colleges and universities needs to have certain scientific research capabilities, and can continuously improve their scientific research capabilities by participating in scientific research projects and publishing academic papers, so as to better serve students.</p>
<p>Establish a sound management system</p>	<p>1. Establish a sound organizational structure: Colleges and universities should establish a sound organizational structure, clarify the responsibilities and authority of each department, and ensure the efficient operation of the student affairs management team.</p> <p>2. Establish a scientific management system: Colleges and universities should establish a scientific management system, including work processes, job responsibilities, evaluation and evaluation, etc., to ensure that the work of the student affairs management team is carried out in an orderly manner.</p> <p>3. Strengthen the construction of informatization: Colleges and universities should strengthen the construction of informatization, establish a sound information system, and improve the work efficiency and service quality of the student affairs management team.</p> <p>4. Strengthen performance appraisal: Colleges and universities should strengthen performance appraisal and evaluate and feedback the work of the management team, so as to continuously improve their work efficiency and service quality.</p>

Table 4.10 (Continued)

Establish a sound management system	<p>5. Strengthen collaboration with social resources: Colleges and universities should strengthen cooperation with social resources, establish close ties with all sectors of society, and provide more resources and support for student affairs management team.</p> <p>6. Strengthen the exchange of advanced experience with the world: Colleges and universities should strengthen the exchange of advanced international experience, learn from the successful experience of other countries and regions, and continuously enhance vocational skills of the student affairs management team.</p>
Establish extensive training channels	<p>1. Establish a multi-level training system: Colleges and universities should establish a multi-level training system, including pre-job training, on-the-job training, promotion training, etc., to ensure that the student affairs management team can continuously improve their vocational quality.</p> <p>2. Strengthen practical training: Colleges and universities should strengthen practical training and provide rich practical opportunities for student affairs management team, including practical activities, internships, volunteer services, etc., so as to improve their work ability and practical experience.</p> <p>3. Establish an inter-school exchange mechanism: Colleges and universities should establish an inter-university exchange mechanism to promote exchanges and learning among colleges and universities, and provide more learning and exchange opportunities for the student affairs management team.</p>

Table 4.10 (Continued)

Establish extensive training channels	<p>4. Strengthen international exchanges and cooperation: Universities should strengthen international exchanges and cooperation, establish contacts with internationally renowned universities or institutions, and recommend student affairs management team to participate in international exchange activities to expand their international vision and vocational knowledge.</p> <p>5. Strengthen self-learning and improvement: The student affairs management team of colleges and universities should pay attention to self-learning and improvement, and continuously improve their vocational quality and research ability by participating in academic conferences and reading academic literature.</p>
Establish a skills training system	<p>1. Establish a systematic Skills training system: Colleges and universities should establish a systematic Skills training system, including basic skills, vocational skills and management skills, to ensure that the student affairs management team has comprehensive skills and knowledge.</p> <p>2. Strengthen the training of practical operation skills: Colleges and universities should strengthen the training of practical skills, including psychological counseling, crisis intervention, team building, etc., so as to improve the practical ability of the student affairs management team.</p> <p>3. Focus on the satisfaction of individual needs: Colleges and universities should pay attention to the satisfaction of personalized needs, and provide personalized training content and methods according to the different characteristics and needs of the student affairs management team to meet their different career development needs.</p>

Table 4.10 (Continued)

Establish a skills training system	<p>4. Establish diversified training methods: Colleges and universities should establish diversified training methods, including online training, offline training, simulation drills, etc., to improve the learning enthusiasm and training effect of the student affairs management team.</p> <p>5. Strengthen the construction of teaching staff: Colleges and universities should strengthen the construction of the teaching staff and hire vocational teachers to provide high-quality skills training for the student affairs management team, so as to improve their vocational quality and work ability.</p>
Establish a good work incentive mechanism	<p>1. Establish a scientific and reasonable performance appraisal system: Colleges and universities should establish a scientific and reasonable performance appraisal system to evaluate and give feedback on the work of the management team, so as to motivate them to continuously improve their work efficiency and service quality.</p> <p>2. Establish an incentive mechanism: Colleges and universities should establish an incentive mechanism to reward and commend outstanding management team to motivate them to continue to work hard and continuously improve their abilities and standards.</p> <p>3. Strengthen career planning and development support: Colleges and universities should strengthen career planning and development support, provide more career development opportunities and training support for management team, and help them achieve personal career development and growth.</p>

Table 4.10 (Continued)

Establish a good work incentive mechanism	<p>4. Strengthen the guarantee of welfare benefits: Colleges and universities should strengthen the protection of welfare benefits, and improve the salary, medical security, leave and other benefits of the management team, so as to motivate them to be more active in work.</p> <p>5. Strengthen team-building support: Colleges and universities should strengthen the support for team building, and provide more teamwork opportunities and communication platforms for the management team, so as to enhance the cohesion and collaborative spirit of the team.</p>
Establish a sound evaluation mechanism	<p>1. Establish a scientific and reasonable evaluation index system: Colleges and universities should establish a scientific and reasonable evaluation index system, and formulate corresponding evaluation indicators and standards according to different job positions and work contents, so as to ensure the fairness and accuracy of the evaluation.</p> <p>2. Strengthen the process management of evaluation: Colleges and universities should strengthen the management of the evaluation process, standardize and supervise the evaluation process, and ensure the fairness and transparency of the evaluation.</p> <p>3. Emphasize the application of evaluation results: Colleges and universities should pay attention to the application of evaluation results, and take the evaluation results as an important basis for the promotion, reward and punishment, training and other aspects of the management team, so as to motivate them to continuously improve work efficiency and service quality.</p>

Table 4.10 (Continued)

Establish a sound evaluation mechanism	<p>4. Strengthen evaluation feedback and communication: Colleges and universities should strengthen evaluation feedback and communication, timely feedback to the management team on the evaluation results, and communicate and exchange with them to help them find deficiencies in their work and the direction of improvement.</p> <p>5. Establish diversified evaluation methods: Colleges and universities should establish a diversified evaluation method, including quantitative evaluation, qualitative evaluation, 360degree evaluation, etc., to comprehensively evaluate the performance of the management team.</p>
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The researchers specially invited authoritative experts to conduct focus group interviews on strategies for enhancing vocational skills of the student affairs management team of universities in Guangxi. The group includes nine leading experts in the field of specialization, research and practice in the student affairs management team. Questions 1-6 are strategies for establishing a comprehensive knowledge structure, questions 7-14 are strategies for establishing a sound management system, questions 15-20 are strategies for establishing extensive training channels, questions 21-25 are strategies for establishing a Skills training, questions 26-32 are strategies for establishing a good work incentive, and questions 33-38 are strategies for establishing a sound evaluation mechanism. The outcome of the discussion is as follows:

Establish a Comprehensive Knowledge Structure

1. Establish a diversified knowledge system: The student affairs management team of colleges and universities needs to have a wide range of knowledge, including knowledge in education, psychology, sociology, management and other related fields.

2. Carry out regular training and learning activities: Colleges and universities can provide regular training and learning opportunities for management team, including attending academic conferences, special lectures, short courses, etc., to continuously improve their vocational knowledge and skills.

3. Strengthen the accumulation of practical experience: The student affairs management team of colleges and universities needs to accumulate rich practical experience, and can continuously improve their practical ability by participating in practical activities, exchange and learning, etc.

4. Strengthen teamwork and communication skills: The student affairs management team of colleges and universities needs to have good teamwork and communication skills in order to better serve students. The team's collaboration and communication skills can be improved by organizing team building activities and carrying out exchange learning.

5. Strengthen the improvement of scientific research capabilities: The student affairs management team of colleges and universities needs to have certain scientific research capabilities, and can continuously improve their scientific research capabilities by participating in scientific research projects and publishing academic papers.

6. Improve the ability of emergency management and safety precautions: The student affairs management team of colleges and universities needs to improve their ability to deal with emergencies, enhance their awareness of safety precautions, resolve and properly handle emergencies and various contradictions in a timely manner, maintain campus safety and stability, and promote the sustainable and healthy development of colleges and universities.

Establish a Sound Management System

1. Establish a sound organizational structure: Colleges and universities should establish a sound organizational structure, clarify the responsibilities and authority of each department, and ensure the efficient operation of the student affairs management team.

2. Establish a scientific management system: Colleges and universities should establish a scientific management system, including work processes, job responsibilities, evaluation and evaluation, etc., to ensure that the work of the student affairs management team is carried out in an orderly manner.

3. Strengthen the construction of informatization: Colleges and universities should strengthen the construction of informatization, establish a sound information system, and improve the work efficiency and service quality of the student affairs management team.

4. Strengthen performance appraisal: Colleges and universities should strengthen performance appraisal and evaluate and feedback the work of the management team, so as to continuously improve their work efficiency and service quality.

5. Strengthen collaboration with social resources: Colleges and universities should strengthen cooperation with social resources, establish close ties with all sectors of society, and provide more resources and support for student affairs management team.

6. Strengthen the exchange of advanced experience with the world: Colleges and universities should strengthen the exchange of advanced international experience, learn from the successful experience of other countries and regions, and continuously enhance vocational skills of the student affairs management team.

7. Innovative and flexible management model: Colleges and universities should rely on modern means such as big data to carry out education management work planning, change the traditional education management framework, improve the education management system with students as the management orientation, improve the efficiency and scientificity of education management, and realize personalized education and refined management.

8. Optimize the process of management and operation: Colleges and universities should introduce information technology, use scientific management tools, sort out the problems in the operation process of the management system, strengthen the construction of the management team, formulate optimization plans, and ensure that all measures are effectively implemented.

Establish an Extensive Training Channel

1. Establish a multi-level training system: Colleges and universities should establish a multi-level training system, including pre-job training, on-the-job training, promotion training, etc., to ensure that the student affairs management team can continuously improve their vocational quality.

2. Strengthen practical training: Colleges and universities should strengthen practical training and provide rich practical opportunities for student affairs management team, including practical activities, internships, volunteer services, etc., so as to improve their work ability and practical experience.

3. Establish an inter-school exchange mechanism: Colleges and universities should establish an inter-university exchange mechanism to promote exchanges and learning among colleges and universities, and provide more learning and exchange opportunities for the student affairs management team.

4. Strengthen international exchanges and cooperation: Universities should strengthen international exchanges and cooperation, establish contacts with internationally renowned universities or institutions, and recommend student affairs management team to participate in international exchange activities to expand their international vision and vocational knowledge.

5. Strengthen self-learning and improvement: The student affairs management team of colleges and universities should pay attention to self-learning and improvement, and continuously improve their vocational quality and research ability by participating in academic conferences and reading academic literature.

6. Improve the academic literacy of vocational management: Colleges and universities should pay attention to the vocational training of student affairs management talents, and strengthen the cultivation of management theories by encouraging managers to pursue higher degrees in relevant education management, ideological and political education, etc., encouraging and supporting management personnel to apply for scientific research topics related to education management, and organizing and carrying out academic research activities on management affairs.

Establish a Skills Training System

1. Establish a systematic Skills training system: Colleges and universities should establish a systematic Skills training, including basic skills, vocational skills and management skills, to ensure that the student affairs management team has comprehensive skills and knowledge.

2. Strengthen the training of practical operation skills: Colleges and universities should strengthen the training of practical skills, including psychological counseling, crisis intervention, team building, etc., so as to improve the practical ability of the student affairs management team.

3. Focus on the satisfaction of individual needs: Colleges and universities should pay attention to the satisfaction of personalized needs, and provide personalized training content and methods according to the different characteristics and needs of the student affairs management team to meet their different career development needs.

4. Establish diversified training methods: Colleges and universities should establish diversified training methods, including online training, offline training, simulation drills, etc., to improve the learning enthusiasm and training effect of the student affairs management team.

5. Strengthen the construction of teaching staff: Colleges and universities should strengthen the construction of the teaching staff and hire vocational teachers to provide high-quality skills training for the student affairs management team, so as to improve their vocational quality and work ability.

Establish a Good Work Incentive Mechanism

1. Establish a scientific and reasonable performance appraisal system: Colleges and universities should establish a scientific and reasonable performance appraisal system to evaluate and give feedback on the work of the management team, so as to motivate them to continuously improve their work efficiency and service quality.

2. Establish an incentive mechanism: Colleges and universities should establish an incentive mechanism to reward and commend outstanding management team to motivate them to continue to work hard and continuously improve their abilities and standards.

3. Strengthen career planning and development support: Colleges and universities should strengthen career planning and development support, provide more career development opportunities and training support for management team, and help them achieve personal career development and growth.

4. Strengthen the guarantee of welfare benefits: Colleges and universities should strengthen the protection of welfare benefits, and improve the salary, medical security, leave and other benefits of the management team, so as to motivate them to be more active in work.

5. Strengthen team-building support: Colleges and universities should strengthen the support for team building, and provide more teamwork opportunities and communication platforms for the management team, so as to enhance the cohesion and collaborative spirit of the team.

6. Establish a scientific and effective competition incentive mechanism: Colleges and universities should set clear work objectives and evaluation standards, clarify the work direction and requirements of management personnel, establish a fair competition environment, formulate appropriate competition mechanism incentive programs, and promote the improvement of the quality of management work.

7. Enhance team emotional satisfaction and vocational value recognition: Colleges and universities should establish a good communication mechanism, pay attention to the work emotions of management personnel, give timely care and support, help management personnel clarify the value and significance of work, and enhance vocational identity and sense of mission.

Establish a Sound Evaluation Mechanism

1. Establish a scientific and reasonable evaluation index system: Colleges and universities should establish a scientific and reasonable evaluation index system, and formulate corresponding evaluation indicators and standards according to different job

positions and work contents, so as to ensure the fairness and accuracy of the evaluation.

2. Strengthen the process management of evaluation: Colleges and universities should strengthen the management of the evaluation process, standardize and supervise the evaluation process, and ensure the fairness and transparency of the evaluation.

3. Emphasize the application of evaluation results: Colleges and universities should pay attention to the application of evaluation results, and take the evaluation results as an important basis for the promotion, reward and punishment, training and other aspects of the management team, so as to motivate them to continuously improve work efficiency and service quality.

4. Strengthen evaluation feedback and communication: Colleges and universities should strengthen evaluation feedback and communication, timely feedback to the management team on the evaluation results, and communicate and exchange with them to help them find deficiencies in their work and the direction of improvement.

5. Establish diversified evaluation methods: Colleges and universities should establish a diversified evaluation method, including quantitative evaluation, qualitative evaluation, 360-degree evaluation, etc., to comprehensively evaluate the performance of the management team.

6. Formulate comprehensive management level evaluation content: Colleges and universities should broaden the scope of management work evaluation, formulate multi-dimensional and multi-level evaluation content, and conduct work evaluation from different aspects such as vocational ethics, teaching level, scientific research ability, management effectiveness, and innovation characteristics.



Figure 4.2 Strategies for Enhancing Vocational Skills of Student Affairs Management Team in Universities in Guangxi

Table 4.11 Strategies for enhancing vocational skills of student affairs management team in universities in Guangxi

Strategy	Measures for enhancing vocational skills of student affairs management team
Establish a comprehensive knowledge structure	<ol style="list-style-type: none"> 1. Establish a diversified knowledge system: The student affairs management team of colleges and universities needs to have a wide range of knowledge, including knowledge in education, psychology, sociology, management and other related fields, in order to better serve students. 2. Carry out regular training and learning activities: Colleges and universities can provide regular training and learning opportunities for management team, including attending academic conferences, special lectures, short courses, etc., to continuously improve their vocational knowledge and skills. 3. Strengthen the accumulation of practical experience: The student affairs management team of colleges and universities needs to accumulate rich practical experience, and can continuously improve their practical ability by participating in practical activities, exchange and learning, etc. 4. Strengthen teamwork and communication skills: The student affairs management team of colleges and universities needs to have good teamwork and communication skills in order to better serve students. The team's collaboration and communication skills can be improved by organizing team building activities and carrying out exchange learning.

Table 4.11 (Continued)

<p>Establish a comprehensive knowledge structure</p>	<p>5. Strengthen the improvement of scientific research capabilities: The student affairs management team of colleges and universities needs to have certain scientific research capabilities, and can continuously improve their scientific research capabilities by participating in scientific research projects and publishing academic papers, so as to better serve students.</p> <p>6. Improve the ability of emergency management and safety precautions: The student affairs management team of colleges and universities needs to improve their ability to deal with emergencies, enhance their awareness of safety precautions, resolve and properly handle emergencies and various contradictions in a timely manner, maintain campus safety and stability, and promote the sustainable and healthy development of colleges and universities.</p>
<p>Establish a sound management system</p>	<p>1. Establish a sound organizational structure: Colleges and universities should establish a sound organizational structure, clarify the responsibilities and authority of each department, and ensure the efficient operation of the student affairs management team.</p> <p>2. Establish a scientific management system: Colleges and universities should establish a scientific management system, including work processes, job responsibilities, evaluation and evaluation, etc., to ensure that the work of the student affairs management team is carried out in an orderly manner.</p> <p>3. Strengthen the construction of informatization: Colleges and universities should strengthen the construction of informatization, establish a sound information system, and improve the work efficiency and service quality of the student affairs management team.</p>

Table 4.11 (Continued)

<p>Establish a sound management system</p>	<p>4. Strengthen performance appraisal: Colleges and universities should strengthen performance appraisal and evaluate and feedback the work of the management team, so as to continuously improve their work efficiency and service quality.</p> <p>5. Strengthen collaboration with social resources: Colleges and universities should strengthen cooperation with social resources, establish close ties with all sectors of society, and provide more resources and support for student affairs management team.</p> <p>6. Strengthen the exchange of advanced experience with the world: Colleges and universities should strengthen the exchange of advanced international experience, learn from the successful experience of other countries and regions, and continuously enhance vocational skills of the student affairs management team.</p> <p>7. Innovative and flexible management model: Colleges and universities should rely on modern means such as big data to carry out education management work planning, change the traditional education management framework, improve the education management system with students as the management orientation, improve the efficiency and scientificity of education management, and realize personalized education and refined management.</p> <p>8. Optimize the process of management and operation: Colleges and universities should introduce information technology, use scientific management tools, sort out the problems in the operation process of the management system, strengthen the construction of the management team, formulate optimization plans, and ensure that all measures are effectively implemented.</p>
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Table 4.11 (Continued)

Establish an extensive training channel	<p>1. Establish a multi-level training system: Colleges and universities should establish a multi-level training system, including pre-job training, on-the-job training, promotion training, etc., to ensure that the student affairs management team can continuously improve their vocational quality.</p> <p>2. Strengthen practical training: Colleges and universities should strengthen practical training and provide rich practical opportunities for student affairs management team, including practical activities, internships, volunteer services, etc., so as to improve their work ability and practical experience.</p> <p>3. Establish an inter-school exchange mechanism: Colleges and universities should establish an inter-university exchange mechanism to promote exchanges and learning among colleges and universities, and provide more learning and exchange opportunities for the student affairs management team.</p> <p>4. Strengthen international exchanges and cooperation: Universities should strengthen international exchanges and cooperation, establish contacts with internationally renowned universities or institutions, and recommend student affairs management team to participate in international exchange activities to expand their international vision and vocational knowledge.</p> <p>5. Strengthen self-learning and improvement: The student affairs management team of colleges and universities should pay attention to self-learning and improvement, and continuously improve their vocational quality and research ability by participating in academic conferences and reading academic literature.</p>
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Table 4.11 (Continued)

Establish an extensive training channel	<p>6. Improve the academic literacy of vocational management: Colleges and universities should pay attention to the vocational training of student affairs management talents, and strengthen the cultivation of management theories by encouraging managers to pursue higher degrees in relevant education management, ideological and political education, etc., encouraging and supporting management personnel to apply for scientific research topics related to education management, and organizing and carrying out academic research activities on management affairs.</p>
Establish a skills training system	<p>1. Establish a systematic Skills training system: Colleges and universities should establish a systematic Skills training , including basic skills, vocational skills and management skills, to ensure that the student affairs management team has comprehensive skills and knowledge.</p> <p>2. Strengthen the training of practical operation skills: Colleges and universities should strengthen the training of practical skills, including psychological counseling, crisis intervention, team building, etc., so as to improve the practical ability of the student affairs management team.</p> <p>3. Focus on the satisfaction of individual needs: Colleges and universities should pay attention to the satisfaction of personalized needs, and provide personalized training content and methods according to the different characteristics and needs of the student affairs management team to meet their different career development needs.</p> <p>4. Establish diversified training methods: Colleges and universities should establish diversified training methods, including online training, offline training, simulation drills, etc., to improve the learning enthusiasm and training effect of the student affairs management team.</p>

Table 4.11 (Continued)

Establish a skills training system	<p>5. Strengthen the construction of teaching staff: Colleges and universities should strengthen the construction of the teaching staff and hire vocational teachers to provide high-quality skills training for the student affairs management team, so as to improve their vocational quality and work ability.</p>
Establish a good work incentive mechanism	<p>1. Establish a scientific and reasonable performance appraisal system: Colleges and universities should establish a scientific and reasonable performance appraisal system to evaluate and give feedback on the work of the management team, so as to motivate them to continuously improve their work efficiency and service quality.</p> <p>2. Establish an incentive mechanism: Colleges and universities should establish an incentive mechanism to reward and commend outstanding management team to motivate them to continue to work hard and continuously improve their abilities and standards.</p> <p>3. Strengthen career planning and development support: Colleges and universities should strengthen career planning and development support, provide more career development opportunities and training support for management team, and help them achieve personal career development and growth.</p> <p>4. Strengthen the guarantee of welfare benefits: Colleges and universities should strengthen the protection of welfare benefits, and improve the salary, medical security, leave and other benefits of the management team, so as to motivate them to be more active in work.</p> <p>5. Strengthen team-building support: Colleges and universities should strengthen the support for team building, and provide more teamwork opportunities and communication platforms for the management team, so as to enhance the cohesion and collaborative spirit of the team.</p>

Table 4.11 (Continued)

<p>Establish a good work incentive mechanism</p>	<p>6. Establish a scientific and effective competition incentive mechanism: Colleges and universities should set clear work objectives and evaluation standards, clarify the work direction and requirements of management personnel, establish a fair competition environment, formulate appropriate competition mechanism incentive programs, and promote the improvement of the quality of management work.</p> <p>7. Enhance team emotional satisfaction and vocational value recognition: Colleges and universities should establish a good communication mechanism, pay attention to the work emotions of management personnel, give timely care and support, help management personnel clarify the value and significance of work, and enhance vocational identity and sense of mission.</p>
<p>Establish a sound evaluation mechanism</p>	<p>1. Establish a scientific and reasonable evaluation index system: Colleges and universities should establish a scientific and reasonable evaluation index system, and formulate corresponding evaluation indicators and standards according to different job positions and work contents, so as to ensure the fairness and accuracy of the evaluation.</p> <p>2. Strengthen the process management of evaluation: Colleges and universities should strengthen the management of the evaluation process, standardize and supervise the evaluation process, and ensure the fairness and transparency of the evaluation.</p> <p>3. Emphasize the application of evaluation results: Colleges and universities should pay attention to the application of evaluation results, and take the evaluation results as an important basis for the promotion, reward and punishment, training and other aspects of the management team, so as to</p>

Table 4.11 (Continued)

<p>Establish a sound evaluation mechanism</p>	<p>motivate them to continuously improve work efficiency and service quality.</p> <p>4. Strengthen evaluation feedback and communication: Colleges and universities should strengthen evaluation feedback and communication, timely feedback to the management team on the evaluation results, and communicate and exchange with them to help them find deficiencies in their work and the direction of improvement.</p> <p>5. Establish diversified evaluation methods: Colleges and universities should establish a diversified evaluation method, including quantitative evaluation, qualitative evaluation, 360degree evaluation, etc., to comprehensively evaluate the performance of the management team.</p> <p>6. Formulate comprehensive management level evaluation content: Colleges and universities should broaden the scope of management work evaluation, formulate multi-dimensional and multi-level evaluation content, and conduct work evaluation from different aspects such as vocational ethics, teaching level, scientific research ability, management effectiveness, and innovation characteristics, so as to provide comprehensive and objective development suggestions for the cultivation of management team talents.</p>
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4. Suitability and feasibility evaluation results of the strategies for enhancing vocational skills of the student affairs management team in universities in Guangxi.

In particular, the researchers invited authoritative experts to evaluate the suitability and feasibility of strategies for enhancing vocational skills of the student affairs management team in universities in Guangxi. On the basis of determining the factors influencing vocational skills of the student affairs management team in universities in Guangxi, through questionnaire surveys, SWOT analysis, focus group interviews, etc., strategies for enhancing vocational skills of the student affairs management team in universities in Guangxi were formulated, and 9 industry authoritative experts were invited to conduct the review. The results of the evaluation are as follows:

Table 4.12 Data analysis on the evaluation results of strategies for enhancing vocational skills of student affairs management team in universities in Guangxi

	Measures for enhancing vocational skills of student affairs management team in universities in Guangxi	Suitability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1	Establish a comprehensive knowledge structure	4.15	0.83	5	4.44	0.78	1
2	Establish a sound management system	4.65	0.78	1	4.35	0.82	2
3	Establish an extensive training channel	3.82	0.83	6	4.15	0.79	4
4	Establish a skills training system	4.31	0.81	3	3.78	0.83	6

Table 4.12 (Continued)

Measures for enhancing vocational skills of student affairs management team in universities in Guangxi		Suitability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
5	Establish a good work incentive mechanism	4.24	0.79	4	4.72	0.71	5
6	Establish a sound evaluation mechanism	4.45	0.78	2	4.21	0.75	3
Total		4.33	0.80		4.18	0.78	

As can be seen in table 4.12, the experts assessed the suitability and feasibility of the "strategies for Enhancing Vocational Skills of Student Affairs Management Team in Universities in Guangxi". The mean of suitability was 4.33, specifically, "Establish a sound management system" was at the highest level, scoring 4.65, while "Establish an extensive training channel" was at the lowest level, scored 3.82; The mean of feasibility was 4.18, specifically, "Establish a good work incentive mechanism" was at the highest level, scoring 4.72, while "Establish a skills training system" was at the lowest level, scoring 3.78. The 38 strategies put forward from six dimensions: establishing a comprehensive knowledge structure, establishing a sound management system, establishing an extensive training channel, establishing a skills training system, establishing a good work incentive mechanism, and establishing a sound evaluation mechanism are all scientific and feasible.

Table 4.13 Data analysis on the evaluation results of strategies for establishing a comprehensive knowledge structure in universities in Guangxi

	Measures for establishing a comprehensive knowledge structure	Suitability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1	Establish a diversified knowledge system	4.15	0.81	1	3.78	0.73	5
2	Carry out regular training and learning activities	3.98	0.75	4	4.12	0.77	3
3	Strengthen the accumulation of practical experience	4.12	0.88	3	4.13	0.68	2
4	Strengthen teamwork and communication skills	4.14	0.76	2	4.15	0.81	1
5	Strengthen the improvement of scientific research capabilities	3.78	0.81	6	3.77	0.73	6
6	Improve the ability of emergency management and safety precautions	3.95	0.81	5	3.88	0.82	4
Total		4.02	0.80		3.97	0.76	

As can be seen in table 4.13, the experts assessed the suitability and feasibility of "Establish a comprehensive knowledge structure". The mean of suitability was 4.02, specifically, "Strengthen teamwork and communication skills" was at the highest level, scored 4.14, while "Strengthen the improvement of scientific research" was at the lowest level, scored 3.78. The mean of feasibility was 3.97, specifically, "Strengthen teamwork and communication skills" was at the highest level, scored 4.15, while "Strengthen the improvement of scientific research capabilities" was at the lowest level, scored 3.77. This shows that the six strategies proposed from the dimension of "establishing a comprehensive knowledge structure" are scientifically feasible.

Table 4.14 Data analysis on the evaluation results of strategies for establishing a sound management system in universities in Guangxi

	Measures for establishing a sound management system	Suitability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1	Establish a sound organizational structure	3.83	0.81	8	4.32	0.75	1
2	Establish a scientific management system	3.96	0.87	6	3.87	0.82	5
3	Strengthen the construction of informatization	4.15	0.74	3	3.95	0.74	4
4	Strengthen performance appraisal	3.88	0.82	7	3.86	0.82	6
5	Strengthen collaboration with social resources	4.02	0.67	4	4.02	0.67	3
6	Strengthen the exchange of advanced experience with the world	3.98	0.79	5	3.83	0.81	7
7	Innovative and flexible management model	4.22	0.75	2	4.26	0.87	2
8	Optimize the process of management and operation	4.42	0.75	1	3.75	0.86	8
Total		4.06	0.78		3.98	0.79	

As can be seen in table 4.14, the experts assessed the suitability and feasibility of "Establish a sound management system". the mean of suitability was 4.06, specifically, "Optimize the process of management and operation" was at the highest level, scoring 4.42, while "Establish a sound organizational structure" was at the lowest level, scoring 3.83. The mean of feasibility was 3.98, specifically, "Establish a sound organizational structure" was at the highest level, scoring 4.32, while "Optimize the

process of management and operation" was at the lowest level, scoring 3.75. This shows that the eight strategies proposed from the dimension of "establishing a sound management system" are scientific and feasible.

Table 4.15 Data analysis on the evaluation results of strategies for establishing an extensive training channel in universities in Guangxi

Measures for establishing an extensive training channel	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1 Establish a multi-level training system	4.24	0.83	2	3.83	0.87	5
2 Strengthen practical training	3.92	0.82	5	4.15	0.67	1
3 Establish an inter-school exchange mechanism	4.38	0.81	1	3.82	0.77	6
4 Strengthen international exchanges and cooperation	4.15	0.67	3	4.05	0.82	3
5 Strengthen self-learning and improvement	3.88	0.79	6	3.97	0.77	4
6 Improve the academic literacy of vocational management	4.02	0.77	4	4.14	0.77	2
Total	4.10	0.78		3.99	0.78	

As can be seen in table 4.15, the experts assessed the suitability and feasibility of "Establish an extensive training channel". The mean of suitability was 4.10, specifically, "Establish an inter-school exchange mechanism" was at the highest level, scoring 4.38, while "Strengthen self-learning and improvement" was at the lowest level, scoring 3.88. The mean of feasibility was 3.99, specifically, "Strengthen practical training" was at the highest level, scoring 4.15, while "Establish an inter-school exchange mechanism" was at the lowest level, scoring 3.82. This shows that the six strategies proposed from the dimension of "establishing extensive training channels" are scientific and feasible.

Table 4.16 Data analysis on the evaluation results of strategies for establishing a skills training system in universities in Guangxi

Measures for establishing a skills training system	Suitability			Feasibility		
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1 Establish a systematic skills training	4.13	0.86	1	3.93	0.87	3
2 Strengthen the training of practical operation skills	4.03	0.69	2	3.87	0.68	4
3 Focus on the satisfaction of individual needs	3.78	0.78	5	4.32	0.73	1
4 Establish diversified training methods	3.95	0.88	4	3.83	0.82	5
5 Strengthen the construction of teaching staff	3.98	0.69	3	4.28	0.84	2
Total	3.97	0.78		4.05	0.79	

As can be seen in table 4.16, the experts assessed the suitability and feasibility of "Establish a skills training system". The mean of suitability was 3.97, specifically, "Establish a systematic skills training" was at the highest level, scoring 4.13, while "Focus on the satisfaction of individual needs" was at the lowest level scoring 3.78. The mean of feasibility was 4.05, specifically, "Focus on the satisfaction of individual needs" was at the highest level, scoring 4.32, while "Establish diversified training methods" was at the lowest level, scoring 3.83. This shows that the five strategies proposed from the dimension of "establishing a skills training " are scientific and feasible.

Table 4.17 Data analysis on the evaluation results of strategies for establishing a good work incentive mechanism in universities in Guangxi

	Measures for establishing a good work incentive mechanism	Suitability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1	Establish a scientific and reasonable performance appraisal system	3.95	0.82	5	4.48	0.84	1
2	Establish an incentive mechanism	4.42	0.77	2	4.05	0.76	5
3	Strengthen career planning and development support	3.76	0.82	7	3.84	0.85	6
4	Strengthen the guarantee of welfare benefits	4.57	0.67	1	4.35	0.82	2
5	Strengthen team-building support	4.12	0.81	4	3.78	0.88	7
6	Establish a scientific and effective competition incentive mechanism	3.81	0.82	6	4.29	0.77	3
7	Enhance team emotional satisfaction and vocational value recognition	4.25	0.67	3	4.15	0.75	4
Total		4.13	0.77		4.13	0.81	

As can be seen in table 4.17, the experts assessed the suitability and feasibility of "Establish a good work incentive mechanism". The mean of suitability was 4.13, specifically, "Strengthen the guarantee of welfare benefits" was at the highest level, scoring 4.57, while "Strengthen career planning and development support" was at the lowest level, scoring 3.76. The mean of feasibility was 4.13, specifically, "Establish a scientific and reasonable performance appraisal system" was at the highest level,

scoring 4.48, while "Strengthen team-building support" was at the lowest level, scoring 3.78. This shows that the seven strategies proposed from the dimension of "establishing a good work incentive" are scientific and feasible.

Table 4.18 Data analysis on the evaluation results of strategies for establishing a sound evaluation mechanism in universities in Guangxi

	Measures for establishing a sound evaluation mechanism	Suitability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1	Establish a scientific and reasonable evaluation index system	4.28	0.82	2	3.95	0.82	5
2	Strengthen the process management of evaluation	4.02	0.71	5	4.15	0.67	2
3	Emphasize the application of evaluation results	4.19	0.82	3	3.86	0.81	6
4	Strengthen evaluation feedback and communication	3.88	0.67	6	4.13	0.73	3
5	Establish diversified evaluation methods	4.09	0.81	4	4.34	0.82	1
6	Formulate comprehensive management level evaluation content	4.54	0.85	1	4.09	0.79	4
	Total	4.17	0.78		4.09	0.77	

As can be seen in table 4.18, the experts assessed the suitability and feasibility of "Establish a sound evaluation mechanism". The mean suitability was 4.17, specifically, "Formulate comprehensive management level evaluation content" was at the highest level, scoring 4.54, while "Strengthen evaluation feedback and

communication" was at the lowest level, scoring 3.88. The mean of feasibility was 4.09, specifically, "Establish diversified evaluation methods" was at the highest level, scoring 4.34, while "Emphasize the application of evaluation results" was at the lowest level, scoring 3.86. This shows that the six strategies proposed from the dimension of "establishing a sound evaluation mechanism" are scientific and feasible.

Chapter 5

Conclusion Discussion and Recommendations

The research in strategies for enhancing vocational skills of student affairs management team in universities in Guangxi. The objectives of this research were 1) to study the current situation in vocational skills of student affairs management team in universities in Guangxi, 2) to study the strategies for enhancing vocational skills of student affairs management team in universities in Guangxi, and 3) to evaluate the suitability and feasibility of the strategies for enhancing vocational skills of student affairs management team in universities in Guangxi. There were 6 influencing factors in this research, including 1) knowledge structure, 2) management system, 3) skills training 4) training channels, 5) work incentive, 6) evaluation mechanism. The sample group in this research was made of 291 student affairs managers from 10 different types of public universities in Guangxi. The interviewees were 10 student affairs managers, all from 10 different types of public universities in Guangxi, carried out by purposive sampling. The focus group was made of 9 senior managers from Guangxi serving as experts, carried out by purposive sampling. The research instruments included questionnaires, focus group and evaluation form. The statistics of this research included percentage, mean and standard deviation. The conclusion, discussion and recommendations of this research are as follows:

Conclusion

The research in strategies for enhancing vocational skills of student affairs management team in universities in Guangxi. The researcher summarizes the conclusion into 3 parts, the details are as follows:

Part 1: the current situation in vocational skills of student affairs management team in universities in Guangxi.

Part 2: the main influencing factors of strategies for enhancing vocational skills of the student affairs management team in universities in Guangxi.

Part 3: the suitability and feasibility of strategies for enhancing vocational skills of the student affairs management team in universities in Guangxi.

Part 1: The Current Situation in Vocational Skills of Student Affairs Management Team in Universities in Guangxi.

The current situation in vocational skills of student affairs management team in 6 aspects was at a high level. Considering the results of this research aspects ranged from the highest to the lowest level were as follows: the highest level was "Skills training", followed by "Knowledge structure", "Evaluation mechanism", "Management system", "Work incentive", and "Training channel" was at the lowest level.

1. The current situation of "Skills training" of the student affairs management team in universities in Guangxi in 12 aspects was at a high level. Among them, the highest mean was "Good student affairs management skills", followed by "Advanced educational concepts and continuous innovation capabilities", "Good language skills", "Good team organization and teamwork skills, Good academic research skills", "Good career planning and employment guidance skills", "Good mental health education skills", "Good educational and teaching skills", "Good scientific management and the ability to use scientific and technological tools", "Good resilience to frustration and burnout", "Good interpersonal skills", and the lowest mean was "Good crisis management and response skills".

2. The current situation of "Knowledge structure" of the student affairs management team in universities in Guangxi in 11 aspects was at high level. Among them, the highest mean was "Ideological and political education", followed by "Familiar with university policies and rules and regulations", "Pedagogy and Management", "Emergency management and safety precautions", "Writing skills and use of words", "Familiar with relevant national laws and regulations", "Knowledge related to career guidance, including career planning, innovation and entrepreneurship, employment skills, etc", "Application of information technology", "Psychology, Sociology, Ethics", "Natural science", and the lowest mean was "History of science development".

3. The current situation of "Evaluation mechanism" of the student affairs management team of universities in Guangxi in 11 aspects was at a high level. Among them, the highest mean was "Pay attention to the evaluation of student education,

management and service work", followed by "Pay attention to the evaluation of job performance", "Pay attention to the evaluation of class construction", "Pay attention to the evaluation of the highlights and characteristics of the management work", "Pay attention to the evaluation of teacher and student satisfaction", "Pay attention to the evaluation of scientific research", "Formulate a reasonable system of rewards and punishments to improve the quality of student affairs management", "Pay attention to the evaluation of teaching work", "Pay attention to the evaluation of the construction of learning atmosphere", "Pay attention to the evaluation of teacher style and teacher morality", and the lowest mean was "According to the evaluation results, provide specific feedback and suggestions for managers to promote the improvement of management work".

4. The current situation of "Management system" of the student affairs management team in universities in Guangxi in 13 aspects was at a high level. Among them, the highest mean was "Formulate a scientific and reasonable vocational title evaluation system", followed by "Establish a standardized and reasonable management and operation mechanism to ensure the orderly progress of management work", "Scientific and comprehensive management promotion mechanism", "Formulate a standardized and transparent personnel system to ensure the fairness and impartiality of the selection and training of management talents", "Establish an organizational structure with clear functions and a clear division of labor", "Pay attention to the people-oriented management model", "Regularly supervise and evaluate the work of management personnel, and correct and improve problems in the work in a timely manner", "Establish clear and efficient management and operation processes", "Scientific and clear career development mechanism for managers", "Formulate a scientific and perfect management system", "Use scientific management tools to improve management efficiency", "Scientific and effective incentive and restraint mechanism", and the lowest mean was "Systematic and effective training mechanism for management personnel".

5. The current situation of "Work incentive" in the student affairs management team of universities in Guangxi in 11 aspects was at a high level. Among them, the highest mean was "Set clear, specific work goals and encourage managers to work hard

to achieve them", followed by "Improve the working environment and build a good working atmosphere", "Set a good manager as a role model and encourage other managers to learn from the example", "Care for the emotional needs of managers and stimulating their enthusiasm for work", "Provide generous welfare measures, such as comprehensive social security benefits, health check-ups, paid leave, etc", "Support and respect the work of managers, and recognize the personal value of managers", "Provide skills training and development opportunities to help managers improve their vocational skills and management capabilities", "Formulate a fair and scientific performance appraisal system, and give rewards and work subsidies according to performance", "Stimulate the motivation of managers through attractive remuneration", "Carry out various competitions and evaluation activities, introduce competition mechanisms, and stimulate the competitive awareness and enterprising spirit of management personnel", and the lowest mean was "Provide a good career development platform and promotion channel".

6. The current situation of the "Training channel" of the student affairs management team of universities in Guangxi in 13 aspects was at high level. Among them, the highest mean was "Encourage Managers to apply for scientific research topics related to the management of student affairs, and provide financial support after the scientific research is established", followed by "Participate in seminars and exchange meetings on student affairs management to strengthen the communication of management experience", "Organize managers to carry out academic research on the management of student affairs, and improve their theoretical literacy and scientific research ability", "Establish a mentorship system to allow experienced managers to mentor newcomers", "Participate in vocational skills competitions related to student affairs management to improve the vocational level of management", "Attend industry conferences and forums on student affairs management to learn about the latest developments in the industry", "Participate in daily training", "Go to other colleges and universities to study and study to enrich management knowledge", "Participate in special training", "Provide career planning guidance to help managers understand career development paths and improve career satisfaction", "Pursue vocational master's and doctoral degrees to improve theoretical literacy and academic research ability",

"Conduct pre-job training", and the lowest mean was "Temporary positions in relevant enterprises, institutions or other colleges and universities to increase management experience".

Part 2: The Main Influencing Factors of Strategies for Enhancing Vocational Skills of the Student Affairs Management Team in Universities in Guangxi.

There are 6 main influencing factors of strategies for enhancing vocational skills of the student affairs management team in universities in Guangxi, consisting of 38 measures: 1) 6 for Establish a comprehensive knowledge structure; 2) 8 for Establish a sound management system; 3) 6 for Establish an extensive training channel; 4) 5 for Establish a skills training system; 5) 7 for Establish a good work incentive mechanism; 6) 6 for Establish a sound evaluation mechanism.

1. Establish a comprehensive knowledge structure:
 - 1) Establish a diversified knowledge system.
 - 2) Carry out regular training and learning activities.
 - 3) Strengthen the accumulation of practical experience.
 - 4) Strengthen teamwork and communication skills.
 - 5) Strengthen the improvement of scientific research capabilities.
 - 6) Improve the ability of emergency management and safety precautions.
2. Establish a sound management system:
 - 1) Establish a sound organizational structure.
 - 2) Establish a scientific management system.
 - 3) Strengthen the construction of informatization.
 - 4) Strengthen performance appraisal.
 - 5) Strengthen collaboration with social resources.
 - 6) Strengthen the exchange of advanced experience with the world.
 - 7) Innovative and flexible management model.
 - 8) Optimize the process of management and operation.

3. Establish an extensive training channel:
 - 1) Establish a multi-level training system.
 - 2) Strengthen practical training.
 - 3) Establish an inter-school exchange mechanism.
 - 4) Strengthen international exchanges and cooperation.
 - 5) Strengthen self-learning and improvement.
 - 6) Improve the academic literacy of vocational management.
4. Establish a skills training system:
 - 1) Establish a systematic Skills training system.
 - 2) Strengthen the training of practical operation skills.
 - 3) Focus on the satisfaction of individual needs.
 - 4) Establish diversified training methods.
 - 5) Strengthen the construction of teaching staff.
5. Establish a good work incentive mechanism:
 - 1) Establish a scientific and reasonable performance appraisal system.
 - 2) Establish an incentive mechanism.
 - 3) Strengthen career planning and development support.
 - 4) Strengthen the guarantee of welfare benefits.
 - 5) Strengthen team-building support.
 - 6) Establish a scientific and effective competition incentive mechanism.
 - 7) Enhance team emotional satisfaction and vocational value recognition.
6. Establish a sound evaluation mechanism:
 - 1) Establish a scientific and reasonable evaluation index system.
 - 2) Strengthen the process management of evaluation.
 - 3) Emphasize the application of evaluation results.
 - 4) Strengthen evaluation feedback and communication.
 - 5) Establish diversified evaluation methods.
 - 6) Formulate comprehensive management level evaluation content.

Part 3: The Suitability and Feasibility of Strategies for Enhancing Vocational Skills of the Student Affairs Management Team in Universities in Guangxi.

The suitability and feasibility of strategies for enhancing vocational skills of the student affairs management team in universities in Guangxi consisted of 6 aspects, all of which were at a high level with the mean at 4.33 and 4.18, which means strategies for enhancing vocational skills of the student affairs management team in universities in Guangxi are suitable and feasible.

The suitability and feasibility of "Establish a comprehensive knowledge structure" were at a high level.

The suitability and feasibility of "Establish a sound management system" were at a high level.

The suitability and feasibility of "Establish an extensive training channel" were at a high level.

The suitability and feasibility of "Establish a skills training system" were at a high level.

The suitability and feasibility of "Establish a good work incentive mechanism" were at a high level.

The suitability and feasibility of "Establish a sound evaluation mechanism" were at a high level.

Discussion

The research in strategies for enhancing vocational skills of student affairs management team in universities in Guangxi. The researcher summarizes the discussion into 3 parts, the details are as follows:

Part 1: To study the current situation in vocational skills of student affairs management team in universities in Guangxi.

Part 2: To study the strategies for enhancing vocational skills of student affairs management team in universities in Guangxi.

Part 3: To evaluate the suitability and feasibility of the strategies for enhancing vocational skills of student affairs management team in universities in Guangxi.

Part 1: To Study the Current Situation in Vocational Skills of Student Affairs Management Team in Universities in Guangxi.

The current situation in vocational skills of student affairs management team in 6 aspects was at a high level. Considering the results of this research aspects ranged from the highest to the lowest level were as follows: the highest level was "Skills training", followed by "Knowledge structure", "Evaluation mechanism", "Management system", "Work incentive", and "Training channel" was at the lowest level. Based on the research results, it can be seen that the vocational skills of the student affairs management team are generally at a high level. This is a positive sign, as it indicates that the team members have the necessary skills and knowledge to effectively manage student affairs. However, there are still some areas that need improvement. For example, the "Training channel" was found to be at the lowest level, which suggests that there may be a lack of opportunities for team members to further develop their skills and knowledge. This could potentially limit their ability to effectively manage student affairs in the future. To address this issue, the school or organization could consider providing more training opportunities for the student affairs management team. This could include workshops, seminars, or other professional development activities that would help them improve their skills and knowledge. In addition, the "Evaluation mechanism" was also found to be relatively low, which suggests that there may not be a clear system in place for evaluating the performance of the student affairs management team. This could make it difficult to identify areas where they may need additional support or training. To address this issue, the school or organization could consider implementing a more robust evaluation mechanism for the student affairs management team. This could include regular performance evaluations, feedback sessions, or other mechanisms that would help them identify areas where they may need additional support or training. Overall, while the vocational skills of the student affairs management team are generally at a high level, there are still some areas that need improvement. By addressing these issues, the school or organization can help ensure that the team has the necessary skills and knowledge to effectively manage student affairs. Zhou Chen (2015, p.125) pointed out that high-quality teachers should not only have excellent teaching ethics, good learning and teaching style, and

knowledge of educational science, but also have certain vocational ability. Teachers' vocational skills can be understood as the sum of the personality and psychological characteristics that teachers must have to have in the practice of education and teaching on the basis of certain vocational knowledge and basic vocational skills, which directly affect the effectiveness and quality of education and teaching activities, and determine the implementation and completion of education and teaching activities. Freedman, Lawrence (2013, p.11) points out that strategy is important because the resources available to achieve goals are usually limited, and strategy generally involves setting goals and priorities, taking appropriate actions, and mobilizing resources to achieve goals. At the same time, tactics can be intentional or appear as a form of activity in which the organization adapts to its environment or competition.

Skills Training was at a High Level. Skills training is crucial for enhancing the vocational skills of the student affairs management team, which can ultimately lead to improved management practices and better educational experiences for students. Through effective training programs, team members can acquire new knowledge and skills that equip them to handle complex issues and challenges in student affairs management. This includes training on conflict resolution, communication strategies, and emotional intelligence, among others. Furthermore, skills training promotes professional development by enabling team members to stay updated with the latest trends and best practices in student affairs management. Well-trained team members are better equipped to handle various aspects of student affairs, resulting in more efficient and effective management of student affairs. Enhanced vocational skills also contribute to a better educational experience for students as they provide them with a supportive and inclusive environment where they can thrive both academically and personally. Through continuous training and development opportunities, the student affairs management team can play a vital role in providing students with a nurturing and supportive environment that fosters their personal growth and academic success. Skills training can improve team members' productivity, enhance teamwork, improve service quality, reduce potential risks, and promote personal growth. By mastering more efficient working methods and tools, team members can save time and energy and be more efficient in handling student affairs. At the same time, skills training helps

to develop the spirit of collaboration and communication among team members, so that the team can solve problems together and improve overall execution. In addition, skills training can help team members understand the latest educational concepts and service standards, and provide higher quality student services, thereby increasing student satisfaction. Through the training, team members are also better able to identify and deal with potential student affairs risks, such as avoiding legal disputes, preventing security incidents, etc., which can help reduce the school's operational risks and protect the school's reputation. Finally, skills training not only helps to improve the professional skills of team members, but also helps them to promote their personal growth, improve their self-confidence, expand their horizons, and enhance their sense of self-worth, so as to better balance work and life and improve their quality of life. Wei Liurong (2014, p.10) pointed out that the basic content of college student affairs management team training includes four items: (1) career planning courses; (2) psychology, education, sociology, law, management auxiliary discipline courses; (3) Employment guidance courses, the training content mainly includes graduate employment and management research, job search psychology research, Chinese system and related legal research, human resource management, etc.; (4) Student affairs management courses, including all aspects of students' learning and life. Zhong Yi (2014, p.36) used the "positive triangle model" to interpret the vocational knowledge of college student affairs managers: (1) the basic ability of the industry, that is, the basic ability of college teachers, the ability of education and guidance, and the knowledge of higher education and psychology. (2) Vocational ability of the post, including advanced educational concepts, continuous innovation ability, scientific management methods, especially the ability to use scientific management methods to formulate work plans, enlightenment, psychological assistance, career planning guidance for college students. (3) Vocational core ability, college student affairs managers should have good academic literacy, elegant moral accomplishment, a strong sense of work responsibility, and have in-depth views on major, employment and other issues of student concern that keep pace with the times.

Knowledge Structure was at a High Level. A management team with a comprehensive and well-structured knowledge base is better positioned to continuously enhance their vocational skills, which enables them to effectively adapt to the dynamic and evolving educational landscape. By doing so, they can significantly improve the quality of services provided to students, thus creating a solid foundation for their growth and development. This, in turn, fosters a positive and conducive learning environment that empowers students to achieve their academic goals and prepares them for future success. The management team's commitment to ongoing professional development and the acquisition of new skills not only benefits the students but also enhances the reputation and credibility of the educational institution as a whole. At the same time, this knowledge structure can make the management team more objective, comprehensive and in-depth in decision-making, provide a variety of perspectives and ideas, and help the management team make more informed and effective decisions in the face of complex problems. The depth and breadth of the knowledge structure helps to cultivate the innovation ability of the management team, and promote the innovation and development of educational institutions by cross-integrating knowledge from different fields to generate new ideas and solutions. In addition, a good knowledge structure enables the management team to show greater adaptability and flexibility in the face of change and uncertainty, learn and apply new knowledge quickly, and adjust strategies and methods to cope with the changing educational environment. At the same time, a well-rounded and well-structured knowledge base facilitates communication and collaboration within the management team and with other stakeholders, resulting in more effective teamwork through the sharing of knowledge and experience and a better understanding of each other's perspectives and needs. In addition, a sound knowledge structure is essential for developing leadership in managing teams, and leaders with broad and deep knowledge are better able to guide and support their subordinates and motivate team members to strive for excellence and achieve common goals. Finally, a well-rounded and well-structured knowledge base can stimulate the motivation of the management team to continuously learn, so that they can always maintain a thirst for knowledge and a passion for learning, and constantly pursue personal and professional

development. Wang Xiaonan (2020, p.22) pointed out that the management of student affairs in universities is about both education and management, and it is also necessary to integrate philosophy, psychology, law, ethics and many other disciplines to jointly construct a theoretical system. Sheng Tianzi (2022, p.94) pointed out that the lack of its own scientific and systematic theoretical knowledge system is one of the obstacles to enhancing vocational skills of student affairs management team in Chinese universities.

Evaluation Mechanism was at a High Level. An effective evaluation mechanism plays a pivotal role in enhancing the vocational skills of the student affairs management team. It sets clear goals and objectives, providing the team with a sense of direction and purpose. Moreover, it offers valuable feedback and incentives that motivate the management team to continuously improve their performance. Additionally, an evaluation mechanism fosters a culture of self-learning and growth, encouraging team members to take initiative and ownership of their professional development. It also promotes innovation and improvement by recognizing and rewarding new ideas and successful practices. An evaluation mechanism is a critical component in driving the continuous advancement of the student affairs management team's vocational skills, ultimately leading to enhanced service quality and better educational experiences for students. It also fosters personal professional growth by providing specific feedback, helping team members identify their strengths and areas for improvement, thereby motivating them to self-improvement. At the same time, the evaluation mechanism motivates team members to work harder to meet or exceed the set goals by setting clear goals and standards, thereby improving the performance of the entire team. In addition, when the evaluation mechanism is combined with rewards and recognition, it can enhance team cohesion and morale, motivating team members to be more actively engaged and collaborate with each other. This positive incentive helps to create a positive work environment, reduces misunderstandings and unnecessary friction, and enhances trust and cooperation among team members. What's more, an effective evaluation mechanism focuses not only on current performance, but also on continuous improvement and optimization. Through regular evaluation and reflection, the management team can identify existing issues and

opportunities for improvement, and develop strategies and action plans to ensure continuous progress and development. In addition, an impartial and transparent evaluation mechanism helps to establish a level playing field where all team members feel respected and valued, thereby reducing unnecessary friction and enhancing team cohesion. Finally, an effective evaluation mechanism should be aligned with the educational institution's strategic objectives, ensuring that team members' efforts are aligned with the institution's strategic direction to support the achievement of the institution's overall goals. Wu Qi (2021, p.11) pointed out that the basic standards for enhancing vocational skills of student affairs management team in universities should include four aspects: outstanding ideological and theoretical education and value guidance ability, efficient student affairs management ability, good student development guidance ability, and sustainable learning and scientific research ability, so as to build a vocational work team. Zhou Lili (2023, p.147) pointed out that it is necessary to establish a long-term mechanism for the evaluation of the student affairs management team of universities to meet the needs of college students, educational work and daily affairs, adjust and improve the responsibilities of student affairs management, and take it as an important standard for renewal, transfer, training, title evaluation, reward and punishment, and subsequent development.

Work Incentive was at a High Level. A strong work incentive system is essential in driving the motivation and engagement of the management team. It serves as a catalyst for their enthusiasm, encouraging them to actively participate and contribute to the organization's goals and objectives. Moreover, it fosters a culture of self-development and growth, providing team members with opportunities to enhance their skills and abilities. This, in turn, enhances the cohesion and sense of belonging among team members, creating a supportive and collaborative work environment. Additionally, a robust work incentive system attracts and retains top talents, ensuring that the organization benefits from a dedicated and skilled workforce. Ultimately, these factors contribute to improving the overall performance and effectiveness of the organization, enabling it to achieve its strategic objectives and deliver superior results. Strong work incentives not only help increase employee motivation and engagement, but also help reduce attrition, attract top talent, and ultimately improve performance

and effectiveness across the educational institution. Specifically, the work incentive system can improve employees' work satisfaction and loyalty, enhance their sense of responsibility and mission, promote personal growth and organizational development, improve teamwork and innovation ability, reduce employee turnover rate, and enhance organizational image and competitiveness. In addition, a well-developed work incentive system can also stimulate the internal motivation of employees, prompting them to participate more actively in their work and contribute to the organization's goals and vision. It also creates a positive work environment in which employees can learn and improve and maximize their self-worth. Through these mechanisms, the work incentive system can bring long-term stability and development to the organization, so that it can stand out in the highly competitive market and achieve sustainable development. Hu Yang (2021, p.126) pointed out that college student affairs managers should actively participate in the evaluation of vocational titles, and follow the vocational and technical job evaluation system to implement the "double-line" promotion of college student affairs managers. Huang Houming (2013, p.44) pointed out that the promotion mechanism of student affairs managers in universities, especially the establishment of an administrative grade evaluation system for student affairs managers, can stimulate the work of student managers in universities to develop vocationally.

Management System was at a High Level. An effective management system is crucial in enhancing the professional skills of the student affairs management team. It provides a structured framework that enables the team to work more efficiently and effectively, thereby improving the overall quality of their work. Moreover, it fosters a culture of continuous learning and growth, encouraging team members to pursue personal and professional development opportunities. This not only benefits the team members but also enhances the organization's capacity to deliver high-quality services to students. Additionally, a well-functioning management system promotes collaboration and communication among team members, creating a supportive and inclusive work environment. This, in turn, enhances the overall performance and effectiveness of the student affairs management team, enabling them to better support the academic and personal growth of students. Specifically, it provides teams

with a clear decision-making framework and process, optimizes resource allocation, enhances risk management capabilities, promotes knowledge sharing and innovation, establishes a fair and transparent environment, and enhances the organization's image and reputation. Through these mechanisms, the management system is able to ensure that team members work within an efficient, scientific and orderly framework, thereby improving the overall quality and efficiency of work. At the same time, it can also bring long-term growth and success to the organization, maintaining a leading position in the highly competitive education market. In addition, an effective management system provides opportunities for team members to continuously learn and grow. Through training, workshops, and online courses, team members can continuously improve their professional knowledge and skills to adapt to the changing educational environment and student needs. This helps to increase the professional satisfaction and loyalty of team members, and enhances the cohesion and stability of the organization. At the same time, an effective management system promotes collaboration and communication among team members. By establishing clear communication channels and feedback mechanisms, team members can better understand each other's needs and expectations, and work together to solve problems and face challenges. This helps to create a supportive and inclusive work environment that inspires creativity and innovation in the team, driving the organization to grow and improve. Finally, an effective management system can also help educational institutions better meet the needs and expectations of their students. By gaining an in-depth understanding of students' needs and learning habits, educational institutions can develop more scientific and reasonable teaching plans and management measures to improve students' learning experience and learning outcomes. This helps to enhance student satisfaction and loyalty to the institution, attracting more students to choose the institution, which in turn drives the long-term development and success of the institution. Chen Chunlian (2013, p.10) pointed out that in terms of the system of student affairs management, Chinese universities generally adopt a two-level management model of university and faculties (departments), and faculties (departments) work under the unified leadership and macro guidance of the university. Sun Xiaoyi (2019, p.44) pointed out that the establishment of an efficient management

system in universities is very important for the student affairs management team to obtain talents: First, the formulation of a talent introduction system that is in line with the history of school development, reflects the school's running philosophy, adapts to the formation of university goals, promotes the completion of college goals, and conforms to the school's development law and the requirements of the times. The second is to formulate an overall personnel system.

Training Channel was at a High Level. Diversified training channels offer the management team a comprehensive approach to enhancing their vocational abilities and qualities. By accessing a wide range of training programs, they can continuously improve their skills and knowledge, keeping pace with the latest trends and developments in the market and educational sector. Moreover, these training opportunities enable the management team to adapt to the changing demands of the market and educational reform requirements, ensuring that they remain competitive and relevant. Additionally, these training programs foster personal growth and career development, providing team members with opportunities to enhance their leadership skills, communication abilities, and other soft skills that are essential for success in their roles. Diversified training channels play a critical role in empowering the management team to excel in their professional capacity and make significant contributions to the organization's success. By participating in different training programs, management team members can continuously expand their knowledge and skills, improve their adaptability and flexibility, and enhance the team's ability to innovate, so as to better respond to the challenges and opportunities of the market and educational environment. At the same time, diversified training channels also help to promote the innovation and development of the organization in the field of student affairs management, and improve the competitiveness and influence of the team. In the end, an educational institution with diversified training channels can attract more outstanding talents to join, improve the professional ability and quality of team members, improve the performance and effectiveness of the whole institution, and provide better services and support to students. In addition, these training programs can also help management team members understand the latest educational concepts and teaching methods, master advanced management skills and tools,

enhance communication and collaboration between team members, and improve the cohesion and execution of the whole team. Through these efforts, educational institutions can better fulfill their mission and responsibilities and make greater contributions to the growth and development of their students. Guo Tingting (2023, p.223) pointed out that universities in the new era can organize outstanding enterprise employees to participate in the school teaching process by "introducing enterprises into school" and hire enterprise business backbones and vocational lecturers to the school to carry out teaching business guidance for teachers of the student affairs management team. Deliver more industry information to teachers, establish long-term career planning, encourage student affairs managers to continuously improve themselves, and actively obtain entrepreneurial guidance teachers, career guidance teachers, psychological counselors, etc. Tang Hongbing (2017, p.2) pointed out that the ability of student affairs managers in universities is continuously acquired and enhanced in the frontline education, management and service work, and the value of student affairs management personnel is also highlighted in helping to solve the most direct, realistic and urgent ideological and practical problems of students.

Part 2: To Study the Strategies for Enhancing Vocational Skills of Student Affairs Management Team in Universities in Guangxi.

Establish a Comprehensive Knowledge Structure. To ensure the continuous improvement of the vocational skills of the student affairs management team in universities in Guangxi, it is essential to establish a comprehensive knowledge system. The team needs to possess not only solid professional knowledge but also a wide range of knowledge in various fields such as education, psychology, sociology, and management. This interdisciplinary knowledge helps them gain a deeper understanding of the students' needs and provides them with the tools to offer comprehensive services and respond effectively to complex situations. Moreover, this knowledge system enables the team to stay updated with the latest trends and developments in the educational sector, allowing them to adapt to the changing demands of the market and educational reform requirements. Additionally, it fosters personal growth and career development among team members, providing them with

opportunities to enhance their leadership skills, communication abilities, and other soft skills that are essential for success in their roles. A comprehensive knowledge system plays a critical role in empowering the student affairs management team to excel in their professional capacity and make significant contributions to the organization's success. Such a knowledge structure fosters innovation and problem-solving, enabling team members to analyze problems from multiple perspectives and find creative solutions. It also enhances the ability of team members to collaborate across disciplines, making collaboration between different disciplines more efficient and working together to promote the development of the school. At the same time, a comprehensive knowledge structure also helps to improve the quality of decision-making, so that team members can take into account various possible influencing factors when making decisions, reduce blindness and risks, and improve the accuracy and effectiveness of decision-making. With the rapid development of technology and the acceleration of globalization, the field of education is undergoing unprecedented changes. A well-informed team is able to adapt to these changes more quickly, ensuring that the school's educational and teaching activities remain ahead of the curve. In addition, a well-informed student affairs management team is able to better understand the needs of students and create a positive, inclusive and supportive learning environment, which is essential for student growth and development. By building a comprehensive body of knowledge, team members are better able to understand and practice the school's culture and values, thereby enhancing the cohesion and centripetal force of the organization. Finally, a well-informed team is more likely to develop future leaders who will not only be able to effectively manage the affairs of the present, but also lead the school to a brighter future. Therefore, the establishment of a comprehensive knowledge structure has a far-reaching impact on the vocational skills improvement of the student affairs management team of Guangxi universities, which can not only improve the comprehensive quality and professional ability of the team, but also provide a strong impetus and support for the sustainable development of the school. As Astin (1993) writes in *What Matters in College? Four Critical Years Revisited*, emphasizing the need for student affairs workers to have an interdisciplinary body of knowledge in order to better promote the holistic

development of students. They must not only understand the academic needs of their students, but also pay attention to their psychological, social, and emotional needs. By building a diverse body of knowledge, student affairs workers can provide students with more comprehensive and personalized services to help them grow and develop better. At the same time, Feng Weihong (2023, p.18) pointed out that universities need to cultivate compound student affairs management talents, optimize administrative service business plans based on the strategic planning of universities, and properly respond to various emergency management problems in complex situations. The student affairs management team of universities should be forward-looking, so as to accurately predict administrative problems and subsequent adjustment plans. The student affairs management team of universities needs technical talents, focusing on solving the quality of administrative management services in universities, and in the context of the increasingly in-depth construction of green administration, smart administration and vocational administrative management, the use and maintenance of many high-tech equipment in the administrative management process of universities require technical knowledge.

Establish a Sound Management System. The establishment of a sound student management system is indeed the key to ensuring the orderly development of the student affairs management team. By formulating a clear work process, job responsibilities, evaluation and assessment system, colleges and universities can ensure that the work of the student affairs management team is standardized and standardized, thereby reducing the arbitrariness and error rate in the work. Moreover, such a system helps to improve work efficiency and ensures the quality of work, providing better services to students. Additionally, a well-functioning management system fosters a culture of continuous improvement and innovation, encouraging team members to pursue personal and professional development opportunities. This not only benefits the team members but also enhances the organization's capacity to deliver high-quality services to students. A sound student management system plays a critical role in empowering the student affairs management team to excel in their professional capacity and make significant contributions to the organization's success. By optimizing the allocation of resources, clarifying the allocation principles and

priorities of various resources, and ensuring the most rational use of limited human, material and financial resources, so as to support the efficient operation of the team. At the same time, through the establishment of a sound risk assessment and management mechanism, the management system can identify potential problems and risks in advance, and formulate corresponding countermeasures to reduce the impact of emergencies on the team's work. At the same time, a sound management system also ensures the circulation and sharing of information, and ensures that information is shared in a timely and accurate manner within the team through standardized information collection, processing and transmission processes, so as to provide strong support for decision-making. A good management system will clarify the collaboration relationship and communication channels between team members, reduce misunderstandings and conflicts, and enhance team cohesion and execution. By establishing a fair and transparent incentive mechanism, the management system can stimulate the enthusiasm and creativity of team members, and encourage them to contribute to the success of the team. More importantly, a sound management system will take into account long-term strategic planning to ensure that the team's work direction is aligned with the overall development goals of the school to achieve sustainable development. Finally, a good management system can also enhance the efficiency of cooperation between universities and other institutions (e.g., enterprises, government departments, etc.), and provide students with a wider range of learning and development opportunities. Overall, a sound management system plays a vital role in empowering the student affairs management team with exceptional professional competence and making a significant contribution to the success of the organization. As Frederick Winslow Taylor (1911), an American management scientist, emphasized in his book *The Principles of Scientific Management*: "A scientific management system is the cornerstone of enhancing work efficiency and ensuring the quality of work." At the same time, Benjamin S. Bloom (1984), an American educationalist and educational psychologist, in his book *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain* emphasizes the need to use modern technology for educational management. He pointed out: "With the development of science and technology, especially the rapid

progress of information technology, the mode and method of education management should also keep pace with the times, and the innovative and flexible management model can better meet the individual needs of students and improve the efficiency and scientificity of education management."

Establish an Extensive Training Channel. The establishment of multi-level training channels is indeed very important for enhancing the vocational skills of the student affairs management team in colleges and universities. In this regard, many scholars have emphasized the importance of a multi-level training approach that encompasses various aspects of professional development. Comprehensive training channels should include not only job-specific skills training but also soft skills training such as communication, leadership, and teamwork. Moreover, the training channels should be tailored to the specific needs and levels of the team members, with different levels of training available to cater to their varying abilities and experiences. This approach not only helps to improve the team members' vocational skills but also fosters personal growth and career development, enabling them to reach their full potential in their roles. Additionally, multi-level training channels encourage a culture of continuous learning and improvement, driving innovation and excellence within the organization. Multi-level training channels play a critical role in empowering the student affairs management team to excel in their professional capacity and make significant contributions to the organization's success. In this rapidly changing educational environment, the student affairs management team needs to constantly update their knowledge and skills to adapt to new challenges and needs. Therefore, the establishment of a multi-level training channel can ensure that team members can obtain the latest educational concepts, methods and strategies in a timely manner, so as to maintain their competitiveness and innovation ability in the professional field. At the same time, by providing targeted training, it is possible to enhance the skills of team members in key areas such as project management, financial management, crisis management, etc., thereby improving the performance and efficiency of the organization. This comprehensive approach to training helps team members develop holistically and improve their ability to cope with complex problems and situations. The multi-level training system also focuses on cultivating communication and

collaboration skills among team members, which helps to enhance team cohesion and collaborative spirit. Team members will be able to work more efficiently and coordinatedly when faced with complex student matters. In addition, by providing training for employees at different levels that is appropriate to their abilities and experience levels, potential future leaders can be identified and developed, laying the foundation for the continued growth of the organization. At the same time, an organization's investment in the career development of its employees reflects the importance and care of them, which can help increase employee satisfaction and loyalty, and reduce turnover. Finally, establishing a broad and in-depth training pipeline will help shape a positive learning organizational culture that encourages knowledge sharing and the exploration of new ideas and approaches, thereby driving continuous improvement and innovation across the organization. In summary, the establishment of a multi-level training pipeline is of significant importance to enhance the skills of the student affairs management team, enhance team cohesion, develop future leaders, and shape a positive learning culture, which together make a significant contribution to the success of the school. In this regard, many scholars have emphasized the importance of multi-level training. For example, American educators and educational psychologists Lynn Miller and Kenneth Hansen (2006), in their book *Educational Psychology: Principles Applied to Learning and Teaching*, state that multi-level training system can ensure that the student affairs management team can receive the necessary support and development at different stages, so as to enhance their vocational quality and comprehensive ability. "At the same time, In their book *Philosophy of Higher Education*, American higher education scholars John S. Brubacher and Willis Rudy (1997) stated: "Practice is an integral part of higher education, and through practical activities, students can apply the theoretical knowledge they have learned in the classroom to real-world situations, thereby enhancing their work skills and practical experience."

Establish a Skills Training System. Colleges and universities should strive to build a comprehensive skills training system, covering basic skills, vocational skills and management skills, so as to ensure that student affairs managers have a solid theoretical foundation and practical ability. By establishing a systematic skills training

system, colleges and universities can ensure that the student affairs management team has comprehensive and in-depth learning and development opportunities. The system should include training courses for different skill levels and needs, as well as corresponding practical opportunities and evaluation mechanisms. Through continuous learning and practice, managers can continuously improve their vocational skills and management capabilities, and better cope with various challenges in student affairs. Building a comprehensive skills training system not only helps to adapt to the development and change of the industry, meets new standards and needs, but also significantly improves work efficiency and quality. In addition, by developing practical skills such as problem-solving, decision-making, and critical thinking, administrators will be better able to respond to complex student problems and provide effective solutions. Individual career development is promoted, team adaptability and flexibility are enhanced, and a learning organizational culture is fostered to create a positive work atmosphere. Through continuous learning and practice, administrators are better equipped to respond to various challenges and provide better services, thereby contributing to the long-term development of the school. Linda K. Smith and Gary D. Keefer (2010) state that "a sound skills training system should include training courses for different skill levels and needs, as well as corresponding practical opportunities and evaluation mechanisms." At the same time, Barbara O'Neil (2015) states in her book *Blended Learning: Designing Effective Teaching Programs* that "a diverse approach to training can help student managers better understand and master knowledge, while also increasing their engagement and learning." In addition, Royce K. Levett and Suzanne M. Bunker (2017) mentioned in their article that "simulation drills are a very effective way to train student affairs managers to better cope with real-world challenges and problems."

Establish a Good Work Incentive Mechanism. By setting up a system of rewards and recognitions, universities can indeed stimulate the enthusiasm and creativity of managers, encouraging them to continue to work hard and constantly improve their abilities and standards. This incentive mechanism helps to create a positive working atmosphere and promote the overall quality of the management team. Moreover, such a system fosters a culture of excellence and recognition, driving

innovation and personal growth among team members. It also helps to identify and nurture talent, enabling individuals to reach their full potential in their roles. Additionally, a system of rewards and recognitions encourages teamwork and collaboration, fostering a sense of community and shared purpose among team members. A well-functioning rewards and recognition system plays a critical role in empowering the student affairs management team to excel in their professional capacity and make significant contributions to the organization's success. Through the reward and recognition system, Guangxi universities can effectively enhance the sense of belonging and loyalty of student affairs administrators, which not only helps to establish an emotional connection between the school and staff, but also motivates administrators to make positive contributions to the goals and development of the university. When managers' efforts and achievements are fairly recognized and rewarded, their job satisfaction increases significantly, leading to higher enthusiasm and continuous dedication. In addition, incentives encourage managers to continuously learn and improve their abilities by providing clear growth paths and promotion opportunities, promoting individual and team growth. This culture encourages team members to constantly challenge themselves, strive for excellence, and contribute more to the development of the school. Reward and recognition systems also help to strengthen team cohesion and collaboration. When team members realize that their efforts are valued and appreciated, they are more willing to work towards a common goal, which helps to enhance synergies across the team and improve productivity and quality. Finally, recognize individuals and teams who embody the organization's core values for setting benchmarks and role models, motivating other employees to learn and driving the team to higher goals. This not only helps to ensure the continuity and inheritance of the organizational culture, but also promotes the long-term development and prosperity of the school. Abraham Maslow (1954), an American psychologist and behavioral scientist, proposed five levels of human needs in his hierarchy of needs theory, including physiological needs, safety needs, social needs, respect needs, and self-actualization needs. He believes that meeting the respect and self-fulfillment needs of employees is the core of the incentive system. By giving appropriate rewards and commendations to managers who perform well, we can meet

their need for respect and stimulate their motivation for self-realization, so as to motivate them to continuously improve their abilities and levels. In addition, the American management scientist Frederick Herzberg (1959) also emphasized the importance of motivating factors in his two-factor theory. He believes that in addition to basic health factors (such as work environment, salary, etc.), motivational factors (such as sense of achievement, recognition, job challenge, etc.) play a more critical role in employees' job satisfaction and performance improvement. By creating incentives, colleges and universities can provide managers with motivational factors such as fulfillment, recognition, and challenge, which can stimulate their enthusiasm and creativity.

Establish a Sound Evaluation Mechanism. By formulating corresponding evaluation indicators and standards according to different job positions and work contents, colleges and universities can indeed ensure the fairness and accuracy of evaluations, and provide clear work orientation and incentives for managers. Such an evaluation mechanism not only stimulates the motivation of managers but also provides a strong talent guarantee for the development of the school. Moreover, a well-functioning evaluation mechanism fosters a culture of excellence and continuous improvement, encouraging team members to pursue personal and professional development opportunities. It also helps to identify and nurture talent, enabling individuals to reach their full potential in their roles. Additionally, an effective evaluation mechanism encourages teamwork and collaboration, fostering a sense of community and shared purpose among team members. A well-functioning evaluation mechanism plays a critical role in empowering the student affairs management team to excel in their professional capacity and make significant contributions to the organization's success. By clarifying metrics and standards, universities are able to track and manage the performance of their teams more effectively, thereby improving the overall efficiency and productivity of the organization, ensuring that resources are allocated and used wisely, and improving the quality and effectiveness of work. At the same time, it also helps to promote talent development, providing managers with specific feedback to help them identify strengths and areas of improvement for personal professional growth. In addition, a fair and transparent appraisal mechanism

can help boost team motivation and morale, create a positive work environment, and stimulate team members' enthusiasm for excellence. A good appraisal mechanism should also encourage team members to continuously seek ways to improve and innovate, promote a culture of continuous improvement and innovation, and promote organizational learning and development by setting measurable goals and indicators. In addition, a performance-based decision-making foundation can help universities make more informed personnel decisions based on objective data, ensuring that talent resources are used most effectively. Finally, the assessment mechanism should be aligned with the school's strategy and goals to ensure that team members' efforts are aligned with the school's long-term development. Through these mechanisms, the school can establish an efficient, motivated, continuous improvement and innovative working environment, which provides a strong talent guarantee for the stability and development of the school. American management scientist Peter Drucker (1954) proposed the importance of goal setting and performance evaluation in his goal management. He believes that an effective performance appraisal system should be closely linked to the strategic goals of the organization to ensure that employees' work is aligned with the overall goals. By setting clear, measurable goals and setting appropriate evaluation metrics, colleges and universities can ensure that managers' work is aligned with the school's overall development goals. Rensis Likert (1967) mentioned in his book *Participatory Management*: "Standardizing and supervising the appraisal process can increase the motivation and participation of managers, and at the same time enhance their trust in the appraisal system, thereby creating a fair and equitable competitive environment for the school." In addition, Edward E. Lawler III (1992) noted in his article that "standardizing and monitoring the evaluation process can ensure the accuracy and reliability of the evaluation results, thereby providing strong support for the management decisions of the school."

Part 3: To Evaluate the Suitability and Feasibility of the Strategies for Enhancing Vocational Skills of Student Affairs Management Team in Universities in Guangxi.

The experts evaluated the suitability and feasibility of " Strategies for Enhancing Vocational Skills of the Student Affairs Management Team in Universities in Guangxi ". In terms of mean, standard deviation, suitability and feasibility, they are in line with our expected standards, and the strategies proposed from the six dimensions of establishing a comprehensive knowledge structure, establishing a sound management system, establishing an extensive training channel, establishing a skills training system, establishing a good work incentive mechanism, and establishing a sound evaluation mechanism are all scientific and feasible.

Suitability and Feasibility of Establishing a Comprehensive Knowledge Structure. According to the evaluation results, establishing a diversified knowledge system scored the highest in the suitability evaluation, while strengthen the improvement of scientific research capabilities scored the lowest. In the feasibility evaluation, strengthen teamwork and communication skills scored the highest, while strengthen the improvement of scientific research capabilities still scored the lowest. First, let's analyze the results of the suitability evaluation. Establish a diversified knowledge system scores the highest because a diversified knowledge system provides a broader and more holistic perspective for an individual or organization to better understand and respond to complex problems. A diversified knowledge system can not only improve the overall quality of individuals, but also promote cross-innovation between different fields and promote social and technological progress. However, strengthen the improvement of scientific research capabilities has the lowest score in the suitability evaluation, which may be due to the fact that the improvement of scientific research capacity requires long-term efforts and accumulation, and its effect is not easy to show immediately. In addition, the improvement of scientific research capacity often depends on individual efforts and input, rather than being achieved by simply building a knowledge structure. Next, let's look at the results of the feasibility evaluation. Strengthen teamwork and communication skills scores the highest because teamwork and communication skills are one of the key factors for organizational

success. In a high-performing team, collaboration and communication among members can increase productivity, reduce misunderstandings and conflicts, and promote innovation and problem solving. Therefore, it is feasible to strengthen teamwork and communication skills. However, strengthening the improvement of scientific research capabilities still has the lowest score in the feasibility evaluation, which may be due to the fact that the improvement of scientific research capacity requires long-term learning and practice, and depends on individual efforts and commitment. In addition, the improvement of scientific research capacity also depends on a good scientific research environment and resources, which are not always readily available. This is consistent with the status quo and the point of view in the enhancing strategy. Wang Xiaonan (2020, p.22) pointed out that the management of student affairs in universities is about both education and management, and it is also necessary to integrate philosophy, psychology, law, ethics and many other disciplines to jointly construct a theoretical system. In addition, Feng Weihong (2023, p.18) pointed out that universities need to cultivate compound student affairs management talents, optimize administrative service business plans based on the strategic planning of universities, and properly respond to various emergency management problems in complex situations. The student affairs management team of universities should be forward-looking, so as to accurately predict administrative problems and subsequent adjustment plans. The student affairs management team of universities needs technical talents, focusing on solving the quality of administrative management services in universities, and in the context of the increasingly in-depth construction of green administration, smart administration and vocational administrative management, the use and maintenance of many high-tech equipment in the administrative management process of universities require technical knowledge.

Suitability and Feasibility of Establishing a Sound Management System.

According to the evaluation results, optimizing the process of management and operation scored the highest in the suitability evaluation, while establishing a sound organizational structure scored the lowest. In the feasibility evaluation, establishing a sound organizational structure scored the highest, while optimizing the process of management and operation scored the lowest. First, let's analyze the results of the

suitability evaluation. Optimizing the process of management and operation scores the highest because it improves the efficiency and effectiveness of the organization, reduces waste and errors, and increases customer satisfaction. A good management and operational process can provide clear direction and guidance to the organization, helping employees better understand their responsibilities and tasks, thereby improving work efficiency and quality. However, establishing a sound organizational structure scores the lowest in the suitability evaluation, which may be due to the fact that establishing a sound organizational structure needs to take into account multiple factors, such as the size of the organization, business characteristics, market environment, etc. In addition, the adjustment and change of organizational structure often involves the adjustment of personnel and the redistribution of responsibilities, which may cause some resistance and difficulties. Next, let's look at the results of the feasibility evaluation. Establishing a sound organizational structure scores the highest because it is the foundation of the organization, which provides a clear division of responsibilities and powers for the organization, and promotes coordination and cooperation between the organization. A good organizational structure can provide stable support for the development of the organization and help the organization better cope with market changes and challenges. However, optimizing the process of management and operation scored the lowest, which may be due to the fact that optimizing management and operational processes requires the coordination and cooperation of multiple departments and positions, and requires adequate communication and consultation, which may encounter some resistance and difficulties. In addition, optimizing the process of management and operation requires comprehensive planning and implementation, taking into account technical, personnel, and financial constraints. This is consistent with the status quo and the point of view in the enhancing strategy. Sun Xiaoyi (2019, p.44) pointed out that the establishment of an efficient management system in universities is very important for the student affairs management team to obtain talents: First, the formulation of a talent introduction system that is in line with the history of school development, reflects the school's running philosophy, adapts to the formation of university goals, promotes the completion of college goals, and conforms to the school's development

law and the requirements of the times. The second is to formulate an overall personnel system. The west is located in an underdeveloped area; therefore, the way of talent cannot be limited to the traditional talent recruitment. We should expand the way of talent introduction, adopt flexible and diverse forms of talent recruitment, and reserve excellent talent resources. The third is to pay attention to the cultivation of talents, improve the level of talent management, and improve the talent training program. In addition, Xia Aoyun (2023, p.160) pointed out that the construction of the faculty of colleges and universities in the new era can be strengthened from the management system of the faculty of colleges and universities: first, through the establishment of special supervision institutions and the formation of a normalized and long-term mechanism, the construction of teachers' ethics and teaching style can be strengthened; the second is to improve the professional quality and ability of the team through the layout of teachers' scientific research and teaching innovation capabilities, and the reform of the appointment system; Third, through the introduction of a competitive incentive system, the establishment of a classified evaluation system, and a differentiated evaluation system, it provides support for colleges and universities to evaluate teachers' teaching ability and teaching achievements, and deepens the reform of the management system of college teachers.

Suitability and Feasibility of Establishing an Extensive Training Channel.

According to the evaluation results, establishing an inter-school exchange mechanism scored the highest in the suitability evaluation, while strengthening self-learning and improvement scored the lowest. In the feasibility evaluation, strengthening practical training scored the highest, while establishing an inter-school exchange mechanism scored the lowest. First, let's analyze the results of the suitability evaluation. Establishing an inter-school exchange mechanism scored the highest because it can provide students with a wider range of learning resources and opportunities, and promote their all-round development. Through exchanges and cooperation with other schools, students can learn about different academic perspectives and cultural backgrounds, broaden their horizons and knowledge, and improve their comprehensive quality and ability. However, strengthening self-learning and improvement scored the lowest in the suitability evaluation, probably because self-

learning and improvement need to rely on individual initiative and self-awareness, and its effects are not immediately apparent. In addition, self-learning and improvement also need to rely on a good learning environment and resources, which are not always readily available. Next, let's look at the results of the feasibility evaluation. Strengthening practical training scored the highest because it can provide students with a more practical and practical learning experience, and promote the improvement of students' practical ability and innovation ability. By participating in the research and analysis of practical projects and cases, students are able to better understand the connections and differences between theoretical knowledge and practical application, and improve their practical ability and innovation ability. However, establishing an inter-school exchange mechanism scored the lowest in the feasibility evaluation, which may be due to the fact that establish an inter-school exchange mechanism needs to take into account several factors, such as the size of the school, geographical location, professional characteristics, etc. In addition, establish an inter-school exchange mechanism also needs to take into account the constraints of funds, personnel and time, and needs to be comprehensively planned and implemented. This is consistent with the status quo and the point of view in the enhancing strategy. Tang Hongbing (2017, p.2) pointed out that the ability of student affairs managers in universities is continuously acquired and enhanced in the frontline education, management and service work, and the value of student affairs management personnel is also highlighted in helping to solve the most direct, realistic and urgent ideological and practical problems of students. A very important proposition in enhancing vocational skills of the student affairs management team in universities is to study their ability training. Student affairs management personnel are the closest education, management and service workers to students, and the level of their ability is related to the strategic problem of college students' all-round growth and talents and is related to the fundamental problem of whether the task of talent training can be successfully realized. Carrying out research on the ability training of student affairs managers is an inevitable requirement for coordinating the reform, development and stability of universities. In addition, Zhou Lijuan (2024, p.49) pointed out that to improve the ability and level of the student affairs management team in colleges and

universities, we should effectively build a good development platform for it: first, the government and the school jointly establish an online professional training platform to realize the joint force of deploying training programs and establishing a training system; second, mobilize college student affairs managers to participate in the theory and skill training lectures related to Internet thinking; third, set up a special college student affairs management team development association in the school; fourth, focus on team exchanges, and carry out experience talks as needed; fifth, make good use of the school-level, Provincial and national student affairs management quality and ability competition platforms for colleges and universities.

Suitability and Feasibility of Establishing a Skills Training System.

According to the evaluation results, establishing a systematic skills training scored the highest in the suitability evaluation, while focusing on the satisfaction of individual needs scored the lowest. In the feasibility evaluation, focus on the satisfaction of individual needs scored the highest, while establish diversified training methods scored the lowest. First, let's analyze the results of the suitability evaluation. establishing a systematic skills training scored the highest because a systematic skills training can provide employees with more comprehensive and systematic training and learning opportunities, and help employees improve their professional skills and overall quality. By establishing a systematic skills training, enterprises can better plan and manage the career development of employees, and improve the professionalism and work efficiency of employees. However, focusing on the satisfaction of individual needs scores the lowest, perhaps because training that meets individual needs takes into account the individual needs and characteristics of employees, which often requires more time and effort to customize design and implementation. In addition, training that meets individual needs also relies on good communication and feedback mechanisms, which are not always easy to establish. Next, let's look at the results of the feasibility evaluation. focusing on the satisfaction of individual needs scores the highest because training that meets individual needs can better stimulate employees' interest and motivation to learn, and promote their self-development and growth. By understanding the individual needs and characteristics of employees, companies are better able to develop personalized training plans and methods to improve employee

satisfaction and loyalty. However, establishing diversified training methods scored the lowest, which may be because the establishment of a diversified training method needs to consider multiple factors, such as training content, training method, training time, etc. In addition, establishing diversified training methods also needs to take into account financial, staff, and time constraints, and requires comprehensive planning and implementation. This is consistent with the status quo and the point of view in the enhancing strategy. Wei Liurong (2014, p.10) pointed out that the basic content of college student affairs management team training includes four items: (1) career planning courses; (2) psychology, education, sociology, law, management auxiliary discipline courses; (3) Employment guidance courses, the training content mainly includes graduate employment and management research, job search psychology research, Chinese system and related legal research, human resource management, etc.; (4) Student affairs management courses, including all aspects of students' learning and life. In addition, Zhong Yi (2014, p.36) used the "positive triangle model" to interpret the vocational knowledge of college student affairs managers: (1) the basic ability of the industry, that is, the basic ability of college teachers, the ability of education and guidance, and the knowledge of higher education and psychology. (2) Vocational ability of the post, including advanced educational concepts, continuous innovation ability, scientific management methods, especially the ability to use scientific management methods to formulate work plans, enlightenment, psychological assistance, career planning guidance for college students. (3) Vocational core ability, college student affairs managers should have good academic literacy, elegant moral accomplishment, a strong sense of work responsibility, and have in-depth views on major, employment and other issues of student concern that keep pace with the times.

Suitability and Feasibility of Establishing a Good work Incentive Mechanism. According to the evaluation results, strengthening the guarantee of welfare benefits scored the highest in the suitability evaluation, while strengthening career planning and development support scored the lowest. In the feasibility evaluation, establishing a scientific and reasonable performance appraisal system scored the highest, while strengthening team-building support scored the lowest. First, let's analyze the results of the suitability evaluation. strengthening the guarantee of

welfare has the highest score because the guarantee of welfare is one of the important ways for employees to obtain material rewards, which can directly affect the work motivation and satisfaction of employees. By strengthening the guarantee of welfare, companies can improve the income level and quality of life of employees, and enhance employee job satisfaction and loyalty. However, strengthening career planning and development support scored the lowest in the suitability evaluation, which may be due to the fact that career planning and development needs to rely on the overall strategy and resources of the enterprise, and its effects are not easy to see immediately. In addition, career planning and development also need to rely on the personal interests and abilities of employees, and need to be individually designed and implemented. Next, let's look at the results of the feasibility evaluation. Establishing a scientific and reasonable performance appraisal system has the highest score, because performance appraisal is one of the important means of enterprise management, which can objectively and fairly evaluate the work performance of employees, and provide a basis for employees' promotion and salary adjustment. By establishing a scientific and reasonable performance appraisal system, enterprises can better motivate the enthusiasm and creativity of employees, and improve the work efficiency and quality of employees. However, strengthening team-building support scored the lowest, which may be due to the fact that team building relies on collaboration and communication between team members, and requires long-term nurturing and practice. In addition, team building relies on a good organizational culture and atmosphere, and requires comprehensive planning and implementation. This is consistent with the status quo and the point of view in the enhancing strategy. Sheng Tianzi (2022, p.95) pointed out that education authorities and universities should strengthen the guarantee of career development of student affairs managers. The first is to provide opportunities and platforms for college student affairs managers to study and exchange exercises, encourage student affairs managers to go to government agencies, enterprises, and grassroots to train on temporary posts, and constantly broaden their horizons and improve their skills, such as selecting 2% of outstanding student affairs management staff to study in important units at home and abroad, and 3% of excellent student affairs management staff to study in excellent universities at

all levels. The second is to implement the "three singles" requirements for the "double line" promotion and title evaluation of student affairs managers in universities, establish a commendation and reward system for them, commend and publicize student affairs managers who have made outstanding contributions, and enhance their vocational self-confidence, sense of belonging and sense of achievement. In addition, Gao Xiaoyang (2024, p.60) pointed out that for the student affairs management team of colleges and universities, it is necessary to pay attention to strict management and love, optimize and enrich the reward system, in addition to the reward setting of education and teaching, the reward system for student affairs managers is also very important, and the student affairs managers who are liked by students and perform well are commended, so as to enhance their sense of professional honor and professional happiness.

Suitability and Feasibility of Establishing a Sound Evaluation Mechanism.

According to the evaluation results, formulating comprehensive management level evaluation content was the highest in the suitability evaluation, while strengthening evaluation feedback and communication scored the lowest. In the feasibility evaluation, establishing diversified evaluation methods scored the highest, while Emphasizing the application of evaluation results got the lowest score. First, let's analyze the results of the suitability evaluation. Formulating comprehensive management level evaluation content has the highest score, because management level evaluation can comprehensively reflect the management level and operation status of the enterprise, help the enterprise better understand its own advantages and shortcomings, and provide a basis for the strategic decision-making of the enterprise. By formulating comprehensive management level evaluation content, enterprises can better plan and manage their own development, and improve their competitiveness and market position. However, strengthening evaluation feedback and communication scored the lowest in suitability evaluations, probably because evaluation feedback and communication need to rely on good communication and feedback mechanisms, which are not always easy to establish. In addition, evaluation feedback and communication need to rely on the objectivity and impartiality of evaluation results, and comprehensive planning and implementation are required. Next, let's look at the

results of the feasibility evaluation. Establishing diversified evaluation methods scored the highest, because it can provide a more comprehensive and objective evaluation result for the company, and help the company better understand the performance and ability level of employees. By establishing a variety of evaluation methods, companies can better motivate the enthusiasm and creativity of employees, and improve the efficiency and quality of employees. However, emphasizing the application of evaluation results has the lowest score, which may be due to the fact that the application of appraisal results depends on the overall strategy and cultural climate of the enterprise, and its effects are not easy to show immediately. In addition, the application of evaluation results also needs to rely on scientific analysis and application mechanisms, and needs to be comprehensively planned and implemented. This is consistent with the status quo and the point of view in the enhancing strategy. Zhou Lili (2023, p.147) pointed out that it is necessary to establish a long-term mechanism for the evaluation of the student affairs management team of universities to meet the needs of college students, educational work and daily affairs, adjust and improve the responsibilities of student affairs management, and take it as an important standard for renewal, transfer, training, title evaluation, reward and punishment, and subsequent development. On the one hand, form a work evaluation system for university assessing schools, college evaluations, student evaluations and personal self-evaluation, guide them to create "work logs", accurately record their daily work processes, and implement a "traceable source" evaluation mechanism. On the other hand, through the usual evaluation, year-end evaluation, department evaluation, student evaluation, etc., a system of elimination of unqualified staff will be formed for those who fail the evaluation for two consecutive years or are not suitable to continue to serve as student affairs managers. In addition, Li Xianling (2024, p.76) pointed out that the evaluation mechanism should follow the core concept of "grading and determining responsibilities, post evaluation, and three-line promotion", starting from factors such as post setting, evaluation skills, and development channels. "Hierarchical responsibility" refers to the classification of student affairs managers in colleges and universities according to different majors and categories, clarifying responsibilities and responsibilities, and refining responsibility standards; "Job evaluation" refers to the

use of multi-object, multi-dimensional, multi-factor evaluation methods for comprehensive evaluation. "Three-line promotion" refers to the promotion of administrative titles and professional and technical titles, and also proposes a third career promotion channel to encourage student affairs managers in colleges and universities to actively and consciously expand their professional skills.

Recommendations

1. Strengthen the Study and Mastery of the History of Scientific Development

The history of scientific development is the process of human understanding of the objective world, which shows the evolution of human wisdom and the progress of science and technology. First of all, the study of the history of science can help student affairs management teams to gain an in-depth understanding of the process of human understanding of nature, society, and human beings themselves. Secondly, the study of the history of science development can help the student affairs management team of colleges and universities to grasp the current trend and direction of scientific development. Finally, the successful cases and experiences in the history of scientific development can provide enlightenment for the innovation of the student affairs management team in colleges and universities.

2. Establish a Systematic and Effective Training Mechanism for Management Personnel

Only by establishing a systematic and effective management training mechanism can we truly enhance the overall competitiveness of the team and truly achieve the strategic goal of professional ability improvement. First of all, through the training, managers can learn advanced management concepts and methods, understand the latest trends and requirements of student affairs management, so as to improve the management level and service quality. Secondly, training can promote communication and exchange between managers and enhance the spirit of teamwork. In addition, the training provides managers with opportunities to learn and grow, helping them to improve their professional skills. Finally, the establishment of a systematic and effective training mechanism can help managers better adapt to the

changes of the times, constantly update their knowledge and skills, and inject new vitality and motivation into the management of student affairs.

3. Hold Temporary Positions in Relevant Enterprises and Institutions or other Colleges and Universities to Increase Management Experience

Temporary positions in relevant enterprises, institutions or other colleges and universities are a way to improve the quality of student affairs management, and it is also an indispensable way to enhance vocational skills. First of all, this experience can give managers valuable practical experience, so that they can have a deeper understanding of the application of management theory in practical work, so as to improve the effectiveness of management. Secondly, managers will face diverse challenges in different work environments, which will exercise their problem-solving skills and learn to find the best solutions in situations where resources are limited. In addition, temporary appointments can also broaden the horizons and ways of thinking of managers, enabling them to contact and understand the management models of different units and industries, thereby bringing new perspectives and innovative methods to the management of student affairs in their units. At the same time, working in different teams strengthens managers' teamwork and communication skills, which are essential for working with colleagues, students, and external institutions. Finally, the management experience and successful cases accumulated through temporary positions can significantly enhance the personal career competitiveness of managers and open up more possibilities for future career development.

4. Strengthen the Training of Crisis Management and Response

Strengthening the training of crisis management and response is an important means to improve the crisis response ability of organizations. First, it helps keep students safe and healthy, as they need to deal with a variety of issues and crises, including mental health issues, relationship issues, academic issues, public event issues, and more. Secondly, having these skills can maintain the stability of the school, as they need to respond quickly and effectively in the face of emergencies and crises to maintain the normal order of the school. In addition, good crisis management and response can improve management efficiency, helping them better organize and coordinate resources to address students' problems and crises in a timely manner. At

the same time, through training and practice, they can continuously improve their crisis management and response, enhance their team's collaboration and adaptability, and better cope with various challenges. Finally, it can help them better handle crisis events, reduce negative impacts, and build a good image of the school.

5. Provide a Good Career Development Platform and Promotion Channel

Providing a good career development platform and promotion channel is an effective way to develop a career. First of all, it can stimulate the motivation and creativity of managers, and motivate them to work harder to improve their abilities and performance in pursuit of better career development opportunities. Secondly, career development platforms and promotion channels are key factors in attracting and retaining top talent. In addition, career development platforms and promotion channels help to improve the overall quality and ability of the entire team. At the same time, with the advancement of employees' career development, their experience and ability will continue to accumulate and improve, bringing more value and wisdom to the development of the school. Finally, a good career development platform and promotion channel enhance the cohesion and centripetal force of the school, so that employees feel the attention and care of the school, and then cherish the opportunity to work in the school more, and are willing to make efforts for the development of the school.

6. Give Feedback and Suggestions on the Evaluation Results in a Timely Manner to Promote the Improvement of Management Work

Feedback and suggestions on evaluation results are an indispensable part of the performance management process. First of all, specific feedback can help managers identify areas for improvement, identify strengths and weaknesses in their work, and develop effective improvement plans accordingly. Secondly, this kind of feedback and suggestions is the driving force to promote personal growth, stimulate the enthusiasm of managers to learn new knowledge and skills, so as to improve personal quality in an all-round way. In addition, providing feedback and suggestions can also strengthen team cohesion, make managers feel valued and cared for by the school, and enhance a sense of belonging and loyalty, which in turn promotes the spirit of cooperation throughout the team. At the same time, the analysis of the

evaluation results will help the school management to more accurately grasp the current situation and trend of the student affairs management team, optimize management decision-making, and promote the continuous improvement and development of the work. Finally, the process also established a good communication mechanism, so that the management can communicate directly with the management to share ideas and seek support, which in turn strengthens the trust and understanding of both parties and promotes the joint progress of the school and the student affairs management team.

Future Research

1. Broaden the Training Channel and Improve the Quality of the Team

Among the 6 dimensions (6 variables) of enhancing vocational skills of the student affairs management team, the lowest score is the training channel. The student affairs management team of universities in Guangxi has not established a multi-level training system, and lacks systematic practical training opportunities. In the future, it is necessary to strengthen the research and application of training channels.

2. Cultivate a Research-Oriented Team and Promote the Professionalization of Team Quality and Ability

At present, there are not many methods for the management of student affairs, there is not enough innovation, lack of vitality, and low efficiency. The cultivation of research-oriented student affairs management team has become an inevitable requirement to adapt to social and economic development and the healthy growth of students. We urgently need to cultivate a research-oriented team.

3. Digital Transformation and Governance of the Management System

Future research can focus on the path and practice of digital transformation of management system, and explore the establishment of a more flexible and adaptive management system to face the changing needs of talents and social environment.

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Appendix

Appendix A
List of Specialists and Letters of Specialists Invitation
for IOC Verification

List of Specialists for IOC Verification

1. Mr. Huang Bichun Degree: Doctor of Philosophy
Expertise: public management
Position: Guangxi University, Director of student affairs, associate professor
Work experience:30 years
2. Mrs. Zhou Lihua Degree: Doctor of Philosophy
Expertise: Ideological and political education
Position: Guangxi University, Professor
Work experience: 23 years
3. Mr. Cai Liang Degree: Doctor of Philosophy
Expertise: Higher pedagogy
Position: Guangxi University of Science and Technology, Minister of Propaganda Department, Professor
Work experience:25 years

Letters of Specialists Invitation for IOC Verification



Ref.No. MHESI0643.14/819

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Huang Bichun Guangxi University

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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

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Ref.No.MHESI0643.14/820

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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Zhong Lihua Guangxi Minzu University

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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,

A handwritten signature in blue ink, appearing to be the initials 'CM'.

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

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Ref.No. MHESI 0643.14/821

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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Cai Liang Guangxi University of Science and Technology

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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,



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Appendix B

List of Specialists and Letters of Specialists Invitation
for Focus Group Discussion

List of Specialists for Focus Group Discussion

1. Mrs.Long Nina Degree : Doctor of Philosophy
Position: Nanning Normal University of Vice President,
Professor
2. Mr.Yan Zhuangfeng Degree : Doctor of Philosophy
Position: Guangxi University, Deputy Director of Logistics,
associate professor
3. Mr.Deng Junbiao Degree : Doctor of Philosophy
Position: Nanning Normal University, Director of student
affairs Department, Professor
4. Mr.Luo Liyu Degree : Doctor of Philosophy
Position: Guangxi University for Nationalities, Director of
student affairs Department, associate professor
5. Mr. Chen Kewen Degree : Doctor of Philosophy
Position: Guangxi University of Science and Technology,
Director of student affairs Department, associate professor
6. Mrs. Li Yujie Degree : Doctor of Philosophy
Position: Guangxi Normal University, Director of student
affairs Department, associate professor
7. Mr. Feng Guanghui Degree : Doctor of Philosophy
Position: Guilin University of Technology, Director of
student affairs Department, associate professor
8. Mr. Tan Tiejun Degree : Doctor of Philosophy
Position: Guangxi University of Science and Technology,
leader of the college, associate professor



Ref.No. MHESI 0643.14/832

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Long Nina

Mr. Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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 Strategies. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

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22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Yan Zhuangfeng

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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 Strategies. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,



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Ref.No. MHESI0643.14/834

Bansomdejchaopraya Rajabhat University
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22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Deng Junbiao

Mr. Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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 Strategies. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

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22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Luo Liyu

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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 Strategies. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

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22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Chen Kewen

Mr. Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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 Strategies. We 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
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Ref.No. MHESI 0643.14/837

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Li Yujie

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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 Strategies. 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
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Ref.No. MHESI0643.14/838

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Feng Guanghui

Mr. Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities in Guangxi"

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Ref.No.MHESI0643.14/839

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Tan Tiejun

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities in Guangxi”

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Ref.No. MHESI 0643.14/840

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Feng Shuo

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities in Guangxi"

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Appendix C

List of Universities and Letters of Universities for Questionnaire

List of Universities

1. Guangxi University
2. Guangxi Minzu University
3. Guangxi University of Science and Technology
4. Beibu Gulf University
5. Guangxi Normal University
6. Nanning Normal University
7. Guilin University of Electronic Technology
8. Guilin University of Technology
9. Nanning College for Vocational Technology
10. Guangxi Vocational & Technology College

Letters of Universities for Questionnaire



Ref.No. MHESI 0643.14/822

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Guangxi University

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities in Guangxi”

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Sincerely,



(Assistant Professor Dr.Kanakorn Sawangcharoen)
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Ref.No. MHESI0643.14/823

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Guangxi Minzu University

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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.

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Sincerely,

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Ref.No. MHESI 0643.14/824

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Guangxi University of Science and Technology

Mr. Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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. List of universities and colleges according to the attached document.

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Ref.No.MHESI0643.14/825

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Beibu Gulf University

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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.

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Ref.No. MHESI0643.14/826

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Guangxi Normal University

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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.

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Sincerely,

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Ref.No.MHESI 0643.14/827

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Nanning Normal University

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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.

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Sincerely,

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Ref.No. MHESI 0643.14/828

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Guilin University of Electronic Technology

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities in Guangxi"

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Sincerely,

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Ref.No. MHESI 0643.14/829

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Guilin University of Technology

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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.

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Ref.No.MHESI0643.14/830

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Nanning College for Vocational Technology

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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.

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Sincerely,

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Ref.No. MHESI0643.14/831

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Guangxi Vocational & Technology College

Mr. Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitled "Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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. 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,

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Dean of Graduate School
Bansomdejchaopraya Rajabhat University

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Appendix D

List of Specialists and Letters of Specialists Invitation for Evaluation Strategies

List of Specialists for Evaluation Strategies

1. Mrs.Long Nina Degree : Doctor of Philosophy
Position: Nanning Normal University of Vice President,
Professor
2. Mr. Yan Zhuangfeng Degree : Doctor of Philosophy
Position: Guangxi University, Deputy Director of Logistics,
associate professor
3. Mr. Deng Junbiao Degree : Doctor of Philosophy
Position: Nanning Normal University, Director of student
affairs Department, Professor
4. Mr. Luo Liyu Degree : Doctor of Philosophy
Position: Guangxi University for Nationalities, Director of
student affairs Department, associate professor
5. Mr. Chen Kewen Degree : Doctor of Philosophy
Position: Guangxi University of Science and
Technology,Director of student affairs Department, associate
professor
6. Mrs. Li Yujie Degree : Doctor of Philosophy
Position: Guangxi Normal University, Director of student
affairs Department, associate professor
7. Mr. Feng Guanghui Degree : Doctor of Philosophy
Position: Guilin University of Technology, Director of
student affairs Department, associate professor
8. Mr. Tan Tiejun Degree : Doctor of Philosophy
Position: Guangxi University of Science and Technology,
leader of the college, associate professor
9. Mr. Feng Shuo Degree : Doctor of Philosophy
Position: Guilin University of Electronic Technology,Minister
of Propaganda Department,Professor

Letters of Specialists Invitation for Evaluation Strategies



Ref.No. MHESI 0643.14/832

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Long Nina

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities 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 Strategies. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

A handwritten signature in blue ink, appearing to be 'K.S.' or similar initials.

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

Tel.+662-473-7000

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Ref.No. MHESI 0643.14/833

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Yan Zhuangfeng

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities in Guangxi”

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Ref.No. MHESI0643.14/834

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Deng Junbiao

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities in Guangxi”

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Ref.No. MHESI0643.14/835

Bansomdejchaopraya Rajabhat University
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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Luo Liyu

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities in Guangxi”

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Sincerely,

A handwritten signature in blue ink, appearing to be 'K' followed by a flourish.

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

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Ref.No. MHESI 0643.14/836

Bansomdejchaopraya Rajabhat University
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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Chen Kewen

Mr.Pei Yiming is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle “Strategies for Enhancing Professional Skills of Student Affairs Management Team in Universities in Guangxi”

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Ref.No. MHESI0643.14/837

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
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22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Li Yujie

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Ref.No. MHESI 0643.14/838

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Feng Guanghui

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Ref.No. MHESI 0643.14/839

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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Strategies

Dear Tan Tiejun

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Ref.No. MHESI0643.14/840

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22 January 2024

RE: Invitation to Evaluate the Strategies

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Appendix E
Questionnaire

Strategies for Enhancing Vocational Skills of Student Affairs Management team in Universities in Guangxi

Dear Sir/Madam,

Hello! First of all, I would like to express my sincere gratitude for your willingness to read and fill out this questionnaire.

In order to understand the current situation in vocational skills of student affairs management team in Guangxi colleges and universities, and provide guidance for the development of strategies to improve the vocational development of student affairs management team in Guangxi, this research invites you to participate in the questionnaire survey.

The research tool of questionnaire survey is used to collect data for the research on the current situation in vocational skills of student affairs management team in Guangxi colleges and universities. The questionnaire consists of three parts: the first part is the investigation of personal basic information, the second part is the investigation of the current situation in vocational skills of student affairs management team, and the third part is the SWOT analysis of vocational development of student affairs management team. The authenticity and integrity of questionnaire data are crucial for the results of this study. Please read the questions carefully and choose the most appropriate option. There are no right or wrong answers to the questions. The completion of this questionnaire adopts a non-named method. The content of your answer will be used for academic research, and your personal information will be strictly confidential and will not be leaked to others. Thank you very much for your support and help!

I. Personal Basic Information Survey

1. Your work unit

- Guangxi University
- Guangxi Minzu University
- Guangxi University of Science and Technology
- Beibu Gulf University

- Guangxi Normal University
- Nanning Normal University
- Guilin University of Electronic Technology
- Guilin University of Technology
- Nanning College of Vocational Technology
- Guangxi College of Vocational Technology

2. Your gender

- Male
- Female

3. Your age

- 25-30 years old
- 31-35 years old
- 36-40 years old
- 41-50 years old
- 51-60 years old

4. Your level of education

- Junior College and other
- Bachelor's degree
- Master's degree
- Doctoral degree

5. Your current vocational title

- Junior and other titles
- Middle-level title
- Assistant or associate professor
- Full professor

6. As a college student affairs manager, how many years of management experience do you have?

- 1-5 years
- 6-10 years

- 11-15 years
- 16-20 years
- More than 20 years

II. Current Situation in Vocational Skills of Student Affairs Management Team

Please check “√” on the current situation that you think is the most true based on your understanding of the actual situation. Please refer to the following criteria for selection.

A score of 5 represents complete agreement, the highest level of the status quo.

A score of 4 represents a degree of agreement, indicating a high level of development.

A score of 3 represents general agreement and represents a moderate level of development.

A score of 2 represents slight disagreement and indicates a lower level of development.

A score of 1 represents complete disagreement, indicating the lowest level of development.

Order	The variables of the current situation in vocational skills of the student affairs management team in Guangxi	5	4	3	2	1
Variable 1: Knowledge Structure						
1	University student affairs managers should have relevant knowledge of ideological and political education.					
2	University student affairs managers should have relevant knowledge of education and management.					
3	University student affairs managers should have relevant knowledge of psychology, sociology, and ethics.					

Order	The variables of the current situation in vocational skills of the student affairs management team in Guangxi	5	4	3	2	1
4	University student affairs managers should have relevant knowledge of natural sciences.					
5	University student affairs managers should have relevant knowledge of the history of science and technology.					
6	University student affairs managers should be familiar with relevant national laws and regulations.					
7	University student affairs managers should be familiar with the policies and regulations of the university.					
8	University student affairs managers should have relevant knowledge of employment counseling, including helping students make career plans, guiding students to start businesses and innovation, and teaching students job skills.					
9	University student affairs managers should have relevant knowledge of emergency management and safety precautions.					
10	University student affairs managers should have relevant knowledge of information technology applications.					
11	University student affairs managers should have certain writing skills and knowledge of textual application.					
Variable 2: Management System						
1	Managers develop scientific and perfect management systems to standardize the work behavior of the management team.					

Order	The variables of the current situation in vocational skills of the student affairs management team in Guangxi	5	4	3	2	1
2	Managers establish clear and distinct organizational structures to make managers understand their work responsibilities and scope of duties.					
3	Managers build a service-oriented management model to help and develop students' comprehensive quality of development.					
4	Managers develop scientific and reasonable management operation processes to ensure the efficient operation of various departments.					
5	Managers are able to use scientific management tools to improve management efficiency.					
6	The manager establishes a sound and reasonable management operation mechanism to ensure the orderly conduct of management work.					
7	The manager establishes a transparent and standardized personnel system to ensure fairness and justice in the selection and cultivation of management talents.					
8	The manager establishes a scientific and reasonable evaluation system for titles to expand the development space of managers.					
9	The manager establishes a comprehensive and scientific evaluation mechanism for managers' promotion to promote the vocational development of managers.					
10	The manager establishes a clear and distinct career development mechanism that is in line with the direction of managers' career development.					

Order	The variables of the current situation in vocational skills of the student affairs management team in Guangxi	5	4	3	2	1
11	The manager establishes a systematic and effective training and cultivation mechanism to improve managers' work capacity.					
12	The manager establishes a scientific and effective incentive and constraint mechanism to improve managers' work enthusiasm and normative level.					
13	The manager will regularly monitor and evaluate managers' work and correct and improve any problems that may arise in their work.					
Variable 3: Training Channel						
1	Managers will receive job-specific training before assuming their positions.					
2	Managers will improve their management expertise by participating in daily training.					
3	Managers will improve their management expertise by participating in specialized training.					
4	Managers will enhance their theoretical knowledge and research capabilities by pursuing master's or doctoral degrees in fields such as Marxist philosophy, ideological and political education, psychology, management, etc.					
5	The manager will provide career planning guidance to help managers understand the career development path and enhance their sense of career satisfaction.					
6	The manager will establish a mentor system to allow experienced managers to guide new ones and help them become familiar with their job responsibilities and working environment quickly.					

Order	The variables of the current situation in vocational skills of the student affairs management team in Guangxi	5	4	3	2	1
7	The manager will encourage and organize managers to conduct academic research on student affairs management, enhancing their theoretical knowledge and research capabilities.					
8	Managers will encourage administrative staff to apply for research topics related to student affairs management and provide financial support after the project is approved.					
9	Managers will attend seminars and exchanges related to student affairs management to enrich their management experience and improve their work level.					
10	Managers will attend industry conferences and forum activities related to student affairs management to understand the latest industry trends.					
11	Managers will enrich their management knowledge by studying and training at other universities.					
12	Managers will increase their management experience by working in relevant enterprises, institutions, or other universities for training purposes.					
Variable 4: Skills Training						
1	University student affairs managers should have a good command of language and writing skills.					
2	University student affairs managers should have good interpersonal communication skills.					
3	University student affairs managers should have good team organization and team collaboration skills.					

Order	The variables of the current situation in vocational skills of the student affairs management team in Guangxi	5	4	3	2	1
4	University student affairs managers should have good resilience and ability to handle job burnout.					
5	University student affairs managers should have advanced education concepts and sustainable innovative abilities.					
6	University student affairs managers should have good scientific management and technology tool usage skills.					
7	University student affairs managers should have good career planning and employment guidance skills.					
8	University student affairs managers should have good psychological health education skills.					
9	University student affairs managers should have good skills in managing student affairs.					
10	University student affairs managers should have good academic research skills.					
11	University student affairs managers should have good teaching and education skills.					
12	University student affairs managers should have good crisis management and response abilities.					
Variable 5: Work Incentive						
1	Managers will motivate administrative staff through attractive compensation packages.					
2	Managers will provide comprehensive benefits such as generous social security, health checks, and paid leave to enhance administrative staff's sense of belonging and loyalty.					

Order	The variables of the current situation in vocational skills of the student affairs management team in Guangxi	5	4	3	2	1
3	Managers will establish fair, scientific performance evaluation systems and provide rewards and subsidies based on performance.					
4	Managers will provide a good platform for career development and promotion channels.					
5	Managers will provide good skill training and development opportunities for administrative staff to improve their vocational skills and management abilities.					
6	The manager will improve the work environment and build a good work atmosphere.					
7	The manager will recognize and encourage other managers to learn from excellent managers.					
8	The manager will set clear and specific work goals and encourage managers to work hard to achieve them.					
9	The manager will care about the emotional needs of managers and inspire their work passion.					
10	The manager will support and respect the work of managers and recognize their personal value.					
11	The manager will introduce competition through various activities and stimulate the competitive consciousness and enterprising spirit of managers.					
Variable 6: Evaluation Mechanism						
1	The manager pays attention to the evaluation of teacher's ethics and style, ensuring that the management team has good vocational ethics.					

Order	The variables of the current situation in vocational skills of the student affairs management team in Guangxi	5	4	3	2	1
2	The manager pays attention to the evaluation of scientific research work, motivating managers to have scientific research ability.					
3	The manager pays attention to the evaluation of teaching work, enhancing the teaching level of student affairs management personnel.					
4	The manager pays attention to the evaluation of student education, management, and service work, enhancing the quality of higher education.					
5	The manager pays attention to the evaluation of academic style construction, promoting academic style construction.					
6	The manager pays attention to the evaluation of class construction, promoting team collaboration among management team.					
7	The manager pays attention to the evaluation of work highlights and characteristics, enhancing managers' innovative ability.					
8	The manager pays attention to performance appraisal, enhancing the overall operational efficiency and management level of the management team.					
9	The manager pays attention to student satisfaction appraisal, enhancing team cohesion among the management team.					
10	The manager formulates a reasonable reward and punishment evaluation system to maintain the stable development of the management team.					

Order	The variables of the current situation in vocational skills of the student affairs management team in Guangxi	5	4	3	2	1
11	The manager provides specific feedback and suggestions to managers based on evaluation results, promoting improvement in management work.					

III. SWOT analysis of vocational skills of the student affairs management team

	Questions	Your answers
1	What is the strength of vocational skills of the student affairs management team in universities in Guangxi?	
2	What is the weakness of vocational skills of the student affairs management team in universities in Guangxi?	
3	What are the opportunities of vocational skills of the student affairs management team in universities in Guangxi?	
4	What are the threats of vocational skills of the student affairs management team in universities in Guangxi?	

Appendix F
Focus Group Discussion

Focus Group Discussion

Title Strategies for Enhancing Vocational Skills of Student Affairs Management Team in Universities in Guangxi

Instruction The objective of this focus group discussion is to collect the data about Strategies for Enhancing Vocational Skills of Student Affairs Management Team in Universities in Guangxi. This focus group discussion is divided into two parts:

Part 1 Questions about the personal information of participants

Part 2 The data collection about Strategies for Enhancing Vocational Skills of Student Affairs Management Team in Universities in Guangxi

This focus group discussion is to collect the data to be used in research only. This is an overall analysis without any effect or damage to departments or respondents in any way, but it will benefit the student affairs management team in universities in Guangxi. The researchers look forward to your assistance in providing information in this focus group discussion. I am here to express my sincere thanks to you.

Thank you very much

Pei Yiming

Doctoral student in Educational Administration

Confirmation of consent to participate in research:

The researcher informed the participants of the research objectives and details of the steps to be followed. Therefore, the researcher would like to ask permission if the participants who participated in this focus group discussion agree to provide information. Please raise your hand to show your consent to provide information.

The participants who participated in this focus group discussion.....people.

- o All participants agree to provide information.
- o Participants disagree with providing information in this focus group discussion, due to
- o Unable to conduct focus group discussion, due to.....

Remark: Group discussion participants must be at least not less than half of the specified target group. (not less than 5 people) to be able to conduct this focus group discussion.

Part 1: The Personal Information of Participants

- Date of recorded focus group discussion
- Recorded from o'clock to o'clock.
- Record place
- Lists of participants who participated in this focus group discussion:

1) Name

Level of education Degree

Work position

- Lists of staffs who participated in this focus group discussion:

1) Name

Work position

Part 2: Focus group about strategies for enhancing human resource management quality in universities in Guangxi

1. What is your opinion about the strategies for establishing a comprehensive knowledge structure?

2. What is your opinion about the strategies for establishing a sound management system?

3. What is your opinion about the strategies for establishing an extensive training channel?

4. What is your opinion about the strategies for establishing a skills training system?

5. What is your opinion about the strategies for establishing a good work incentive mechanism?

6. What is your opinion about the strategies for establishing a sound evaluation mechanism?

Appendix G
Evaluation Form

Evaluation Form

Please check "√" on the current situation that you think is the most true based on your understanding of the actual situation. Please refer to the following criteria for selection.

A score of 5 represents complete agreement, the highest level of the status quo.

A score of 4 represents a degree of agreement, indicating a high level of development.

A score of 3 represents general agreement and represents a moderate level of development.

A score of 2 represents slight disagreement and indicates a lower level of development.

A score of 1 represents complete disagreement, indicating the lowest level of development.

Strategies for Enhancing Vocational Skills of Student Affairs Management Team in Universities in Guangxi	Suitability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
1. Establish a diversified knowledge system										
2. Carry out regular training and learning activities										
3. Strengthen the accumulation of practical experience										
4. Strengthen teamwork and communication skills										
5. Strengthen the improvement of scientific research capabilities										
6. Improve the ability of emergency management and safety precautions										
7. Establish a sound organizational structure										
8. Establish a scientific management system										
9. Strengthen the construction of informatization										

Strategies for Enhancing Vocational Skills of Student Affairs Management Team in Universities in Guangxi	Suitability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
10. Strengthen performance appraisal										
11. Strengthen collaboration with social resources										
12. Strengthen the exchange of advanced experience with the world										
13. Innovative and flexible management model										
14. Optimize the process of management and operation										
15. Establish a multi-level training system										
16. Strengthen practical training										
17. Establish an inter-school exchange mechanism										
18. Strengthen international exchanges and cooperation										
19. Strengthen self-learning and improvement										
20. Improve the academic literacy of vocational management										
21. Establish a systematic Skills training										
22. Strengthen the training of practical operation skills										
23. Focus on the satisfaction of individual needs										
24. Establish diversified training methods										
25. Strengthen the construction of teaching staff										
26. Establish a scientific and reasonable performance appraisal system										
27. Establish an incentive mechanism										
28. Strengthen career planning and development support										
29. Strengthen the guarantee of welfare benefits										
30. Strengthen team-building support										

Appendix H
The Results of the Quality Analysis of
Research Instruments

Results of IOC

Order	The variables of the current situation in vocational skills of the student affairs management team in Guangxi	IOC value
Variable 1: Knowledge Structure		
1	University student affairs managers should have relevant knowledge of ideological and political education.	1.0
2	University student affairs managers should have relevant knowledge of education and management.	1.0
3	University student affairs managers should have relevant knowledge of psychology, sociology, and ethics.	1.0
4	University student affairs managers should have relevant knowledge of natural sciences.	1.0
5	University student affairs managers should have relevant knowledge of the history of science and technology.	1.0
6	University student affairs managers should be familiar with relevant national laws and regulations.	0.67
7	University student affairs managers should be familiar with the policies and regulations of the university.	1.0
8	University student affairs managers should have relevant knowledge of employment counseling, including helping students make career plans, guiding students to start businesses and innovation, and teaching students job skills.	1.0
9	University student affairs managers should have relevant knowledge of emergency management and safety precautions.	1.0
10	University student affairs managers should have relevant knowledge of information technology applications.	0.67
11	University student affairs managers should have certain writing skills and knowledge of textual application.	0.67

Order	The variables of the current situation in vocational skills of the student affairs management team in Guangxi	IOC value
Variable 2: Management System		
1	Managers develop scientific and perfect management systems to standardize the work behavior of the management team.	1.0
2	Managers establish clear and distinct organizational structures to make managers understand their work responsibilities and scope of duties.	1.0
3	Managers build a service-oriented management model to help and develop students' comprehensive quality of development.	1.0
4	Managers develop scientific and reasonable management operation processes to ensure the efficient operation of various departments.	1.0
5	Managers are able to use scientific management tools to improve management efficiency.	0.67
6	The manager establishes a sound and reasonable management operation mechanism to ensure the orderly conduct of management work.	1.0
7	The manager establishes a transparent and standardized personnel system to ensure fairness and justice in the selection and cultivation of management talents.	1.0
8	The manager establishes a scientific and reasonable evaluation system for titles to expand the development space of managers.	1.0
9	The manager establishes a comprehensive and scientific evaluation mechanism for managers' promotion to promote the vocational development of managers.	1.0
10	The manager establishes a clear and distinct career development mechanism that is in line with the direction of managers' career development.	0.67

Order	The variables of the current situation in vocational skills of the student affairs management team in Guangxi	IOC value
11	The manager establishes a systematic and effective training and cultivation mechanism to improve managers' work capacity.	1.0
12	The manager establishes a scientific and effective incentive and constraint mechanism to improve managers' work enthusiasm and normative level.	0.67
13	The manager will regularly monitor and evaluate managers' work and correct and improve any problems that may arise in their work.	1.0
Variable 3: Training Channel		
1	Managers will receive job-specific training before assuming their positions.	1.0
2	Managers will improve their management expertise by participating in daily training.	1.0
3	Managers will improve their management expertise by participating in specialized training.	1.0
4	Managers will enhance their theoretical knowledge and research capabilities by pursuing master's or doctoral degrees in fields such as Marxist philosophy, ideological and political education, psychology, management, etc.	1.0
5	The manager will provide career planning guidance to help managers understand the career development path and enhance their sense of career satisfaction.	1.0
6	The manager will establish a mentor system to allow experienced managers to guide new ones and help them become familiar with their job responsibilities and working environment quickly.	1.0
7	The manager will encourage and organize managers to conduct academic research on student affairs management, enhancing their theoretical knowledge and research capabilities.	1.0

Order	The variables of the current situation in vocational skills of the student affairs management team in Guangxi	IOC value
8	Managers will encourage administrative staff to apply for research topics related to student affairs management and provide financial support after the project is approved.	1.0
9	Managers will attend seminars and exchanges related to student affairs management to enrich their management experience and improve their work level.	1.0
10	Managers will attend industry conferences and forum activities related to student affairs management to understand the latest industry trends.	1.0
11	Managers will enrich their management knowledge by studying and training at other universities.	0.67
12	Managers will increase their management experience by working in relevant enterprises, institutions, or other universities for training purposes.	0.67
Variable 4: Skills Training		
1	University student affairs managers should have a good command of language and writing skills.	1.0
2	University student affairs managers should have good interpersonal communication skills.	1.0
3	University student affairs managers should have good team organization and team collaboration skills.	1.0
4	University student affairs managers should have good resilience and ability to handle job burnout.	1.0
5	University student affairs managers should have advanced education concepts and sustainable innovative abilities.	1.0
6	University student affairs managers should have good scientific management and technology tool usage skills.	0.67

Order	The variables of the current situation in vocational skills of the student affairs management team in Guangxi	IOC value
7	University student affairs managers should have good career planning and employment guidance skills.	1.0
8	University student affairs managers should have good psychological health education skills.	1.0
9	University student affairs managers should have good skills in managing student affairs.	1.0
10	University student affairs managers should have good academic research skills.	0.67
11	University student affairs managers should have good teaching and education skills.	0.67
12	University student affairs managers should have good crisis management and response abilities.	1.0
Variable 5: Work Incentive		
1	Managers will motivate administrative staff through attractive compensation packages.	1.0
2	Managers will provide comprehensive benefits such as generous social security, health checks, and paid leave to enhance administrative staff's sense of belonging and loyalty.	1.0
3	Managers will establish fair, scientific performance evaluation systems and provide rewards and subsidies based on performance.	1.0
4	Managers will provide a good platform for career development and promotion channels.	1.0
5	Managers will provide good skill training and development opportunities for administrative staff to improve their vocational skills and management abilities.	1.0
6	The manager will improve the work environment and build a good work atmosphere.	1.0

Order	The variables of the current situation in vocational skills of the student affairs management team in Guangxi	IOC value
7	The manager will recognize and encourage other managers to learn from excellent managers.	0.67
8	The manager will set clear and specific work goals and encourage managers to work hard to achieve them.	1.0
9	The manager will care about the emotional needs of managers and inspire their work passion.	1.0
10	The manager will support and respect the work of managers and recognize their personal value.	0.67
11	The manager will introduce competition through various activities and stimulate the competitive consciousness and enterprising spirit of managers.	1.0
Variable 6: Evaluation Mechanism		
1	The manager pays attention to the evaluation of teacher's ethics and style, ensuring that the management team has good vocational ethics.	1.0
2	The manager pays attention to the evaluation of scientific research work, motivating managers to have scientific research ability.	1.0
3	The manager pays attention to the evaluation of teaching work, enhancing the teaching level of student affairs management personnel.	1.0
4	The manager pays attention to the evaluation of student education, management, and service work, enhancing the quality of higher education.	1.0
5	The manager pays attention to the evaluation of academic style construction, promoting academic style construction.	0.67

Order	The variables of the current situation in vocational skills of the student affairs management team in Guangxi	IOC value
6	The manager pays attention to the evaluation of class construction, promoting team collaboration among management team.	1.0
7	The manager pays attention to the evaluation of work highlights and characteristics, enhancing managers' innovative ability.	1.0
8	The manager pays attention to performance appraisal, enhancing the overall operational efficiency and management level of the management team.	0.67
9	The manager pays attention to student satisfaction appraisal, enhancing team cohesion among the management team.	0.67
10	The manager formulates a reasonable reward and punishment evaluation system to maintain the stable development of the management team.	1.0
11	The manager provides specific feedback and suggestions to managers based on evaluation results, promoting improvement in management work.	0.67

Reliability Analysis for Research Instrument

Reliability Statistics

Knowledge Structure		
Cronbach's Alpha	Cronbachs Alpha based on standardized items	Number of terms
.963	.921	11
Management System		
Cronbach's Alpha	Cronbachs Alpha based on standardized items	Number of terms
.913	.931	13
Training Channel		
Cronbach's Alpha	Cronbachs Alpha based on standardized items	Number of terms
.928	.913	12
Skills Training		
Cronbach's Alpha	Cronbachs Alpha based on standardized items	Number of terms
.941	.948	12
Work Incentive		
Cronbach's Alpha	Cronbachs Alpha based on standardized items	Number of terms
.947	.968	11
Evaluation Mechanism		
Cronbach's Alpha	Cronbachs Alpha based on standardized items	Number of terms
.953	.952	11
Total		
Cronbach's Alpha	Cronbachs Alpha based on standardized items	Number of terms
.938	.947	70

Kmo & Bartlett test

Knowledge Structure		
Kaiser-meyer-olkin measure of sampling adequacy Kaiser-meyer-olkin		.965
Bartlett's test of sphericity Bartlett	Approx. Chi-Square	4076.814
	df	28
	Sig.	.000
Management System		
Kaiser-meyer-olkin measure of sampling adequacy		.958
Bartlett's test of sphericity	Approx. Chi-Square	3647.159
	df	40
	Sig.	.000
Training Channel		
Kaiser-meyer-olkin measure of sampling adequacy		.939
Bartlett's test of sphericity	Approx. Chi-Square	3784.352
	df	52
	Sig.	.000
Skills Training		
Kaiser-meyer-olkin measure of sampling adequacy		.951
Bartlett's test of sphericity	Approx. Chi-Square	3555.789
	df	46
	Sig.	.000
Work Incentive		
Kaiser-meyer-olkin measure of sampling adequacy		.947
Bartlett's test of sphericity	Approx. Chi-Square	3875.753
	df	52
	Sig.	.000

Evaluation Mechanism		
Kaiser-meyer-olkin measure of sampling adequacy		.963
Bartlett's test of sphericity	Approx. Chi-Square	3859.258
	df	57
	Sig.	.000
Total		
Kaiser-meyer-olkin measure of sampling adequacy		.954
Bartlett's test of sphericity	Approx. Chi-Square	3799.854
	df	46
	Sig.	.000

Item Total Statistics

Knowledge Structure				
Num	Item Indicates the mean value of the deleted scale	Item has removed the scale variance	Corrected item total correlation	Item deleted Cronbach's Alpha value Cronbach Alpha value
Q1	43.80	88.564	.748	.942
Q2	43.65	84.636	.755	.932
Q3	43.64	84.429	.778	.941
Q4	43.68	85.507	.731	.943
Q5	43.85	88.152	.745	.942
Q6	43.80	88.564	.748	.946
Q7	44.01	74.299	.826	.945
Q8	43.09	75.076	.744	.948
Q9	44.64	84.429	.768	.941
Q10	43.72	86.757	.659	.945
Q11	43.78	87.947	.783	.942
Management System				
Q1	43.37	79.689	.811	.940
Q2	42.39	81.671	.755	.942
Q3	41.62	82.094	.789	.944
Q4	41.68	85.507	.788	.943
Q5	44.85	77.948	.756	.942
Q6	43.37	75.687	.742	.941
Q7	45.39	84.244	.748	.942
Q8	43.65	83.424	.734	.942
Q9	44.64	83.123	.721	.941
Q10	44.37	86.478	.789	.945
Q11	46.39	77.988	.786	.941
Q12	44.37	76.856	.777	.944
Q13	42.69	77.875	.863	.952

Training Channel				
Num	Item Indicates the mean value of the deleted scale	Item has removed the scale variance	Corrected item total correlation	Item deleted Cronbach's Alpha value
Q1	43.40	83.622	.680	.911
Q2	43.13	78.384	.811	.922
Q3	43.37	81.579	.798	.942
Q4	43.39	82.534	.780	.935
Q5	43.44	83.075	.789	.952
Q6	43.13	78.815	.803	.951
Q7	43.18	79.096	.780	.953
Q8	43.34	83.571	.801	.951
Q9	43.40	83.240	.800	.958
Q10	43.27	81.471	.796	.958
Q11	43.40	82.094	.807	.959
Q12	43.37	82.601	.833	.959
Skills Training				
Q1	43.79	75.789	.875	.985
Q2	41.74	76.977	.787	.944
Q3	43.44	77.444	.789	.976
Q4	42.23	77.567	.695	.972
Q5	43.18	74.489	.752	.975
Q6	43.38	77.952	.755	.956
Q7	43.44	76.354	.855	.934
Q8	41.87	74.123	.779	.934
Q9	42.79	74.297	.886	.944
Q10	43.28	74.478	.786	.948
Q11	43.77	71.369	.771	.947
Q12	41.16	71.258	.748	.955

Work Incentive				
Num	Item Indicates the mean value of the deleted scale	Item has removed the scale variance	Corrected item total correlation	Item deleted Cronbach's Alpha value
Q1	44.18	74.756	.775	.924
Q2	45.28	75.368	.842	.981
Q3	44.76	76.258	.678	.924
Q4	45.02	73.756	.831	.955
Q5	44.96	75.741	.675	.936
Q6	43.76	74.147	.685	.957
Q7	44.36	76.753	.769	.957
Q8	45.24	74.258	.635	.959
Q9	45.33	73.070	.748	.951
Q10	43.42	73.793	.675	.941
Q11	45.76	73.489	.798	.944
Evaluation Mechanism				
Q1	44.79	84.475	.734	.935
Q2	44.56	83.123	.842	.953
Q3	44.23	86.478	.789	.945
Q4	42.43	74.988	.768	.955
Q5	44.78	76.875	.852	.945
Q6	44.79	76.89	.789	.955
Q7	44.42	75.741	.695	.936
Q8	42.43	77.972	.756	.948
Q9	43.72	77.677	.778	.952
Q10	41.74	84.244	.775	.948
Q11	43.41	76.741	.696	.942

Focus Group Discussion

Title Strategies for Enhancing Vocational Skills of Student Affairs Management Team in Universities in Guangxi

Instruction The objective of this focus group discussion is to collect the data about Strategies for Enhancing Vocational Skills of Student Affairs Management Team in Universities in Guangxi. This focus group discussion is divided into two parts:

Part 1 Questions about the personal information of participants

Part 2 The data collection about Strategies for Enhancing Vocational Skills of Student Affairs Management Team in Universities in Guangxi

This focus group discussion is to collect the data to be used in research only. This is an overall analysis without any effect or damage to departments or respondents in any way, but it will benefit the student affairs management team in universities in Guangxi. The researchers look forward to your assistance in providing information in this focus group discussion. I am here to express my sincere thanks to you.

Thank you very much

Pei Yiming

Doctoral student in Educational Administration

Confirmation of consent to participate in research:

The researcher informed the participants of the research objectives and details of the steps to be followed. Therefore, the researcher would like to ask permission if the participants who participated in this focus group discussion agree to provide information. Please raise your hand to show your consent to provide information.

The participants who participated in this focus group discussion.....people.

o All participants agree to provide information.

o participants disagree with providing information in this focus group discussion, due to

o Unable to conduct focus group discussion, due to.....

Remark: Group discussion participants must be at least not less than half of the specified target group. (not less than 5 people) to be able to conduct this focus group discussion.

Part 1: The Personal Information of Participants

- Date of recorded focus group discussion February 10, 2024

- Recorded from 9 o'clock to 11 o'clock.

- Record place Room 218, Office Building, Guangxi University

- Lists of participants who participated in this focus group discussion:

1) Name: Long Nina

Degree:

Doctor of Philosophy

Position: Nanning Normal University of Vice President, Professor

2) Name: Yan Zhuangfeng

Degree:

Doctor of Philosophy

Position: Nanning Normal University, Director of student affairs Department, Professor

3) Name: Deng Junbiao

Degree:

Doctor of Philosophy

Position: Nanning Normal University, Director of student affairs Department, Professor

4) Name: Luo Liyu

Degree: Doctor of Philosophy

Position: Guangxi University for Nationalities, Director of student affairs Department, associate professor

5) Name: Chen Kewei

Degree: Doctor of Philosophy

Position: Guangxi University of Science and Technology, Director of student affairs Department, associate professor

6) Name: Li Yujie

Degree: Doctor of Philosophy

Position: Guangxi Normal University, Director of student affairs Department, associate professor

7) Name: Feng Guanghui

Degree: Doctor of Philosophy

Position: Guilin University of Technology, Director of student affairs Department, associate professor

8) Name: Tian Tiejun

Degree: Doctor of Philosophy

Position: Guangxi University of Science and Technology, leader of the college, associate professor

9) Name: Feng Shuo

Degree: Doctor of Philosophy

Position: Guilin University of Electronic Technology, Minister of Propaganda Department, Professor

Part 2: The data collection about Strategies for Enhancing Vocational Skills of Student Affairs Management Team in Universities in Guangxi

1. What is your opinion about the strategies for establishing a comprehensive knowledge structure?

1) Establish a diversified knowledge system: The student affairs management team of colleges and universities needs to have a wide range of knowledge, including knowledge in education, psychology, sociology, management and other related fields, in order to better serve students.

2) Carry out regular training and learning activities: Colleges and universities can provide regular training and learning opportunities for management team, including attending academic conferences, special lectures, short courses, etc., to continuously improve their vocational knowledge and skills.

3) Strengthen the accumulation of practical experience: The student affairs management team of colleges and universities needs to accumulate rich practical experience, and can continuously improve their practical ability by participating in practical activities, exchange and learning, etc.

4) Strengthen teamwork and communication skills: The student affairs management team of colleges and universities needs to have good teamwork and communication skills in order to better serve students. The team's collaboration and communication skills can be improved by organizing team building activities and carrying out exchange learning.

5) Strengthen the improvement of scientific research capabilities: The student affairs management team of colleges and universities needs to have certain scientific research capabilities, and can continuously improve their scientific research capabilities by participating in scientific research projects and publishing academic papers, so as to better serve students.

6) Improve the ability of emergency management and safety precautions: The student affairs management team of colleges and universities needs to improve their ability to deal with emergencies, enhance their awareness of safety precautions, resolve and properly handle emergencies and various contradictions in a timely manner, maintain campus safety and stability, and promote the sustainable and healthy development of colleges and universities.

2. What is your opinion about the strategies for establishing a sound management system?

1) Establish a sound organizational structure: Colleges and universities should establish a sound organizational structure, clarify the responsibilities and authority of each department, and ensure the efficient operation of the student affairs management team.

2) Establish a scientific management system: Colleges and universities should establish a scientific management system, including work processes, job responsibilities, evaluation and evaluation, etc., to ensure that the work of the student affairs management team is carried out in an orderly manner.

3) Strengthen the construction of informatization: Colleges and universities should strengthen the construction of informatization, establish a sound information system, and improve the work efficiency and service quality of the student affairs management team.

4) Strengthen performance appraisal: Colleges and universities should strengthen performance appraisal and evaluate and feedback the work of the management team, so as to continuously improve their work efficiency and service quality.

5) Strengthen collaboration with social resources: Colleges and universities should strengthen cooperation with social resources, establish close ties with all sectors of society, and provide more resources and support for student affairs management team.

6) Strengthen the exchange of advanced experience with the world: Colleges and universities should strengthen the exchange of advanced international experience,

learn from the successful experience of other countries and regions, and continuously enhance vocational skills of the student affairs management team.

7) Innovative and flexible management model: Colleges and universities should rely on modern means such as big data to carry out education management work planning, change the traditional education management framework, improve the education management system with students as the management orientation, improve the efficiency and scientificity of education management, and realize personalized education and refined management.

8) Optimize the process of management and operation: Colleges and universities should introduce information technology, use scientific management tools, sort out the problems in the operation process of the management system, strengthen the construction of the management team, formulate optimization plans, and ensure that all measures are effectively implemented.

3. What is your opinion about the strategies for establishing an extensive training channel?

1) Establish a multi-level training system: Colleges and universities should establish a multi-level training system, including pre-job training, on-the-job training, promotion training, etc., to ensure that the student affairs management team can continuously improve their vocational quality.

2) Strengthen practical training: Colleges and universities should strengthen practical training and provide rich practical opportunities for student affairs management team, including practical activities, internships, volunteer services, etc., so as to improve their work ability and practical experience.

3) Establish an inter-school exchange mechanism: Colleges and universities should establish an inter-university exchange mechanism to promote exchanges and learning among colleges and universities, and provide more learning and exchange opportunities for the student affairs management team.

4) Strengthen international exchanges and cooperation: Universities should strengthen international exchanges and cooperation, establish contacts with internationally renowned universities or institutions, and recommend student affairs

management team to participate in international exchange activities to expand their international vision and vocational knowledge.

5) Strengthen self-learning and improvement: The student affairs management team of colleges and universities should pay attention to self-learning and improvement, and continuously improve their vocational quality and research ability by participating in academic conferences and reading academic literature.

6) Improve the academic literacy of vocational management: Colleges and universities should pay attention to the vocational training of student affairs management talents, and strengthen the cultivation of management theories by encouraging managers to pursue higher degrees in relevant education management, ideological and political education, etc., encouraging and supporting management personnel to apply for scientific research topics related to education management, and organizing and carrying out academic research activities on management affairs.

4. What is your opinion about the strategies for establishing a skills training system?

1) Establish a systematic Skills training system: Colleges and universities should establish a systematic Skills training , including basic skills, vocational skills and management skills, to ensure that the student affairs management team has comprehensive skills and knowledge.

2) Strengthen the training of practical operation skills: Colleges and universities should strengthen the training of practical skills, including psychological counseling, crisis intervention, team building, etc., so as to improve the practical ability of the student affairs management team.

3) Focus on the satisfaction of individual needs: Colleges and universities should pay attention to the satisfaction of personalized needs, and provide personalized training content and methods according to the different characteristics and needs of the student affairs management team to meet their different career development needs.

4) Establish diversified training methods: Colleges and universities should establish diversified training methods, including online training, offline training, simulation drills, etc., to improve the learning enthusiasm and training effect of the student affairs management team.

5) Strengthen the construction of teaching staff: Colleges and universities should strengthen the construction of the teaching staff and hire vocational teachers to provide high-quality skills training for the student affairs management team, so as to improve their vocational quality and work ability.

5. What is your opinion about the strategies for establishing a good work incentive mechanism?

1) Establish a scientific and reasonable performance appraisal system: Colleges and universities should establish a scientific and reasonable performance appraisal system to evaluate and give feedback on the work of the management team, so as to motivate them to continuously improve their work efficiency and service quality.

2) Establish an incentive mechanism: Colleges and universities should establish an incentive mechanism to reward and commend outstanding management team to motivate them to continue to work hard and continuously improve their abilities and standards.

3) Strengthen career planning and development support: Colleges and universities should strengthen career planning and development support, provide more career development opportunities and training support for management team, and help them achieve personal career development and growth.

4) Strengthen the guarantee of welfare benefits: Colleges and universities should strengthen the protection of welfare benefits, and improve the salary, medical security, leave and other benefits of the management team, so as to motivate them to be more active in work.

5) Strengthen team-building support: Colleges and universities should strengthen the support for team building, and provide more teamwork opportunities and communication platforms for the management team, so as to enhance the cohesion and collaborative spirit of the team.

6) Establish a scientific and effective competition incentive mechanism: Colleges and universities should set clear work objectives and evaluation standards, clarify the work direction and requirements of management personnel, establish a fair competition environment, formulate appropriate competition mechanism incentive programs, and promote the improvement of the quality of management work.

7) Enhance team emotional satisfaction and vocational value recognition: Colleges and universities should establish a good communication mechanism, pay attention to the work emotions of management personnel, give timely care and support, help management personnel clarify the value and significance of work, and enhance vocational identity and sense of mission.

6. What is your opinion about the strategies for establishing a sound evaluation mechanism?

1) Establish a scientific and reasonable evaluation index system: Colleges and universities should establish a scientific and reasonable evaluation index system, and formulate corresponding evaluation indicators and standards according to different job positions and work contents, so as to ensure the fairness and accuracy of the evaluation.

2) Strengthen the process management of evaluation: Colleges and universities should strengthen the management of the evaluation process, standardize and supervise the evaluation process, and ensure the fairness and transparency of the evaluation.

3) Emphasize the application of evaluation results: Colleges and universities should pay attention to the application of evaluation results, and take the evaluation results as an important basis for the promotion, reward and punishment, training and other aspects of the management team, so as to motivate them to continuously improve work efficiency and service quality.

4) Strengthen evaluation feedback and communication: Colleges and universities should strengthen evaluation feedback and communication, timely feedback to the management team on the evaluation results, and communicate and exchange with them to help them find deficiencies in their work and the direction of improvement.

5) Establish diversified evaluation methods: Colleges and universities should establish a diversified evaluation method, including quantitative evaluation, qualitative evaluation, 360-degree evaluation, etc., to comprehensively evaluate the performance of the management team.

6) Formulate comprehensive management level evaluation content: Colleges and universities should broaden the scope of management work evaluation, formulate multi-dimensional and multi-level evaluation content, and conduct work evaluation from different aspects such as vocational ethics, teaching level, scientific research ability, management effectiveness, and innovation characteristics, so as to provide comprehensive and objective development suggestions for the cultivation of management team talents.

Focus Group Discussion Pictures



Appendix I
Certificate of English



This is to certify that

Mr. Pei Yiming

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 22nd August 2021



(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix J

The Document for Accept Research


มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

วิทยาเขตนครศรีธรรมราช

๓/๓ ม.๕ ต.มะม่วงสองต้น อ.เมือง จ.นครศรีธรรมราช ๘๐๐๐๐

โทร. ๐๗/๕-๓๔๒๔๙๙ โทรสาร ๐๗/๕-๓๔๕๘๖๒

อว.๘๐๒๓๗ / ๑๓/๐

๒๐ มิถุนายน ๒๕๖๓

เรื่อง รับรองการลงบทความวิจัยเพื่อตีพิมพ์ในวารสารมหาจุฬานาครทรรค

เรียน นายเผย อีหมิง

ตามที่ นายเผย อีหมิง และรองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช และรองศาสตราจารย์ ดร.จิตติวิสุทธิ์ วิมุตติปัญญา ได้ส่งบทความวิจัยเรื่อง “กลยุทธ์ในการเสริมสร้างทักษะวิชาชีพของทีมนักบริหารกิจการนักศึกษาในมหาวิทยาลัยในวงกว้าง” เพื่อพิจารณาตีพิมพ์ในวารสารมหาจุฬานาครทรรค มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ซึ่งได้รับการคัดเลือกเข้าสู่ฐานข้อมูล ของศูนย์ดัชนีการอ้างอิงวารสารไทย (ศูนย์ TCI) ได้ถูกจัดกลุ่มคุณภาพวารสาร ประจำปี พ.ศ.๒๕๖๒ ให้เป็น วารสารที่มีคุณภาพกลุ่มที่ ๒ (TCI ฐาน ๒) และอยู่ในฐานข้อมูล TCI จนถึง ๓๑ ธันวาคม ๒๕๖๓ โดยจะดำเนินการจัดพิมพ์ในฉบับต่อไปตามระยะเวลาที่ได้กำหนดไว้ และวารสารมหาจุฬานาครทรรค ได้รับบทความวิจัยของท่านเป็นที่เรียบร้อยแล้ว

ในการนี้ วารสารมหาจุฬานาครทรรค มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ขอรับรองว่าบทความของท่านได้ผ่านตอบรับเพื่อพิจารณาบทความตีพิมพ์ เผยแพร่ในปีที่ ๑๑ ฉบับที่ ๗ (กรกฎาคม ๒๕๖๓) นี้ ซึ่งภายหลังจากนี้บทความจะผ่านการตรวจสอบความถูกต้องทางวิชาการ โดยกองบรรณาธิการวารสารฯ และผู้ทรงคุณวุฒิต่อไป

จึงเรียนมาเพื่อโปรดทราบและดำเนินการต่อไป

เรียนมาด้วยความเคารพ

(นางสาวปญญาดา จงละเอียด)

บรรณาธิการวารสารมหาจุฬานาครทรรค

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช

Research Profile

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