

Research on the Development of Student Affairs Management in Chinese Universities from the Perspective of Internationalization

Ji, H.¹ & Ibrahim, A.²

¹Changzhou Vocational Institute of Industry Technology, Changzhou, 213164, PRC

²Universiti Kuala Lumpur, 50250 Kuala Lumpur, MALAYSIA

*Corresponding author: 306426406@qq.com (Ji Hua)

Received 3 July 2022, Revised 17 July 2022, Accepted 31 July 2022, Available online 1 August 2022

To Cite This Article:

<https://doi.org/10.53797/iccmjssh.v1i4.2.2022>

Abstract: College student affairs management plays an important supporting role in the growth of college students. The developed countries of higher education in the world attach great importance to the management of student affairs in colleges and universities, and actively explore effective work experience. The promotion of internationalization provides a broad perspective for the development of Student Affairs Management in Chinese colleges and universities, but also brings a series of severe challenges. Chinese colleges and universities should put Student Affairs Management in the context of internationalization, establish the concept of student development, respect students' main body, optimize the student management system, build a professional management team, improve the international perspective and ability of managers, and seek the professional and scientific development of student affairs management.

Key words: Internationalization; Colleges and universities; Student Affairs Management

1. Introduction

1.1 Definition of Student Affairs Management

Student affairs management refers to the process that colleges and universities guide students' healthy growth and development through participation and intervention, so as to promote students' consistency with the requirements advocated by colleges and universities in terms of values and behavior norms. In the developed countries of higher education, student affairs management has become increasingly professional, scientific and institutionalized, which provides an important management guarantee for the normal operation and sound development of colleges and universities and is an important part of college management Brown 1996

1.2 Characteristics of Student Affairs Management

The management of student affairs in colleges and universities includes three aspects: subject, object and goal. The working subject is all units, departments and their staff that exert influence or play a role in the growth of students; The working object mainly refers to the college students; The main goal should be to promote the all-round and healthy development of college students, promote the overall construction and development of colleges and universities, and cultivate qualified citizens and excellent builders for the country and society Winston et al. 2001 . College student affairs management has the following characteristics:

1.2.1 Systematic. Student affairs management is a complex system engineering, including daily affairs management, employment guidance, mental health education and counseling Hirschy & Wilson 2009 . The work of each aspect includes more specific content, and each system is interdependent and interrelated.

1.2.2 Multidimensional. Student affairs management is related to the growth of college students, the development of colleges and universities and even the whole society. Therefore, the scope of work is rich, involving a large number of people, and the scope of influence is very broad. All departments of colleges and universities are the undertakers or participants of student affairs management, and students' parents, other departments, organizations and institutions in the society also participate in it.

1.2.3 Dynamic. College student affairs management is a dynamic process of educational practice, which will change with the changes of society and college students Barr 1993 . Therefore, the contents and methods of college student

*Corresponding author: 306426406@qq.com

<https://iccmjssh.com/> All right reserved.

affairs management should be dynamically adjusted according to different working objects, different characteristics and requirements in different periods and development stages.

1.2.4 Openness. The changing social needs and the development of information technology such as the Internet have enriched and expanded the space and time of college education and promoted the personalized and innovative development of college student affairs management.

1.3 Functions of Student Affairs Management

1.3.1 promote the all-round development of students. Colleges and universities are places to cultivate talents. College Student Affairs Management covers many aspects of students' study, life and entertainment Wang Hui 2018 . Colleges and universities shape, train and guide students to grow up healthily through scientific and orderly student affairs management.

1.3.2 promote the healthy and orderly development of the school. College student affairs include two aspects: education and teaching and service management. From these two aspects, the school management becomes more complex. Therefore, the management of student affairs in colleges and universities must cooperate with other functional departments such as the library and the logistics department to jointly maintain the normal operation of the school.

1.3.3 promote the sustainable development of society. College student affairs management plays a role in the school and the students themselves, and then gives full play to the social service function of colleges and universities, providing a steady stream of talent support for the society, so as to promote the sustainable development of the society.

2. Literature Review

Current situation of Student Affairs Management in foreign universities

2.1 The United States

2.1.1 From the perspective of management mode, there are significant regional differences in the management of student affairs in American colleges and universities. Under the federal management system, each state in the United States has a high degree of autonomy in education management. All localities will formulate corresponding management models for college student affairs according to the actual situation of the region. In the United States, where there are a large number of colleges and universities, this model is conducive to the personalized development of local colleges and universities, avoiding the simplification of student management, and the higher autonomy of colleges and universities also provides a guarantee for the innovation of student affairs management model.

2.1.2 From the perspective of management needs, the emphasis of Student Affairs Management in Colleges and universities is different, but they can meet the basic requirements of student affairs. On the one hand, as a part of the overall management of the school, student affairs management bears the important responsibilities of school management (Zhu Shengying & Zhong Fei, 2016). On the other hand, student affairs management provides convenience for college students' campus study, life and communication, and plays an important guiding role in the formation of College Students' values.

2.1.3 From the perspective of personnel structure, the professional ability of student affairs management personnel in American colleges and universities is high. On the one hand, the college administrators were born in the corresponding higher education majors, with a high starting point in theoretical level and management ability. On the other hand, colleges and universities focus on the education and training of relevant personnel. Through setting up a large number of practical training courses, they improve relevant systems and mechanisms and continuously improve the professional quality of relevant personnel.

2.2 UK

2.2.1 From the perspective of management mode, the student affairs management of British universities is mainly student independent management (Wang Hui & Liu Xiao, 2016). Universities and teachers in the UK mainly give macro guidance, and the specific affairs management is self-completed by the student organization. Its remarkable feature is to cultivate students' subjective initiative. The student organization is relatively mature and can form a management model of self-management and self-service.

2.2.2 From the perspective of management needs, the British student affairs management focuses on the cultivation of students' individual differences and the exploration of personal abilities. Through the development of different training programs for different students, targeted training and management work can be carried out. In the communication between teachers and students, they consciously explore students' abilities and guide students to form the ability of independent thinking, which is a kind of planning guidance of "teaching people to fish".

2.2.3 From the perspective of personnel structure, student affairs managers in British universities are student tutors, and student management is the teachers' own work. Colleges and universities have clear provisions on the responsibilities and obligations of teachers. As long as they are engaged in the education industry, guiding students is the most basic requirement.

2.3 Korea

2.3.1 From the perspective of management, the student affairs management of Korean Universities tends to be refined. Based on this, the scope of Student Affairs Management in Korean universities is divided into four aspects: first, to cultivate students' ability of unity and cooperation; The second is to guide students' studies; Third, the management and operation of students' specific matters; Fourth, students' employment guidance and assistance. In general, Korean colleges and universities have meticulous management of students, with complete and refined management from the beginning of enrollment to graduation.

2.3.2 From the perspective of management practice, student affairs management in international contexts emphasizes diversity, openness, and creative engagement. For example, many universities integrate social resources and collaborative platforms to enrich campus life—such as involving public figures in cultural events, challenges, and competitions—to enhance student engagement and creatively manage student affairs (Miao & Yang, 2021).

2.3.3 From the perspective of personnel composition, the student affairs management of Korean universities has realized the pattern of full participation Zhang Leisheng 2013 . The student affairs management personnel of Korean universities not only include the teaching staff of various departments of the University, but also attract a large number of relevant educators from the region where the university is located to participate, which is significantly different from the traditional full-time management personnel of universities. Many administrators can take care of all aspects of students and enable students to experience meticulous university management services.

2.4 Japan

2.4.1 From the perspective of management mode, the student affairs management organization of Japanese universities consists of two parts: the national level and the school level. From the national level, Japan has a national specialized student support organization: the Japanese student support organization, which specifically manages and implements various student support businesses at the national level in Japan Cao Yiting 2013 . From the perspective of each school, each university has its own student management organization with full-time personnel to serve the whole school.

2.4.2 From the perspective of management practice, student affairs in Japanese universities often operate within a relatively single and centralized space—mainly campus-based—with limited dormitory availability and capacity. Students typically must apply in advance and meet eligibility requirements, and many secure housing off-campus. Thus, the scope of student affairs management tends to be restricted to on-campus facilities and services (Cho & Abe, 2023)..

2.4.3 From the perspective of personnel composition, the student affairs management personnel in Japanese universities have a clear division of labor, which can be divided into two categories: transactional personnel and technical personnel. The transactional management personnel are mainly responsible for student education guidance, academic assistance, promotion of teaching, foreign cooperation and exchange, etc. Technical management personnel are mainly responsible for ensuring students' learning and living environment on campus, such as infrastructure maintenance and overhaul, similar to logistics service departments. The student affairs management personnel in Japanese universities are highly professional, focusing on student affairs management, and generally do not engage in other work part-time. Based on this, the student affairs managers in Japanese universities have a high degree of expertise, have a high voice in important matters related to student management, and can participate in and decide on matters related to student management in colleges and universities.

3. Methods

This study is a literature review. The method used is to collect and review journals about the international student management that are in the scope of the same discussion with the problems encountered. Sources of data in this research were obtained from news, articles, and journal publications. News, articles, and journals used as review materials are selected based on two criteria, good publication and reputation as a trusted publication media. It means that in this research, the source reviewed is a publication media that is suitable for study.

4. The challenge of internationalization to the management of student affairs in Chinese Universities

4.1 The new change of talent training objectives puts forward new requirements for the management of College Students' Affairs

First of all, the development of globalization and informatization has put forward higher requirements for talent training objectives, raising the difficulty of college student affairs management Institute of higher education, China University of Geosciences (Wuhan) 2008 . Talents are in the central position of the competition of comprehensive national strength in the world. The talent training objectives of colleges and universities should constantly adapt to the development of the international community. Specifically, the college students should have international thinking and comprehensive thinking, have a broad knowledge base and perfect knowledge structure; They should have efficient learning ability, cutting-edge insight, information technology ability and solid professional ability; We should learn and master the latest information technology means in time and carry out modern information services; Have independent thinking ability, innovation ability and information processing ability; Must have good organization and coordination ability and team

spirit. Only by conforming to the trend of globalization and information development can talent training advance bravely in the fierce international competition. Based on this, the impact of globalization continues to pose new challenges to the improvement of talent training and evaluation mechanism and system of college student affairs management, and requires colleges and universities to constantly innovate and develop the concept, scope, subject and goal of student affairs management.

4.2 The change of College Students' personnel structure increases the difficulty of College Students' Affairs Management

The rapid development of internationalization has brought new opportunities for the reform of China's higher education. It has a great role in expanding the higher education market, improving the modernization level of higher education, and promoting the modernization reform of colleges and universities. It has created a platform for China's higher education to go global. At the same time, internationalization also poses new challenges to the management of College Students' affairs. The change of College Students' personnel structure has raised the difficulty of College Students' affairs management to a new level. On the one hand, with the expansion of college enrollment autonomy, the student source structure of college students has changed significantly, the individual differences among different types of students are expanding, and the environment in which college student affairs management is located is becoming more and more complex, facing increasing difficulties. On the other hand, international school running has become the mainstream of higher education development. The management of a large number of foreign students and overseas students virtually increases the difficulty of college student affairs management.

4.3 The development of information technology puts forward a new subject for the management of College Students' Affairs

The rapid development of information technology not only brings convenience to people's study, life and work, but also deeply affects people's ideas, behavior habits and lifestyle (Wu Yuanyuan, 2013).

The development of information technology has brought new positions and platforms for the management of student affairs in colleges and universities and provided convenience for learning from the advanced educational concepts and management models of advanced countries in higher education. At the same time, the development of information technology provides more possibilities and convenience for students to choose educational services. When entering college, students will learn about the education services of many famous universities around the world through the Internet and choose their ideal college education services through the Internet. The globalization of education sharing information is constantly impacting the reform and development of the management mode of student affairs in Chinese colleges and universities. How to establish and improve the advanced management mode of student affairs, provide guarantee for improving the strength of colleges and universities, improving the level of education services, and recruiting high-quality students around the world has become a practical problem in the development of Student Affairs Management in Chinese colleges and universities.

4.4 The development of market internationalization has increased the uncontrollability of College Student Affairs Management

The in-depth development of market internationalization has created a more systematic, multi-dimensional and open international environment for China's university student affairs management. At the same time, it has also increased the uncertainty faced by the university student affairs management and greatly weakened the controllability of the student affairs management (Wang Fengchang, 2013). First, under the background of market internationalization, college students are deeply influenced by diversified social thoughts. Some thoughts run counter to the ideas, contents and objectives of Chinese college student affairs management, and have a bad impact on the cultivation of contemporary college students' correct world outlook, outlook on life and values. Second, in the context of market internationalization, students' development presents diversified needs, which makes the scope of China's student affairs management expand. From the initial ideological education, life guidance, military management, sports and health and student financial assistance, which focus on "education management", to include scholarships, employment guidance, psychological counseling, extracurricular activities and other content that focus on "guidance services" and will continue to develop. The diversification of College Students' development needs puts forward more urgent reform requirements to the student affairs management model. Third, under the background of international marketization, the competition for students' employment is fierce. The further promotion of marketization provides students with a wide range of employment options, and also increases the uncontrollability of employment. In the international environment, "the invisible hand of the market" plays a major role in the employment market of college students. The flow of personnel shows an international development trend. The flow of talents around the world is becoming more and more frequent, and the employment of returnees and foreigners in China is gradually increasing. This has increased the competition of Chinese college students in the employment market and posed a severe challenge to the employment of college students.

5. Conclusion

With the construction of China's world-class universities and first-class disciplines being put on the agenda, as well as the continuous promotion of the "the Belt and Road" in the field of education, international exchanges and cooperation among colleges and universities are becoming more and more frequent, and the "bringing in" and "going out" of college students have become the norm. This requires university student affairs managers to have a broader international vision and improve their international exchange ability. When formulating the relevant rules and regulations for the management and service of educational student affairs, the competent education departments and colleges and universities should learn from the practice that foreign colleges and universities attach great importance to the subject status of students, and start from the differences of students' interests, hobbies and personality, so as to meet the diversified needs of students' free development and all-round development Xu Henghong 2012 .The college student affairs management department should be student-centered in the design of College Students' activities, the achievement of goals and the content innovation, respect students' self-management ability, and fully mobilize, cultivate and improve the enthusiasm, initiative and autonomy of College Students' participation. All in all, international running schools is the weakness of the construction of Chinese colleges and universities, and international affairs processing is the defect of student affairs managers. Colleges and universities should establish an international team in the process of student affairs management, improve the overall management level and promote the improvement of the level of local management team at the same time.

Acknowledgement

The authors would like to thank the fellow authors and organizations whose intellectual properties were utilized for this study.

Conflict of Interest

The authors declare no conflicts of interest.

References

- Cao Yiting (2013). Research on student management in Yichun University. *Nanchang University*. <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201402&filename=1014174251.nh>
- Cho, S., & Abe, Y. (2023). Challenges of Residence Life Programs to facilitate Students' Learning and Learning Outcome-Based Assessment in Japanese Higher Education. *Nagoya Journal of Higher Education Research*, 23, 141–159. <https://doi.org/10.18999/njhe.23.141>
- Institute of higher education, China University of Geosciences (Wuhan) (2008). University student development and specialization of student affairs. *Hubei: Hubei people's publishing house*, 320-325.
- Kong Meng (2015). Research on College Student Affairs Management Based on student development. *Shandong Normal University*. <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201502&filename=1015602956.nh>
- Liu Yang, Ma Xiangyu (2021). The experience and Enlightenment of Student Affairs Management in top American universities. *World education information*, (08), 49-54.
- Miao, S., & Yang, H. (2021). Foreign-born student affairs professionals' impacts and experiences: The missing piece of internationalization. *Journal of Studies in International Education*, 26(2), 190–207. <https://doi.org/10.1177/10283153211052769>
- Qian Xiangsheng (2020). Research on College Students' work from the perspective of internationalization. *Cultural and educational materials*, (22), 115-116.
- Wang Chunyan (2009). Reflection on the concept of Student Affairs Management in Colleges and universities in China. *Journal of Chongqing College of Electronic Engineering*, (06), 92-94.
- Wang Fengchang (2013). Research on Development of Student Affairs Management in Universities under International Perspective. *Central China Normal University*. <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201402&filename=1013280260.nh>
- Wang Hui, Liu Xiao (2016). Service and Education: Explorations of and Reflections on "One -stop" Service Centers in China's University Students' Affairs--Inspirations from "One Stop" Service Centers in British University Students' Affairs. *Journal of Nanjing University of Aeronautics and Astronautics (Social Sciences)*, (03), 96-100.
- Wang Hui (2018). Research on Student Work Innovation in Contemporary Chinese Colleges and Universities. *Nanjing University of Aeronautics and Astronautics*. <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CDFDLAST2020&filename=1019633165.nh>

- Wu Yuanyuan (2013). A comparative study of Chinese and foreign model of college student affairs management. *Nanjing Agricultural University*.
<https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201602&filename=1016041997.nh>
- Xie Shoucheng, Wang Changhua (2014). Research on the innovative development of College Students' Ideological and political education from the perspective of internationalization. *Beijing: People's Publishing House*, 206-213.
- Xu Henghong (2012). Research on the development of university student affairs management and service from an international perspective. *Research on ideological education*, (04), 98-101.
- Zhang Leisheng (2013). Research on student affairs in Korean Universities. *Hubei Social Sciences*, (07), 179-183.
- Zhang Wei (2013). A Comparative Study of Chinese and American College Student Affairs Management. *Hebei Normal University*.
<https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201401&filename=1014160483.nh>
- Zhu Shengying, Zhong Fei (2016). Specialization of Student Affairs Management in Colleges and Universities: Problems and Countermeasures. *Heilongjiang Education (higher education research and appraisal)*, (07), 82-85.
- Zuo Diansheng, Fang Lei & Wang Xinbo (2019). British Enlightenment of College Student Affairs under the background of "double first-class" construction. *Jiangsu higher education*, (04), 104-108.