Factor Affecting Effectiveness of College Student Management : A case study of Jiangxi Institute of Fashion Technology, China

Wen Zhiqiang[1] , Ampol Navavongsathian[2]
Natha Thornjareankul[3], Sasitorn Komolhatai[4],
Sirivimol Yaemyai[5]
Southeast Bangkok University,
Bangkok,Thailand[1,2,3,4,5]
E-mail:ampol@yahoo.com[1, 2, 3, 4, 5]

Received: May 11, 2024; Revised: December 10, 2024; Accepted: December 24, 2024

Abstract

This study examines the factors influencing the effectiveness of student management at Jiangxi Institute of Fashion Technology, China. It evaluates the impact of management philosophy, systems, and methods on management outcomes and provides insights for improving practices. A survey of 382 students was conducted using random sampling. Data were collected through a 5-point Likert scale questionnaire measuring demographics and perceptions of management practices. Analytical methods included descriptive statistics, correlation analysis, and multiple regression techniques. Results revealed significant correlations between management philosophy, systems, methods, and effectiveness (R^2 = 0.123, F = 17.731, $p < 0.05$). Specifically, management philosophy ($\beta = 0.162$, $p = 0.001$), systems ($\beta = 0.289$, $p < 0.001$), and methods ($\beta = 0.237$, $p < 0.001$) demonstrated notable influences on improving management outcomes. The findings highlight the need for flexible, student-centered approaches and efficient systems to enhance management practices. Institutions should adopt student-oriented philosophies, leverage modern technologies, and implement preemptive strategies to support student development. Establishing information systems and improving monitoring tools can further streamline processes and boost management effectiveness. This study provides practical strategies for optimizing student management and underscores the importance of integrating technological advancements into educational systems.

Keywords: Management philosophy, Management system, Management method and Management effectiveness

Introduction

Maheshwari et al. (2019) focused on evaluating the effectiveness of the flipped classroom model over traditional lecture-based teaching specifically for a management subject. Maloni et al. (2021) surveyed undergraduate students at U.S. business schools to assess factors influencing student intentions to practice responsible management in their careers. The study highlighted the need to strengthen faculty subjective norm and student perceived behavior control to better influence student responsible management intentions. Wahyuni et al. (2021) analyzed the use of Google Classroom during the Covid-19 pandemic on the effectiveness of

student learning, finding that perceptions of convenience, user interest, and service quality influenced student learning effectiveness.

Jiangxi Institute of Fashion Technology (JIFT), a full-time private undergraduate college specializing in clothing education approved by the Ministry of Education, serves as a case study.Interviews with JIFT's student work managers show that the job of student management is increasingly difficult due to the increase in student numbers and personalized development. Four main factors are identified: backward management concept, rigid management system and single management method. These problems lead to the direct cause of student management effectiveness is not high.

Therefore, this study aims to explore how factors such as student management concepts, management systems, and management methods affect the effectiveness of student management in JIFT. Through the analysis, this study aims to provide suggestions for improving the effectiveness of student management and promoting the work of university student management.

Objectives of the study:

1. To study the factors that affect the effectiveness of student management: management philosophy, management system and management method.

2. To study the relationship between student management theory, system, method and effectiveness;

Literature review

Management philosophy :

The literature on student management philosophy encompasses various perspectives and approaches.Gersel et al. (2020) discussed the challenge of practical deliberation in management education, suggesting that students must aim for rational necessitation when making decisions drawing on multiple theories. Furthermore, Ghosh et al. (2020) and Joshi et al. (2021) highlighted the relevance of spirituality and indigenous wisdom in management education, emphasizing the role of classical Indian wisdom and Bhartiya Gurukul philosophy in promoting sustainability and facilitating factors in management education.

Overall, the literature review on student management philosophy covers a wide range of topics, from online learning to spirituality and indigenous wisdom, highlighting the importance of instructors' philosophy, practical deliberation, and the integration of technology in promoting student learning and development.

Management system :

The management of students in educational institutions is crucial for creating a conducive learning environment. Zhang et al. (2022) highlighted the application of data mining in university information management systems to assess student performance and recognize accomplishments. By utilizing data mining techniques, educational institutions can effectively manage student information and improve student outcomes, emphasizing the importance of utilizing technology to enhance student management practices.

Kesheng, L et al. (2020), in order to enable teachers to timely and accurately understand the behavior patterns of students, especially to timely discover the student groups that need to be focused on, will help promote the transformation of student affairs management from empirical qualitative understanding to scientific quantitative analysis.Overall, the literature suggests that student management rules and regulations play a crucial role in creating a conducive learning environment and ensuring the well-being of students. It is essential for educational institutions to address the needs

and concerns of students while adhering to established rules and regulations to promote effective student management practices.

Management method :

The literature on student management methods covers a wide range of topics and approaches. Hikmawati et al. (2020) explored the use of the Question and Answer (Q&A) method based on a Learning Management System (LMS) to enhance student communication skills in the History of Physics lecture. Gao et al. (2021) proposed a student attendance management method based on Crowdsensing to improve efficiency and prevent cheating during attendance checks. Niu et al. (2022) investigated the use of the Kids'Skills (KS) method to help students learn social-emotional and self-management skills for sustainable growth. Cao (2022) introduced a method for evaluating students' educational management quality based on intuitionistic fuzzy information to enhance the scientific judgment of teaching management processes. Teng (2022) proposed a method for exploring and analyzing the educational management of university students within environmental constraints to ensure stable operation and avoid mistakes in educational management work.

Overall, these studies demonstrate various approaches to student management methods, ranging from improving teamwork and communication skills to evaluating educational management quality.

Management effectiveness :

Management effectiveness mainly refers to the final result of achieving management objectives through certain management measures and mechanisms, which is an important embodiment of the social effects of the two capabilities of behavioral event management innovation and scientific distribution. Yansyah (2022) conducted a qualitative study to determine the effectiveness of teacher performance management in the process of implementing student learning at a specific school in Bandar Lampung. Anand et al. (2022) conducted a systematic review analyzing the impact of interventions targeting school leaders' management practices on student learning, identifying factors that mitigate program effectiveness.

Management philosophy and management effectiveness :

The literature on student management philosophy and management effectiveness encompasses various aspects of educational models and tools aimed at improving student satisfaction and learning outcomes. Ngereja et al. (2020) evaluated the impact of project-based learning on student learning performance in project management courses. Panigrahi et al. (2020) investigated the effectiveness of e-learning in higher education, emphasizing the mediating role of student engagement on perceived earning effectiveness. Souza et al. (2020) discussed learning management strategies for planning the teaching-learning process, emphasizing experiential learning and cognitive skills development. Cain (2020) assessed the effectiveness of well-being challenges in a pharmacy management course to promote positive well-being behaviors among students. Maloni et al. (2021) explored responsible management education in business schools, focusing on factors influencing student intentions to practice responsible management. Gu et al. (2021) applied the PDCA cycle management model to improve the management of postgraduate medical students during the CoviD-19 pandemic. Budiya (2021) discussed effective classroom management in terms of room and student management to enhance learning activities.

Li (2021) proposed the application of intelligent sensor algorithms in student management to improve effectiveness. Al-Ali, S. (2022) in the study of the success of technical and vocational education depends on several factors, including: The study addresses the weaknesses of the current management philosophy, practice and organizational structure and proposes an effective and efficient management philosophy, practice and organizational structure to improve the quality of technical and vocational graduates. This result will go a long way towards making people generally realize that students' management ideas have a significant effect on student management effectiveness.

Management system and management effectiveness :

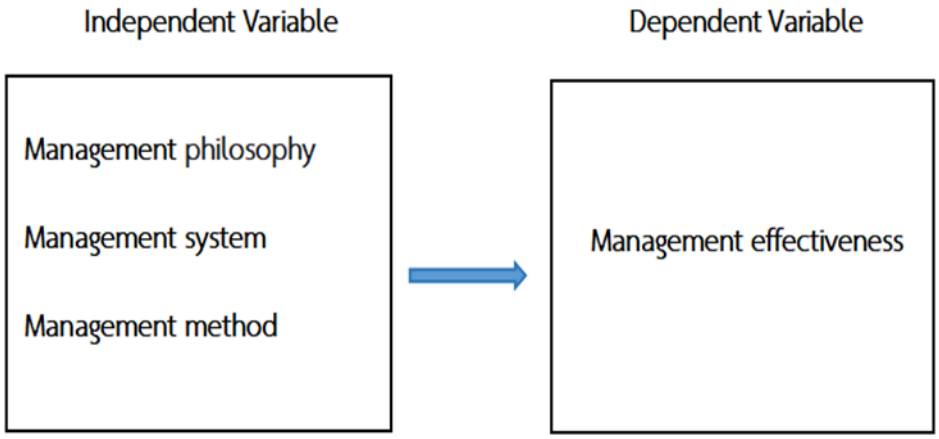
The effectiveness of student management systems in enhancing teaching and learning practices has been a topic of interest in recent literature. Liao et al. (2020) discussed the optimization of college physical education teaching, highlighting the importance of efficient management systems in educational settings. Panigrahi et al. (2020) explored the role of student engagement in elearning on perceived learning effectiveness, emphasizing the impact of management systems on student outcomes. Alturise et al. (2020) compared the use of Blackboard and Moodle learning management systems, revealing their positive effects on teaching and learning effectiveness. Additionally, Yadav (2021) examined international student engagement and motivational challenges in Chinese universities, shedding light on the management effectiveness of teaching and learning practices. Moreover, Gu et al. (2021) investigated the management effectiveness of a medical student management system during the coviD-19 pandemic, emphasizing the importance of effective management strategies in challenging circumstances. Overall, the literature suggests that student management systems play a crucial role in improving teaching and learning effectiveness, student engagement, and overall educational outcomes. Effective management practices, such as those highlighted in the studies discussed, are essential for optimizing educational processes and ensuring positive student outcomes.

Management method and management effectiveness :

The literature on student management methods and management effectiveness encompasses various approaches and tools to enhance the learning experience and overall outcomes for students. This method aims to determine student perceptions of the value and contribution of experiential learning in higher education. The use of Learning Management Systems (LMS) such as Blackboard and Moodle has been shown to enhance teaching and learning effectiveness, as well as increase student-staff interaction (Alturise et al., 2020). Analyzing student behavioral patterns through unsupervised ensemble clustering approaches can provide insights for targeted rules and better student services and management (Li et al., 2021). Self-management techniques in group counseling have also been explored as a means to increase student interest in online learning during the Covid-19 pandemic (Lisa et al., 2021). Moreover, the implementation of e-learning during the pandemic has been studied for its effectiveness in learning management education innovation (Connie et al., 2021). Additionally, the application of intelligent sensor algorithms in student management has shown promise in improving the effectiveness of college student management and promoting information integration (Li, 2021). Overall, these studies

highlight the importance of utilizing various methods and tools to enhance student management and improve overall effectiveness in educational settings.

From the literature review above, the author was able to synthesize it into a research concept as shown in the figure.



Methodology

1. Target group

The target population for this investigation comprised students of Jiangxi Institute of Fashion Technology, totaling 15000 individuals according to the office's statistics. Utilizing the Taro-Yamane statistical method, the sample size was determined to be 382 participants to which questionnaires were distributed.

2. Research tools

To gather pertinent information from participants, a survey methodology was employed with a structured questionnaire. The questionnaire, comprising three sections, covered Demographic Information in part one. This part included questions related to gender, age, identity, grade, and number of clubs joined. each offering two to five alternative options. The subsequent sections elicited responses on Management philosophy (9 questions), Management system (8 questions), Management method (7 questions). Part three was Management effectiveness (6 questions). Part two and part three used a five-level Likert scale to measure the responses of each factor in the study. The five-point scale from 1 to 5, from low to high, indicates: 1 = strongly disagree, 2= disagree, 3 = Neutral, 4 = agree, and 5 = strongly agree

3. Research step

The author conducted a comprehensive examination of the research instruments through the following steps:

Initial Draft:The author sent the draft questionnaires to the advisor to assess their suitability. These questionnaires covered dimensions such as Management philosophy, Management system, Management method and Management effectiveness, necessitating a thorough evaluation of their quality.

Revision: Upon receiving feedback from the advisor, the author revised the draft questionnaires accordingly.

Expert Evaluation:

The revised draft questionnaires were then sent to three experts for assessment of content validity. The experts analyzed the Index of Congruence (IOC) between the content and questionnaires used in the study. Questions with an index of consistency falling within the range of 0.67 to 1.00 were selected (Leekitchwatana, 2022).

Expert Feedback: Following the evaluation by the three experts, the author revised the draft questionnaires based on their recommendations.

The author conducted a comprehensive examination of the research instruments through the following steps:

Pilot Testing:

The revised questionnaires were piloted with a non-study sampling group comprising teachers. These questionnaires were then analyzed for reliability using Cronbach's coefficient alpha.

Reliability Testing

Cronbach's coefficient alpha was employed to assess the reliability of the research instruments. Acceptable values for the sample group are typically set at 0.7-0.9, indicative of a sufficiently reliable scale. As depicted in Table 1, all estimates of Cronbach's alpha for independent variables exceeded 0.7. Specifically, the Cronbach's alpha coefficients for Management philosophy, Management system, Management method and Management effectiveness were 0.899, 0.756, 0.872, and 0.864, respectively. These results demonstrate that the responses for each variable successfully passed the reliability test, affirming the overall internal consistency and reliability of the questionnaire data as shown in Table 1.

Table 1 Results of Cronbach's Alpha

Variable	Reliability	Item
Management philosophy	.899	9
Management system	.756	8
Management method	872	7
Management effectiveness	.864	6

4. Data collection

A total of 382 questionnaires were distributed and 382 questionnaires were recovered, of which 382 were valid questionnaires, with an overall effective recovery rate of 99%.

5. Data Analysis

The author utilized a computer package to analyze the data as outlined below:

Part 1: Personal information factors of the respondents, including gender, grade, Student leader, student origin and family status, were analyzed using frequency and percentage values.

Parts 2 and 3 : These sections encompassed Management philosophy, Management system, Management method and Management effectiveness. Mean and standard deviation values were employed as criteria for analysis (Leekitchwatana, 2022).

6. Statistics used in data analysis

Following data collection, this study utilized statistical software to conduct comprehensive data analysis. The specific statistical analysis methods included:

Descriptive Statistics: Descriptive statistics was performed on the data acquired from the questionnaire survey. This included calculating measures such as the mean, standard deviation, frequency, etc., to gain insights into the personal information of the sample and the distribution of variables.

Correlation Analysis: By computing the correlation coefficient between the independent and dependent variables, this analysis explored the relationship between them.

Multiple Linear Regression: Multiple linear regression was employed to establish a relationship between the dependent variable and the independent variables. Tolerance and Variance Inflation Factors (VIF) was utilized to detect multicollinearity within the multiple regression model

Results

In this section, we present the characterization of respondent groups based on the analysis of a valid sample comprising 382 students. Table 2 provides a detailed breakdown of individual characteristics, presenting the data in terms of both actual numbers and percentages for clarity and comprehensibility.

Table 2: Individual Characteristics of the Valid Sample Derived from the Questionnaire

Background	Detail	frequency	percentage
Gender	Male	176	46.1
	Female	206	53.9
Grade	Freshman	191	50.0
	Sophomore	127	33.2
	Junior	44	11.5
	Senior year	20	5.2
student leader	Yes	136	35.6
	No	246	64.4
Where students come from	Rural area	178	46.6
	Town	204	53.4
Family status	Healthy	340	89.0
	Divorced	17	4.5
	Single parent	25	6.6

Table 2 As can be seen from Table 4.2, the personal factors of 382 students who answered the questionnaire according to variables are as follows:

1. In terms of gender, 382 people responded to the single question, of whom 46.1 per cent were male and 53.9 per cent were female. As you can see, the percentage is slightly higher for women.

2. In terms of student grades, the number of freshmen is the largest, accounting for 50.0%; Sophomores followed at 33.2 percent. There were fewer juniors, 111.5%, and the fewest seniors, 5.2%. It can be seen that the respondents of this survey are mainly freshmen and sophomores;

3. Whether they are student cadres or not, 136 people are student cadres, accounting for 35.69%; 246, or 64.4%, were not student leaders; That means most of the students are not student leaders.

4. Source of students: 178 from rural areas, accounting for 46.6%, 204 from urban areas, accounting for 53.4%; That means students from towns are slightly taller.

5. Family situation: 340 people (89 per cent) have healthy families; There were 17 divorced families (4.5%) and 25 single parent families (6.6%). It can be seen that most of the students' families are healthy.

Descriptive analysis

Table 3 shows the mean and Standard Deviation of four variables : Management philosophy, Management system, Management method and Management effectiveness.

Variable	Mean	SD	Verbal
Management philosophy	3.70	1.04	Agree
Management system	3.57	1.06	Agree
Management method	3.77	1.03	Agree
Management effectiveness	3.36	0.99	neutral

Table 3 presents the mean and standard deviation (SD) of five key variables related to procurement processes: Management philosophy, Management system, Management method and Management effectiveness. The mean values range from 3.36 to 3.77, indicating varying levels of agreement or neutrality across these variables. Specifically, Management philosophy, Management system, Management method show agreement, with mean values of 3.70, 3.57, and 3.77, respectively, while Management effectiveness are rated as neutral with mean values of 3.36, respectively. The standard deviations (SD) range from 0.99 to 1.04, suggesting differing degrees of variability in responses across these variables. Overall, this table provides insight into the perceived effectiveness and consensus regarding various aspects of Management effectiveness within the surveyed population

Table 4 The correlation analysis among Management philosophymanagement system management method and management effectiveness

		Management philosophy	management system	management method	management effectiveness
Management philosophy	Pearson Correlation	1	.111*	.390**	.267**
	Sig. (2-tailed)		.030	.000	.000
	N	382	382	382	382
management system	Pearson Correlation	.111*	1	.189	.211*
	Sig. (2-tailed)	.000		.001	.001
	N	382	382	382	382
management method	Pearson Correlation	.390**	.089	1	.304**
	Sig. (2-tailed)	.000	.001		.000
	N	382	382	382	382
management effectiveness	Pearson Correlation	.267**	.211**	.304**	1
	Sig. (2-tailed)	.000	.001	.000	
	N	382	382	382	382

Table 4 presents the correlation analysis among Management philosophy, Management system, Management method and Management effectiveness. The Pearson correlation coefficients indicate a positive and statistically significant relationship between Management philosophy and Management system (r = 0.111), Management philosophy and Management method (r = 0.390), Management philosophy and Management effectiveness (r = 0.267), Management system and Management method (r = 0.189), Management system and Management effectiveness (r = 0.211), Management method and Management

effectiveness (r = 0.304). All correlations have a p-value less than 0.05, suggesting a strong and significant association. The sample size for each correlation is 293.
Overall, significant positive correlations exist between all pairs of variables. Notably, management effectiveness shows the strongest correlations with other variables, particularly with Management method and Management philosophy, suggesting their interrelatedness. These findings imply that improvements in one aspect of student management effectiveness to coincide with enhancements in other related areas, highlighting the interconnected nature of Management method and Management philosophy.

Table 5 The relationship between Management philosophy, management system, management method and management effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.546	.289		5.347	.000		
	Management philosophy	.162	.050	.169	3.221	.001	.842	1.188
	Management system	.089	.061	.071	1.467	.000	.985	1.015
	Management method	.237	.054	.232	4.421	.000	.846	1.182

a. Dependent Variable: management effectiveness

R2 = .123 Adjust R2= .116 F=17.731 Sig.=.000

This regression table 5 provides information about a statistical model, likely used to analyze the relationship between one dependent variable and three independent variables (Management philosophy, Management system, Management method and Management effectiveness). Breakdown of the key information:

Constant: The intercept of the regression equation. In this case, the constant has an unstandardized coefficient of 1.546 and a standardized coefficient of 0.289.

Management philosophy, Management system and Management method : These are the predictor variables. Each variable has unstandardized coefficients (B) of 0.162, 0.089and 0.237, respectively.Standardized coefficients (Beta) are 0.169, 0.071 and 0.232, indicating the standardized impact of each variable on the dependent variable.

T-values: These values (3.221, 1.467 and 4.421) indicate the number of standard errors the coefficients are away from zero, Higher absolute t-values suggest more significant relationships.

Sig. (Significance): The p-values associated with each predictor variable. In this case, all four variables (Purchasing Plan, Resource Allocation, Employee Competence and Procurement Procedures) have p.values less than 0.05 (0.001,0.003,0.000), suggesting that they are statistically significant predictors.

Collinearity Statistics: Tolerance and VIF (Variance Inflation Factor) are measures of multicollinearity, the extent to which independent variables are correlated. Generally, a tolerance below 0.2 or a VIF above 5 may indicate a collinearity problem. In this case, the tolerance values are 0.842,0.985 and 0.846, and the VIF values are 1.118,1.105 and 1.182 for Management philosophy, Management system and Management method , respectively. These values seem within acceptable ranges.
Model Fit: The R2 value of 0.200 indicates the proportion of variance in the dependent

variable explained by the model. Adjusted R2 considers the number of predictors and sample size, yielding a value of 0.123. The F-value (17.731) and its associated p-value (<0.000) suggest that the overall model is statistically significant.

Based on the results of the above coefficients, this study explores the relationship between the dependent variable " Management philosophy, Management system and Management method" and the independent variable "Management effectiveness "

In summary, the regression model suggests that Management philosophy, Management system and Management method are statistically significant predictors of the dependent variable. The model as a whole is also statistically significant in explaining the variance in the dependent variable. The collinearity statistics indicate no severe multicollinearity issues.

From Table 6. It can be seen that Management philosophy, Management system and Management method were used as independent variables and Management effectiveness were used as dependent variable in linear regression analysis. From the table below, it can be seen that the model formula is:

The regression formula based on the provided table would be:

Y = a + b1X1 + b2X2+b3X3

y =Management effectiveness

a = constant

b = coefficient

X1 =Management philosophy

X2 =Management system

X3=Management method

Y = 1.546 + 0.162X1 + 0.089X2 + 0.237X3

Discussion

The discussion will be clarified to match the goals of this study.

The objective: To study the factors that affect the effectiveness of student management: management philosophy, management system and management method.

The results show that the average impact of students management philosophy, management systems and management methods on management effectiveness is more consistent, with an average score of 4.37. The standard deviation highlights the variability around these averages, indicating that most respondents agree that management concepts, management systems, and management methods have a significant impact on management effectiveness.

Factors affecting the effectiveness of wechat community management, emphasizing community goals, trust, belonging, reciprocity and rules (Yongxiang et al,2020). The collaborative model of professional development reveals effective strategies for strengthening student management through management concepts and institutions (Firestone et al., 2020). Using a framework to understand the impact of human factors on the effectiveness of learning management systems (LMS), it is pointed out that management methods have significant effects on the effectiveness of learning. The framework integrates quantitative and qualitative approaches to explore the various factors that contribute to the effective management of students in a digital learning environment (Alomari et al., 2020). The focus on the mentoring process in the organization's employee training system emphasizes the importance of pairing students with mentors based on abilities, skills and qualities. Effective mentoring plays an important role in student management and development (Perevalova et al., 2021).

Recommendations

1. Change management concepts and innovate management methods

Change the management idea, "people-oriented", "student-oriented" as the core idea of student management. Starting from

the essence of education, the essence of student management should be to serve students as the starting point, to cultivate talents as the fundamental goal, all to the development of students, so that the student management work can be implemented and achieve results.

Colleges and universities should change the traditional passive situation of student management, prioritize management, transform post-management into pre-management and in-process management, focus on education and guidance, adopt humanized management measures, actively improve the basic environment of student management through ideological and political education, outlook on life, values, and world outlook cultivation, and change the inherent concepts of managers and the managed. Enter the inner world of students, so as to open a new situation of student management.

2. Strengthen research on students' learning and living conditions, and consolidate the foundation of student management

In order to improve the effectiveness of college student management, it is crucial to consolidate the foundation of student management, that is, to do a good job of research and analysis of learning and living emotions, so as to have a target in management work and get twice the result with half the effort. College students come from a variety of sources, and the diversity of students determines the complexity of college students' learning and living feelings. If the basic situation of students is not fully grasped, student management is bound to be difficult to be targeted, and its effectiveness will be greatly reduced. The management of students in colleges and universities should take the investigation and analysis of learning and living conditions as the starting point.

3. Promote the efficient operation of student management with the application of information technology

Through strengthening the application of information technology to promote the efficient operation of university student management, it is an important way to enhance the effectiveness of student management.

(1) Colleges and universities should establish student management information system to improve the efficiency of student management. On the one hand, the establishment of student management information system can alleviate the problem of insufficient human resources in university student management, on the other hand, it can make student management more standardized and orderly, and help to improve the effectiveness of management.

(2) College student management departments should actively monitor the life behaviors of higher vocational students through the application of information technology, such as increasing the investment in monitoring facilities in safety management, and strengthening the automatic monitoring of electricity, water and fire in dormitory management.

(3) University student management departments should grasp the dynamic changes of students' thoughts and management needs through the application of information technology.

Reference

Al-Ali, S. (2022). A Model for Reconstruction the Management Philosophy, Practice, and Organization Structure in Technical and Vocational: The Public Authority for Applied Education and Training, Kuwait. *Technium Soc. Sci. J., 33*, 187.

Alomari, M. M., El-Kanj, H., Alshdaifat, N. I., & Topal, A. (2020). A framework for the impact of human factors on the effectiveness of learning management systems. *IEEE Access*, 8, 23542-23558.

Budiya, B. (2021). Manajemen Pengelolaan Kelas Masa Pandemi di SD Ta'miriyah Surabaya. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah, 4*(1), 50-54.

Cao, F. (2022). *Evaluation of Students' Educational Management Quality Based on Intuitionistic Fuzzy Information*. Advances in Multimedia, 2022.

Cain, J. (2020). Effectiveness of issuing well-being challenges to nudge pharmacy students to adopt well-being protective behaviors. *American Journal of Pharmaceutical Education, 84*(8), ajpe7875.

Firestone, A. R., Cruz, R. A., & Rodl, J. E. (2020). Teacher study groups: An integrative literature synthesis. *Review of educational research, 90*(5), 675-709.

Ghosh, S., & Mukherjee, S. (2020). The relevance of spirituality and corporate social responsibility in management education: Insights from classical Indian wisdom. *Philosophy of Management, 19*(4), 469-497.

Gersel, J., & Thaning, M. S. (2020). The plight to choose: Cultivating practical deliberation in management learning and education. *Journal of Management Education, 44*(5), 663-676.

Gao, Z., Huang, Y., Zheng, L., Li, X., Lu, H., Zhang, J., ... & Fang, J. (2021). A student attendance management method based on crowdsensing in classroom environment. *IEEE Access, 9*, 31481-31492.

Gu, S., Zhang, A., Huo, G., Yuan, W., Li, Y., Han, J., & Shen, N. (2021). Application of PDCA cycle management for postgraduate medical students during the COVID-19 pandemic. *BMC Medical Education, 21*(1), 308.

Kesheng, L., Yikun, N., zihan, L., & Bin, D. (2020, May). *Data mining and feature analysis of college students' campus network behavior.* In 2020 5th IEEE International Conference on Big Data Analytics (ICBDA) (pp. 231-237). IEEE.

Li, Y. (2021). Application of intelligent sensor algorithm in student management information fusion. *Scientific Programming, 20*(21), 1-12.

Maloni, M. J., Palmer, T. B., Cohen, M., Gligor, D. M., Grout, J. R., & Myers, R. (2021). Decoupling responsible management education: Do business schools walk their talk?. *The International Journal of Management Education, 19*(1), 100456.

Maheshwari, P., & Seth, N. (2019). Effectiveness of flipped classrooms: A case of management education in central India. *International Journal of Educational Management, 33*(5), 860-885.

Ngereja, B., Hussein, B., & Andersen, B. (2020). Does project-based learning (PBL) promote student learning? a performance evaluation. *Education Sciences, 10*(11), 330.

Niu, S. J., Niemi, H., & Furman, B. (2022). Supporting K-12 Students to Learn Social-Emotional and Self-Management Skills for Their Sustainable Growth with the Solution-Focused Kids' Skills Method. *Sustainability, 14*(13), 7947.

Panigrahi, R., Srivastava, P. R., & Panigrahi, P. K. (2021). Effectiveness of e-learning: the mediating role of student engagement on perceived learning effectiveness. *Information Technology & People, 34*(7), 1840-1862.

Perevalova, O. S., Barkalov, S. A., Kalinina, N. Y., & Batrakova, D. N. (2021). Model for Assigning a Pupil to a Mentor in the Staff Training System of the Organization. Bulletin of the South Ural State University. Ser. Computer Technologies, Automatic Control, *Radio Electronics, 21*(2), 92-103.

Teng, J. (2022). Exploration and Analysis of the Educational Management of University Students in the Context of Environmental Constraints. *Journal of Environmental and Public Health*, 20(22).

Shaban, S., Tariq, I., Elzubeir, M., Alsuwaidi, A. R., Basheer, A., & Magzoub, M. (2021). Conducting online OSCEs aided by a novel time management web-based system. *BMC Medical Education, 21*, 1-11.

Wahyuni, H., Erwantiningsih, E., & Pudyaningsih, R. (2021). Analisis Penggunaan Google Classroom Pada Masa Pandemi Covid–19 Terhadap Efektivitas Pembelajaran Mahasiswa. *Jurnal Pendidikan Ekonomi Undiksha, 13*(2), 253-267.

Li, X., Zhang, Y., Cheng, H., Zhou, F., & Yin, B. (2021). An unsupervised ensemble clustering approach for the analysis of student behavioral patterns. *Ieee Access, 9*, 7076-7091.

Liao, Z. , Hu, L. , Huang, X. , Carpenter, B. M. , Marfurt, K. J. , & Vasileva, S. , et al. (2020). Characterizing damage zones of normal faults using seismic variance in the wangxuzhuang oilfield, china. *Interpretation,*4(8).

Yadav, D. K. (2021). Student engagement at higher education institutions: A study of international student engagement and motivational challenges at Chinese universities. *International Journal of Educational Reform, 30*(3), 237-254.

Yansyah, M. (2022). The effectiveness of teacher performance management in the implementation of student learning. *Journal Corner of Education, Linguistics, and Literature, 1*(4), 227-234.

Yongxiang, S., Yuanyuan, Z., & Jie, W. (2020, November*). Research on the Influencing Factors of the Effectiveness of WeChat Community Management*. In 2020 5th International Conference on Modern Management and Education Technology (MMET 2020) (pp. 284-291). Atlantis Press.

Zai, J., Ardianti, S., Ratnawati, F. A., & Hayati, S. N. (2020). Implementasi Learning Manegement System (LMS) Berbantukan Edmodo untuk Meningkatkan Hasil Belajar Siswa pada Materi Fluida Dinamis. Radiasi: *Jurnal Berkala Pendidikan Fisika,* 13(1), 7-13.

Zhang, M., Fan, J., Sharma, A., & Kukkar, A. (2022). Data mining applications in university information management system development. *Journal of Intelligent Systems, 31*(1), 207-220.