Factors Affecting Student Affairs Administration competency in Fuyang Normal University Under Anhui Province

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Abstract

This research article The objectives of this research were: (1) to determine the student affairs administration competency and the factors affecting the administration competency based on knowledge management in Fuyang Normal University; (2) to propose the model of the factors affecting student affairs administration competency based on knowledge management in Fuyang Normal University, and (3) to suggest the guideline to improve the student affairs administration competency based on knowledge management in Fuyang Normal University.The research was a mixed methodology including quantitative research and qualitative research. The population of Purposive sampling methods were used to obtain the sample size: 50 pieces population of stage is 1,167 staffs of Fuyang Normal University. sample size of 291 faculties and staffs. Questionnaire survey was used as a data collection tool, and 317 valid questionnaires were finally issued and collected. Experts in educational administration. A purposive sample of nine experts in student affairs administration was used. The instrument was focus group. Data were analyzed with content analysis.. The research results show that: (1) the factor framework of student affairs administration competency consists of 3 independent variables, 3 dependent variables and 20 observed variables; (2) the knowledge system, knowledge transformation and knowledge sharing all have an influence on student affairs administration competency, forming a model of student affairs administration competency of Fuyang Normal University.(3) There are 14 guidelines for improving the student affairs administration competency of Fuyang Normal University, including six guidelines for knowledge system development, four guidelines for knowledge transformation and development, and five guidelines for knowledge sharing and development.

Introduction

With the rapid development of economy and high-tech technology, the monopoly of higher education market and resources has been completely broken, private education and vocational education have gradually grown, the pace of marketization and internationalization of higher education in China has also gradually accelerated, and higher education has begun to develop according to the direction of market demand in all aspects. Kai, C. & Ya, F,(2014) In order to adapt to the needs of the situation as soon as possible, meet the needs of the society, and cultivate high-quality talents with an international vision and competency, universities need to make timely adjustments in the talent training mode, student education and management and other aspects. (Qinsong, L.(2007)

As the post-2000s generation enters the university campus and becomes the main body of college students, their ideological characteristics and behavior laws show their unique characteristics of the times. (Hongjian,,F & Zhang Yu.(2009) First, a strong sense of self-awareness, and a weak sense of responsibility. Second, strong learning ability, poor practical ability. Third, active thinking, weak psychological tolerance.Based on the above analysis of the characteristics of contemporary college students, the traditional administration competency, level and way of the student affairs administration have been challenged, and can no longer adapt to the needs of the new situation. (Pan. Y. (2018).

The current situation of college student management in China. First, the quality of the student management team is not high, the professional is not strong, and the people are unstable. Second, the school management system lacks systematization. Third,The management procedures are not standardized enough. At present, because the political cadres and staff in daily works, teaching and examination management, the rules do not follow, follow, and even abuse of school management phenomenon, very serious, especially the school and staff management procedures such as illegal behavior and damage the rights and interests of students has occurred. (Li, Z.et al.(2015).

In the important management of university students, it is also faced with important opportunities and great challenges, among which the necessary task is to cultivate high-quality talents and help students in how to better realize their own value. On the one hand, the state attaches great importance to college student affairs. On the other hand, from the perspective of college students' work themselves, they face a new "situation".From the perspective of the object of college students 'work, students' diverse thoughts and needs are constantly changing. (Wei, F.(1994) From the perspective of the interface of college students' work, the working methods need to keep pace with the times and be more down to earth.From the perspective of the working environment of college students, the social environment and the school environment are also constantly changing. Based on the above

analysis, college student affairs is facing new challenges, and it is urgent to strengthen the comprehensive quality of college student affairs administrators and improve the competency of all aspects of student affairs.

It is necessity and feasibility to introduce knowledge management in student affairs administration. The social environment of "information explosion" requires the knowledge management. Knowledge management can promote the effective implementation of the "student-oriented" student affairs concept. Knowledge management can promote knowledge sharing in student affairs administration. The successful application of knowledge management in the enterprise level provides a good reference for the introduction of student affairs. There are rich knowledge resources for college students to carry out knowledge management. Knowledge management has attracted the attention of some university leaders, and conforms to the reform of university management mode.

The importance of student affairs administration competency research is that,it stems from the need of student affairs positioning in colleges and universities and it stems from the need of scientific student affairs. It can be seen that knowledge management and competency are closely related, and the effective college student affairs knowledge management has a significant role in improving students' working competency. The perspective of college student affairs knowledge management provides a new perspective and strong support for exploring the improvement of   student affairs management competency.

Research Objectives

(1)To determine the student affairs administration competency and the factors affecting the administration competency based on knowledge management in Fuyang Normal University.

(2)To propose the model of the factors affecting student affairs administration competency based on knowledge management in Fuyang Normal University.

(3)To suggest the guideline to improve the student affairs administration competency based on knowledge management in Fuyang Normal University.

Research Hypotheses

H 1: The knowledge system has a significant impact on the student affairs administration competency.

H 2: The knowledge transformation has a significant impact on the student affairs administration competency.

H 3: The knowledge sharing has a significant impact on the student affairs administration competency.

Conceptual Framework

After compiling and summarizing the literature and expert argumentation, the researcher totaled three main student affairs administration competency factors and three factors that affecting the competency.The factors and indicators in the conceptual framework are listed below.

Student affairs administration competency factors:

(1)Occupational competency factors(Y1)

(2)Professional competency factors(Y2)

(3)Knowledge competency factors(Y3)

Factors affecting the competency:

1)Knowledge system factors:student knowledge(X1),theoretical knowledge(X2),regulations knowledge(X3),experiential knowledge (X4).

2)Knowledge transformation factors:knowledge socialization(X5),knowledge externalization(X6),knowledge combination (X7),knowledge internalization(X8).

3)Knowledge sharing factors:subject influence factor(X9),object influence factor (X10),environment influence factor(X11).

The above indicators were used to construct a structural relationship model as a conceptual framework for the study of the factors affecting student affairs administration competency , as shown in Figure 1
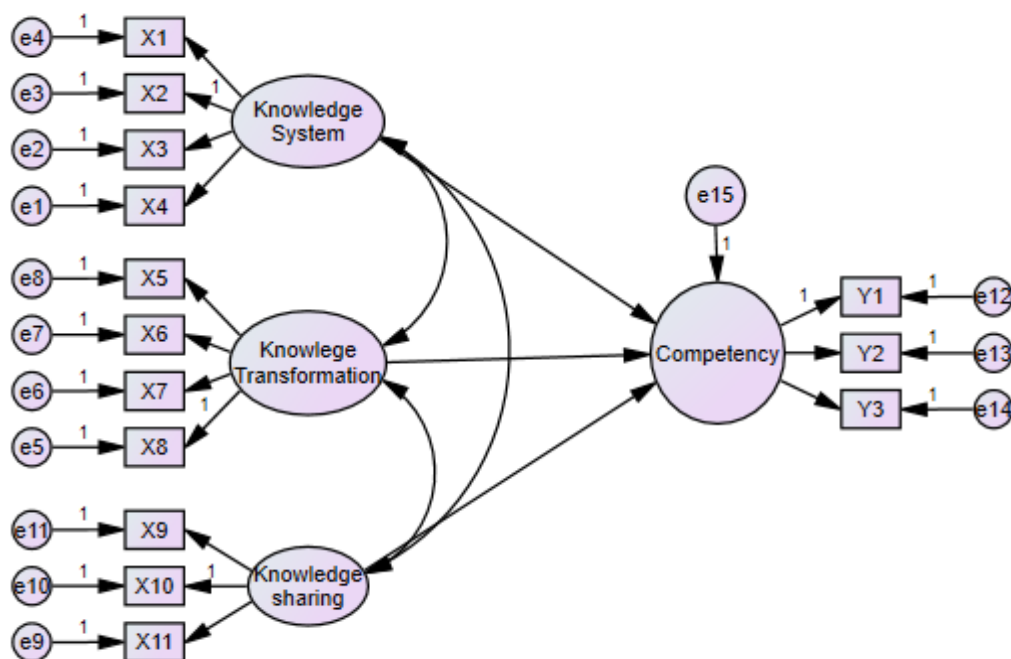

Figure 1 Conceptual Framework

Methodology of Research

Research Design

The quantitative method was employed to propose the Structural Equation Modeling of factors affecting student affairs administration competency in Fuyang Normal University under Anhui Province.

Population and Sample

In this study, G*Power software was used to determine the sample size, and the specific parameters were set as that:The Effect size w=0.4,α Error prob =0.05,The Degree of Freedom=87,in order to obtain the statistical power of 0.80 by using the chi-square test.

The population sample in this study is available in four parts,it's 317 people in all.The first part is the leaders at all levels in charge of student affairs of Fuyang Normal University, a total of 90 people.It including 63 leaders from 17 secondary college and 27 leaders from 11 functional departments that involved in student affairs.The second part of the population sample is the 132 full-time counselors throughout the school.The third part sample population was the secretary of the Youth League Committee from 17 colleges with a total of 17 persons. The sample population of the fourth part is 78 general staff (non-department leaders) from 11 functional departments.

Research Instruments

Research Instruments for this research are as follows:

Part 1: is a question about the personal data of the respondents using a closed-ended question, each question has multiple options. but could choose only one answer, namely gender, age, education etc.

Part 2:is questions about factors influencing student affairs administration competency based on knowledge management. It is a 5-level rating scale questionnaire about the latent variable of knowledge system, knowledge transformation, knowledge sharing.

Part 3:is questions about student affairs administration competency factors.It is a 5-level rating scale questionnaire about the latent variable of occupational competency, professional competency, knowledge competency.

Questionnaire quality have checked by 5 experts in student affairs administration to check the accuracy of the objectives. Content and language used and reported as – Objective Congruence (IOC). Included the reliability test, Cronbach's alpha coefficient was used to determine the accuracy and reliability that it was at an acceptable level. (Prasitratasin, S. 2001).

6.4 Data Collection

Step 1: Request permission to collect data for research to the BTU Educational Faculty.

Step 2: Request a letter of recommendation for the researcher from the BTU Educational Faculty.

Step 3:Selection the coordinating teachers to help assist in coordinating data collection in each institution. Those will be oriented to understand the details of the questionnaire administration and data collection.

Step 4: Carry out data collection with the selected samples by sending questionnaires to the coordinator teacher who will help for collect data with the selected samples in each school/college/department.

Data Analysis

Descriptive statistic to describe the variables using frequency, percentage, mean, and standard deviation.

Correlation analysis between independent variables to study the relationship among variables.

Data analysis to answer research hypothesis the values used to check the harmonization and coherence of the structural equation model with the empirical data include: Chi Square test, Goodness – of – Fit Index (GFI), Adjusted Goodness- of – Fit Index (AGFI), Root Mean Square Error of Approximation (RMSEA), Comparative Fit Index (CFI), Normed Fit Index (NFI), SRMR (Standardized Root Mean Square Residual) is a value that indicates the size of the average remainder based on comparison with empirical data.

Interpreting and Modifying the Model) in the analysis of linear structural equations. Upon examining the model, it was found that the model is not yet in harmony with the empirical data. The model will be adjusted by considering the model adaptation index.(Modification Indices), and then start analyzing the data from the first step.

Research Results

The research procedures consisted of three steps.

Step (1) Determining the components and variables of student affairs administration competency and the factors affecting the administration competency based on knowledge management in Fuyang Normal University. It was qualitative research. The researcher has studied related literatures about the concept, principles, and theories, related research on 20 documents as well as in-depth interview from 9 key informants who with more than ten years' student affairs administration experience from Fuyang Normal University. Semi-structured interview form was used. Data collection was performed by the researcher. The collected data was analyzed by Content Analysis.

Step (2) Developing the model of the factors affecting student affairs administration

competency based on knowledge management in Fuyang Normal University. It was quantitative research. The researcher used the components and variables of resilient leadership required by administrators from step (1) to prepare an instrument as a questionnaire as to collect data from samples in order to develop the model of the factors affecting student affairs administration competency based on knowledge management in Fuyang Normal University. Population consisted of 1167 who were all the staffs of Fuyang Normal University。The sample size was approximate 291 samples, determined by the G*Power program, with a proportional stratified random sampling technique. In order to make accuracy in Confirmatory Factor Analysis, the researcher has increased the sample size to be approximate 317 samples. The researcher employed a questionnaire which composed of three parts.

Part I: General information of the respondents (Checklist),

Part II: Questionnaire about factors influencing student affairs administration competency based on knowledge management in Fuyang Normal University (five-level rating scale), and

Part III: Questionnaire about student affairs administration competency factors (five-level rating scale), there were a total of 102 questions. Instrument was developed from step (2) as a questionnaire. The quality of questionnaires was assessed by content validity and reliability. For the content validity, it was checked by five experts and analyzed by Item-Objective Congruence (IOC). The item value was ≥ 0.80. For the reliability, it was analyzed by Cronbach alpha. The questionnaires were mainly sent by online,. The data of demographic variables were analyzed by descriptive statistics; frequency, and percentage. The components and variables of administrators' resilient leadership of Higher Art Schools in Liaoning Province were analyzed by descriptive statistics; Arithmetic Mean ($\bar{x}$), Standard Deviation (S.D.), Skewness (Sk.), Kurtosis (Ku.) and Coefficient of Variation (C.V.). The inferential statistics used in the analysis include Pearson Correlation Coefficients and KMO and Bartlett's Test. The components and variables of administrators' resilient leadership were analyzed by Confirmatory Factor Analysis (CFA) to reduce irrelevant variables, with a statistically ready-made program (SPSS) and AMOS program to analyze models. The value of Relative Chi-square (χ^2/df), Degree of Freedom (df), Statistical Significance (p), Goodness of Fit Index (GFI), Tucker-Lewis Index (TLI), Comparative Fit Index (CFI) and Root Mean Square Error of Approximation (RMSEA), all in line with specified criteria.

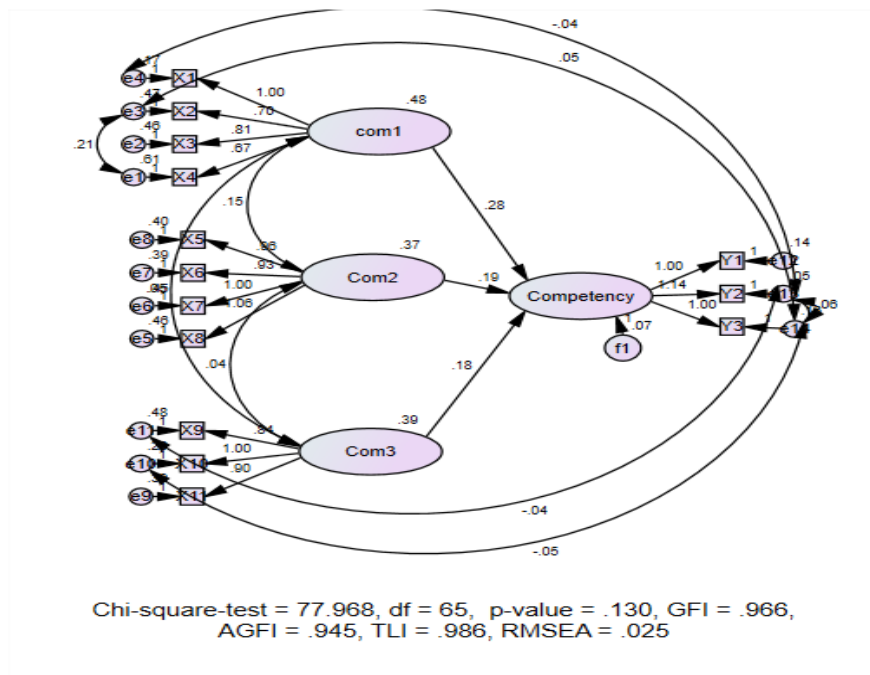From the research objectives, major findings were revealed as follows:

Chi-square-test = 77.968, df = 65, p-value = .130, GFI = .966,
AGFI = .945, TLI = .986, RMSEA = .025

Figure 2 Appropriate variables of measurement full model of factor affecting student administration competency at Fuyang Normal University (Modified model)

Table 1 Parameter Estimates of the Measurement Model for Factors affecting student affairs administration competency

Latent and observable	Estimate	S.E.	C.R.	P
Competency<---com1	.277	.042	6.592	***
Competency<---Com2	.190	.043	4.442	***
Competency<---Com3	.179	.040	4.463	***
X4<---com1	.673	.084	8.007	***
X3<---com1	.810	.084	9.675	***
X2<---com1	.701	.078	8.968	***
X1<---com1	1.000			
X8<---Com2	1.061	.111	9.561	***
X7<---Com2	1.000			
X6<---Com2	.929	.099	9.392	***
X5<---Com2	.961	.102	9.451	***
X11<---Com3	.902	.107	8.449	***
X10<---Com3	1.000			
X9<---Com3	.843	.106	7.954	***
Y1<---Competency	1.000			
Y2<---Competency	1.135	.101	11.215	***

Latent and observable	Estimate	S.E.	C.R.	P
Y3<---Competency	1.003	.106	9.468	***

Note:
X1:Student knowledge   X2: Theoretical knowledge
X3: Regulations knowledge   X4: Experiential knowledge
X5:Knowledge socialization   X6: Knowledge externalization
X7: Knowledge combination   X8:Knowledge internalization
X9:Subject influence factor   X10:Object influence factor
X11:Environment influence factor   Y1:Occupational competency
Y2:Professional competency   Y3:Knowledge competency

From Figure and Table above the results of the second order by CFA. With the AMOS, the following confirmative index values were obtained: Relative Chi-square = 77.968, df = 65, p-value = 0.130, GFI = 0.966, TLI = 0.986, AGFI = 0.945, RMSEA =0.025. By this evaluate index meet the specified criteria Relative Chi-square < 0.2, p > 0.05, GFI, TLI, CFI ≥ 0.95 and RMSEA ≤ 0.05.

Therefore, it can be concluded that,firstly, SPSS statistical software was used to conduct descriptive statistical analysis on the frequency, percentage, mean,standard deviation, skewness , kurtosis and level of the questionnaire data. Knowledge system factors have four principal components, which are "Student Knowledge", "Theoretical knowledge", "Regulations knowledge", "Experiential knowledge".Knowledge transformation factors have four principal components, which are "Knowledge Socialization", "Knowledge Externalization", "Knowledge Combination" and "Knowledge Internalization". Knowledge sharing have three principal components, which are "Subject influence factor", "Object influence factor", "Environment influence factor".Student affairs administration competency has three main components are "Occupational Competency", "Professional Competency", "Knowledge Competency".

Secondly, the measurement model fitting analysis and regression analysis method of AMOS.26 software to test whether the research model is consistent with the theoretical research. The Structural Equation Model (SEM) of this study was analyzed by Amos software, and the influence of the independent variable on the dependent variable was determined by the Structural Equation Model (SEM). After correcting the modified model and fit degree analysis, it is concluded that knowledge system factors,knowledge transformation factors and knowledge sharing factors were all have a positive impact on student affairs administration competency, and the impact of knowledge system factors is the most significant.Step (3) Suggest the guideline to improve the student affairs administration competency based on knowledge management in Fuyang Normal University.This phase of

the research is through analyse the factors affecting competency of the student affairs administrators in Fuyang Normal University to determine the guidelines for competency improvement of the student affairs administrators in Fuyang Normal University.It is based on the results of the Phase 2:knowledge system factors,knowledge transformation factors and knowledge sharing factors were all have a positive impact on student affairs administration competency, and the impact of knowledge system factors is the most significant.

The research method of this phase is qualitative research method.The focus group discussion method was used in this phase. In this phase, based on the results of the second phase of the study, nine experts in student affairs administration were invited to form focus groups to propose a guide for the development of competency for the student affairs administrators in Fuyang Normal University,as follows:(1)From the aspects of knowledge system factor:to improve the ideological understanding,to build the knowledge system framework of student work administration,to reform the organization and management system of student work, strengthen cultural construction, and establish a learning organization,to make good use of relevant organizations, groups and resources at all levels,to establish the concept of lifelong learning,to establish the concept of team learning and team cooperation.(2)From the aspects of knowledge transformation factor:actively promote the socialization of student work knowledge,actively promote the externalization of student work knowledge,actively promote the combination of student work knowledge,actively promote the internalization of student work knowledge.(2)From the aspects of knowledge sharing factor:to create a cultural atmosphere of knowledge-sharing,to establish an incentive mechanism for knowledge sharing,to establish the campus knowledge base and optimize the knowledge sharing system,to build a platform for knowledge exchange,to promote the sharing and dissemination of tacit knowledge in student management practice.

Discussion of Research

Discussion about major findings of determining the student affairs administration competency and the factors affecting the administration competency based on knowledge management in Fuyang Normal University:

There were four main latent variables of factors frame that related student affairs administration competency in Fuyang Normal University which consisted of occupational competency,professional competency and knowledge competency;and the factors affecting the student affairs administration competency based on knowledge management which consisted of knowledge system,knowledge transformation,knowledge sharing.There are 14 observable variables in total.

Discussion about major findings of proposing the model of the factors affecting

student affairs administration competency based on knowledge management in Fuyang Normal University:

The major findings were revealed as such that the researchers believe that knowledge system factors have a fundamental influence on the student affairs administration competency in Fuyang Normal University. The student work knowledge system and the student affairs administration competency interact. On the one hand, mastering knowledge is the basis of competency improvement, and provides theoretical basis, methods and guidance. The organization and individual of student affairs management have a deeper understanding of the relevant knowledge, the more solid, the more skilled the corresponding skills, the more conducive to the development of the corresponding student affairs administration competency. If you leave knowledge to talk about ability development, then ability becomes a water without a source, a tree without roots. On the other hand, the student affairs administration competency provides a knowledge source for the development of student work, provides a way for students to share, communicate, extend and spread their work knowledge, and promotes the enrichment and development of students' work knowledge.

The major findings were revealed as such that the researchers believe that knowledge transformation and knowledge sharing factors have a direct promotion influence on the student affairs administration competency of in Fuyang Normal University.

(1) The externalization of students' working knowledge can promote the strategic management competency of the occupational competency, and the strategic management competency plays a guiding role in the externalization of knowledge. The integration of students' working knowledge promotes the organizational structure competency of the occupational competency, and the organizational structure competency leads the integration of knowledge.

(2) The externalization of students' work knowledge is the basis of the theoretical research competency in the professional competency of student work, and the theoretical research process of student work is the process of effective knowledge externalization.

(3) Knowledge integration can promote the construction of knowledge base in knowledge-based competency, and the construction of knowledge base is conducive to the further integration of knowledge. Knowledge externalization can promote the construction of knowledge base, Same way Peng., L (2015) Said the construction of knowledge base is conducive to knowledge externalization. Knowledge socialization is conducive to intelligent decision making of students' work, and intelligent decision making can promote the process of knowledge socialization. Knowledge internalization into student work intelligent decision-making precipitation more professional knowledge and cultivates more student work experts. Intelligent decision-making in student work is conducive to knowledge socialization.

Discussion about major findings of suggesting the guideline to improve the student

affairs administration competency based on knowledge management in Fuyang Normal University Same way Meng. H. (2016) Using a qualitative research approach nine student affairs administration grasping clips proposed guidelines for the development of student affairs administration competency. Six of these recommendations were made for the student affairs administration competency from the aspects of knowledge system factor.Four of these recommendations were made for the student affairs administration competency from the aspects of knowledge transformation factor. Five of these recommendations were made for the student affairs administration competency from the aspects of knowledge sharing factor.

Recommendations

  Recommendation for policies formulation

   1)From the perspective of the school, we should effectively improve the attention to the knowledge management of student affairs management personnel. Students are the foundation of the existence and development of a school. If the school has no students or the students cannot be recognized by the society, the school will no longer exist or its development will be hindered. The cultivation and development of students are largely influenced by the competency of students' work administrators personnel. Therefore, the school should bring the competency development of the student affairs administrators personnel into one of the key work of the school development, and give strong support from various aspects such as policies and funds.

   2)From the perspective of relevant functional departments, student affairs administrators are encouraged to strengthen their learning and constantly improve their own quality. Rules and regulations on the construction of student affairs teams shall be issued or revised, and the learning, sharing and transformation of student management knowledge shall be clearly included in personnel recruitment, professional title evaluation, performance appraisal, allowance payment, promotion and appointment. On the other hand, student staff are encouraged to conduct post communication between the school (department) and student affairs departments and implement dynamic management. In addition, the work assessment of incompetent student staff timely transferred from their posts.

   3)From the perspective of the college, we should pay attention to the growth of counselors and pay attention to the cultivation of counselors. According to the situation of each college, formulate their own student staff team construction management measures. Be good at discovering the advantages of the counselors themselves and creating targeted training opportunities for them. For the shortcomings of the counselors themselves, the college should provide targeted learning opportunities for them. So as to improve the management competency of the college student staff, and promote the development of the college student affairs.

Recommendation for practical application

1) Personnel recruitment. In recruiting personnel engaged in student management, especially full-time counselors, special attention should be paid to investigating the examinees' mastery of the student management knowledge system.

2) Professional title evaluation. The personnel department of the university should independently formulate the evaluation methods for the professional titles of the student affairs management personnel, formulate special evaluation conditions and implementation rules, and implement the single list of indicators, sequence and evaluation. The knowledge system, knowledge transformation and knowledge sharing of student affairs administrators are included in the evaluation conditions and occupy an important position.

3) Cultivation and management. The relevant functional departments of the university should attach great importance to the cultivation of student affairs managers as they do to the cultivation of professional academic backbone. It is necessary to strengthen the system construction of the training and improvement of student affairs management personnel, increase their training and learning efforts, do training first and then post, and combine daily training and special training.

4) Performance appraisal. The relevant functional departments of the school should focus on the following situations in the various assessments of student affairs managers: the sharing of students' work knowledge,Students' working skills,Students' working methods,etc.

5) Cadre selection. We should attach much importance to the selection of student affairs management personnel as the selection of business academic backbone. The school should establish a strict access system of the student affairs management team.

Recommendation for further research

(1)Because of limited conditions, the scope of this research is limited to Fuyang Normal University, and the sample size of student affairs administrators is small.In the next step, the research scope can be expanded to research student affairs administrators in all universities in Anhui province as samples.(2)The respondents in this research were only student affairs administrators. In the next step, the respondents of the questionnaire survey can be teaching work administrators or scientific research work administrators and so on.(3)The factors affecting the competency of student affairs administrators in Fuyang Normal University are certainly many and very complicated. In this research, the study on the influencing factors of students' work administrators competency is only based on knowledge management, and other influencing factors must also exist. In the next step of research, the research can be conducted from personal characteristics, family factors, organizational environment and other aspects.

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