

# Guidelines for Development of Student Management at Shenyang University

Runqing Chen \*, Tanaput Chanchaon and Sirikorn Tosati

*Graduate School, Bansomdejchaopraya Rajabhat University, Bangkok 10600, Thailand*

**Abstract:** The objectives of this research were: (1) To investigate the current status of student management at Shenyang University; (2) To provide guidance for the development of student management at Shenyang University. The sample group of this research consisted of 377 students and 32 teachers from Shenyang University. Research instruments included: (1) Questionnaire; (2) Survey. Data analysis was conducted using percentage, mean, standard deviation, and content analysis. The results indicated that: (1) The overall average level of student management at Shenyang University was relatively high; (2) The university demonstrated significant achievements in technology empowerment and academic support; however, student participation in self-management was insufficient, and the institution's practical resources remained relatively weak.

**Keywords:** student management; school-enterprise cooperation; Shenyang University

## 1. Introduction

The “Regulations on the Administration of Students in Regular Institutions of Higher Learning” issued by the Ministry of Education establishes a comprehensive policy framework for managing students in colleges and universities, clearly defining aspects such as students’ rights and obligations, student status management, and institutional governance (Ministry of Education, Regulations on the Administration of Students in Regular Institutions of Higher Learning). Student management is an essential component of higher education institutions today. It plays a critical role in enhancing educational quality, fostering students’ comprehensive development, and maintaining campus order. With the widespread adoption of higher education and increasing competition, universities have raised their expectations for effective student management. Against the dual backdrop of the popularization and digital transformation of higher education, student management has evolved to incorporate a dual-track system of “institutional constraints + development support” (as revised in 2021 under the “Regulations on the Management of Students in Regular Institutions of Higher Learning”) [1]. This system not only fulfills its fundamental responsibilities of regulating behavior and preserving order but also assumes the strategic mission of promoting students’ holistic development and addressing societal demands for talent.

In response to the growing societal demand for skilled individuals, Chinese academia has redirected its research focus toward college student management, yielding numerous findings with practical and theoretical significance. For example, Xie Weihe (2021) introduced the theoretical framework of “Management Empowering Development” in “The Developmental Shift of Higher Education Management”, advocating for the integration of project-based management, interdisciplinary competitions, and other innovative approaches to

transform the management process into a platform for cultivating students' innovation capabilities [2]. Wei Zhimei (2024), in "Thoughts on Strengthening the Academic Management of College Students in the Popularization Stage of Higher Education", proposed the "dual-track school-enterprise" management model, emphasizing the establishment of an enterprise mentor resource database and a practical credit certification system to enhance students' vocational competencies [3].

Despite advancements, deep-rooted contradictions persist in the practice of student management. These challenges stem from both the path dependence of traditional management paradigms and structural imbalances between supply and demand in the new era. From an institutional effectiveness perspective, while universities nationwide have established rigid frameworks centered on compliance, flexible service mechanisms remain underdeveloped. Jia Qiong's (2024) follow-up study of 200 counselors revealed that 62% were classified as traditional "transactional" counselors, focusing primarily on routine tasks such as attendance tracking and scholarship evaluations. Significant gaps exist in developmental guidance areas, including career planning and psychological intervention, which fall short of the cross-training requirements necessary for nurturing applied talents [4].

Although Shenyang University adheres to national policies in its student management practices, several issues remain. In terms of class construction and management, academic and class atmosphere development is insufficient, the leadership potential of student cadres is underutilized, and the class activity mechanism requires refinement. Some students exhibit poor self-discipline in their studies and are easily distracted by external influences [5]. Additionally, student cadres, burdened with excessive administrative responsibilities, lack time for meaningful interactions with their peers. Furthermore, the formats of class activities lack innovation, resulting in low student engagement (China University Online, Ministry of Education, "Research on the Construction and Management Optimization of College Students' Classes").

In summary, this study aims to comprehensively elevate the student management level at Shenyang University through a combination of theoretical insights and practical applications. This effort will provide robust support for the university's development and offer valuable references and lessons for student management initiatives at other institutions.

## 2. Research Objectives

- (1) To study the current situation of student management in Shenyang University.
- (2) To provide the guidelines for development of student management at Shenyang University.

## 3. Research Methodology

### 3.1. Population

17,000 students and 126 teachers engaged in student management in Shenyang University were studied (Data from official website of Enrollment and Employment Office of Shenyang University).

#### (1) Sample group

The sample group of this study was 377 students and 32 teachers from Shenyang University by simple random sampling, according to Krejcie and Mogan table (1970).

#### (2) The Variables

Student management consisted of 5 aspects:

- (i) Student Management Orientation
- (ii) Student management system
- (iii) Student Administration Services
- (iv) Student Administration Technology
- (v) Student Management Effectiveness

### 3.2. Research Instruments

Questionnaire Survey

Objective one: To study the current situation of student management in Shenyang University

(1) The analysis results of the basic information of the respondents, classified by age, grade, major, and accommodation. The researcher presented the data by frequency and percentage (as shown in Tables 1 and 2).

(2) The analysis results of the current situation of student management in five aspects: (i) student management oriented, (ii) student management system, (iii) student administration services, (iv) student administration technology, and (v) student management effectiveness. The researcher presented the data by Mean and standard deviation.

**Table 1.** Basic information of students (n = 377).

	Basic Information	Frequency	Percentage
Age	18–20 years old	87	22.40
	21–23 years old	225	58.60
	Older than 24 years old	39	11.00
	Others	26	7.80
	<b>Total</b>	<b>377</b>	<b>100.00</b>
Grade	Freshman	87	22.40
	Sophomore	225	58.60
	Junior	39	11.00
	Senior	26	7.80
	<b>Total</b>	<b>377</b>	<b>100.00</b>
Major	Management	184	48.90
	Economics	44	10.20
	Basic Information	Frequency	Percentage
	Humanities and Social Sciences	74	20.00
	Science and Engineering	49	13.40
	Art	26	7.30
	<b>Total</b>	<b>377</b>	<b>100.00</b>
Accommodation	On-campus dormitory	335	89.20
	Off-campus rental	25	6.60
	Day school	15	4.10
	<b>Total</b>	<b>377</b>	<b>100.00</b>

**Table 2.** Basic information of teachers (n = 32).

	Basic Information	Frequency	Percentage
Grade	Freshman	5	15.63
	Sophomore	15	46.87
	Junior	6	18.75
	Senior	6	18.75
	<b>Total</b>	<b>32</b>	<b>100.00</b>

According to Table 3, found that student management oriented at Shenyang university was at a high level ( $\bar{X} = 4.01$ , S.D.=1.06). Considering the results ranged from the highest to the lowest mean were as follows: the highest mean was attach importance to the cultivation of students' comprehensive quality ( $\bar{X} = 4.28$ , S.D. =0.72), followed by pay attention to the individual development needs of students ( $\bar{X} = 4.07$ , S.D. = 1.06),

encourage students to participate in self-management was the lowest mean ( $\bar{X} = 3.82$ , S.D. = 1.17).

**Table 3.** Mean and standard deviation of student management oriented (n = 409).

	Student Management Orientation	$\bar{X}$	S.D.	Level	Order
1	Encourage students to participate in self-management	3.82	1.17	High	4
2	Be able to effectively guide students to balance learning, practice and personal growth	3.85	1.29	High	3
3	Pay attention to the individual development needs of students	4.07	1.06	High	2
4	Attach importance to the cultivation of students' comprehensive quality	4.28	0.72	High	1
	<b>Total</b>	<b>4.01</b>	<b>1.06</b>	<b>High</b>	

According to Table 4, found that Student management system service at Shenyang university was at a high level ( $\bar{X} = 3.86$  S.D. = 1.11). Considering the results ranged from the highest to the lowest mean were as follows: the highest mean was the school's academic record management ( $\bar{X} = 4.28$ , S.D. = 0.91), followed by The daily behavior norms of the school such as classroom discipline and dormitory management are reasonable and moderate ( $\bar{X} = 4.00$ , S.D. = 1.07), School systems are designed to support career development was the lowest mean ( $\bar{X} = 3.57$ , S.D. = 1.20).

**Table 4.** Mean and standard deviation of student management system (n = 409).

	Student Management System	$\bar{X}$	S.D.	Level	Order
1	The school's academic record management (such as registration, attendance, suspension, etc.) is clear and standardized	4.28	0.91	High	1
2	The school's reward and punishment system (such as scholarship evaluation and disciplinary treatment) are fair and transparent, which can encourage students to behave actively	3.62	1.24	High	3
3	The daily behavior norms of the school (such as classroom discipline and dormitory management) are reasonable and moderate	4.00	1.07	High	2
4	School systems are designed to support career development	3.57	1.20	High	4
	<b>Total</b>	<b>3.86</b>	<b>1.1</b>	<b>High</b>	

According to Table 5, found that Student administration services at Shenyang university was at a high level ( $\bar{X} = 3.81$ , S.D. = 1.10). Considering the results ranged from the highest to the lowest mean were as follows: the highest mean was students can easily access academic guidance services, such as mentor consultation, course tutoring, learning resource push ( $\bar{X} = 4.39$ , S.D. = 0.9), followed by the school provides substantial help in career planning and employment guidance, such as internship recommendation, resume guidance, job fair ( $\bar{X} = 4.23$ , S.D. = 0.98), school has improved my comprehensive ability and social adaptability through characteristic activities was the lowest mean ( $\bar{X} = 2.55$ , S.D. = 1.44).

**Table 5.** Mean and standard deviation of student management service (n = 409).

	Student Administration Services	$\bar{X}$	S.D.	Level	Order
1	I can easily access academic guidance services (such as mentor consultation, course tutoring, learning resource push)	4.39	0.90	High	1
2	The mental health services provided by the school can effectively help me cope with stress	4.09	1.08	High	2
3	The school provides substantial help in career planning and employment guidance (such as internship recommendation, resume guidance, job fair)	4.23	0.98	High	3
4	The school has improved my comprehensive ability and social adaptability through characteristic activities	2.55	1.44	medium	4
	<b>Total</b>	<b>3.81</b>	<b>1.10</b>	<b>High</b>	

According to Table 6, found that Student administration technology at Shenyang university was at a high level ( $\bar{X} = 4.08$ , S.D. = 1.05). Considering the results ranged from the highest to the lowest mean were as follows: the highest mean was the school has realized the transparency and standardization of management process through digital means such as online attendance and electronic files ( $\bar{X} = 4.21$ , S.D. = 0.99), followed by the schools use data technology to provide personalized advice to students such as course selection, career planning ( $\bar{X} = 4.18$ , S.D. = 0.98), the application of school management technology improves the quality of management service was the lowest mean ( $\bar{X} = 3.96$ , S.D. = 1.11).

**Table 6.** Mean and standard deviation of student management technology (n = 409).

	<b>Student Administration Technology</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>Level</b>	<b>Order</b>
1	The smart campus platform of the school is easy to operate and improves the efficiency of handling affairs	3.98	1.13	High	3
2	Schools use data technology to provide personalized advice to students (such as course selection, career planning)	4.18	0.98	High	2
3	The school has realized the transparency and standardization of management process through digital means (such as online attendance and electronic files)	4.21	0.99	High	1
4	The application of school management technology improves the quality of management service	3.96	1.11	High	4
	<b>Total</b>	<b>4.08</b>	<b>1.05</b>	<b>High</b>	

According to Table 7, found that Student management effectiveness at Shenyang university was at a high level ( $\bar{X} = 3.49$ , S.D. = 1.24). Considering the results ranged from the highest to the lowest mean were as follows: the highest mean was the student management in school has a positive impact on student future career development and social adaptation ( $\bar{X} = 3.89$ , S.D. = 1.11), followed by student generally satisfied with the current student management in the school ( $\bar{X} = 3.84$ , S.D. = 1.17), the practical teaching and school-enterprise cooperation projects such as internship and practice have effectively improved my professional skills and professional competitiveness was the lowest mean ( $\bar{X} = 2.98$ , S.D. = 0.97).

**Table 7.** Mean and standard deviation of student management effectiveness (n = 409).

	<b>Student Management Effectiveness</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>Level</b>	<b>Order</b>
1	I am generally satisfied with the current student management in the school	3.84	1.17	High	2
2	Through the school's management measures, my independent learning ability and self-management ability have been improved	3.75	1.19	High	3
3	The practical teaching and school-enterprise cooperation projects (such as internship and practice) have effectively improved my professional skills and professional competitiveness	2.98	0.97	medium	4
4	I think student management in school has a positive impact on my future career development and social adaptation	3.89	1.11	High	1
	<b>Total</b>	<b>3.49</b>	<b>1.24</b>	<b>High</b>	

## 4. Research Results and Discussion

### 4.1. Research Results

The results of this study are consistent with the research objectives. Through the analysis of the standard deviations and means of the student management orientation, student management system, student management services, student management technology, and student management effectiveness, etc.

(1) To study the current situation of student management in Shenyang University

The average scores for student management orientation, system, services, technology, and effectiveness at Shenyang University are high, showing general student recognition. Strengths include the focus on student

development, daily behavior norms, academic guidance convenience, and digital management transparency. Weaknesses are seen in low scores for student self-management encouragement, career development support, characteristic activities for abilities enhancement, and practical teaching effectiveness.

(2) To provide the guidelines for development of student management at Shenyang University.

The top two improvements in school management are “Digital means” and “Personalized recommendations through data technology,” showing enhanced efficiency and student recognition of personalized services. However, there are differing opinions on the impact of technology on service quality and skill development, as seen in the higher standard deviations for “Improving service quality through management technology” and “Cultivating comprehensive skills in special activities”. In terms of management effectiveness, students highly value the positive impact on career development and satisfaction with current management, but the average for “Enhancing vocational skills through practical teaching” is low, suggesting that practical aspects like internships and training need improvement to meet student expectations.

#### 4.2. Discussion

##### (1) An Exploration of the Current Status of Student Management at Shenyang University

The study reveals that the overall mean score of student management at Shenyang University remains at a “high” level (e.g., management orientation 4.005, technology (4.08). Indicators such as “emphasis on students’ holistic development” (4.28), “accessibility of academic guidance services” (4.39), and “digital transparency of management processes” (4.21) exhibit outstanding performance, reflecting the university’s notable achievements in foundational management, academic support, and technical empowerment. Conversely, indicators including “encouragement of student participation in self-management” (3.82) and “efficacy of practical teaching and school-enterprise cooperation” (2.48) register relatively low scores, indicating deficiencies in student engagement in self-management and the provision of practical resources.

This outcome demonstrates the university’s successful implementation of “scientific management” and “technology-driven” paradigms—for example, enhancing administrative efficiency through smart campus platforms and addressing student needs via personalized data-driven recommendations, which align with the technological and precision-oriented trends in contemporary higher education management. However, the identified weaknesses underscore insufficient emphasis on “student subjectivity” and “practice-oriented education”: students’ passive role in self-management may dampen their initiative, while the shortcomings in practical teaching and school-enterprise collaboration may lead to a misalignment between talent cultivation and societal demands. To address this, there is a need to balance “standardized management” with “developmental empowerment” [6]—for instance, by designing institutional mechanisms to involve students in management decision-making and strengthening practical links through deepened school-enterprise partnerships, thereby realizing the objective of “cultivating well-rounded talents.”

These findings resonate with the theoretical framework proposed by Yunnan Normal University (2022) in *\*Research on the Development of College Student Education and Management from the Perspective of “Three-Full Education”\**, which posits that “student management should be guided by educational objectives and employ scientific methodologies to coordinate students’ academic and social lives [7]”. The study emphasizes that the essence of management lies in fostering students’ good conduct and moral qualities, which corresponds to Shenyang University’s high scores in “behavioral norms” and “holistic development.” Additionally,

Peng Zhi (2024) in *\*Realistic Dilemmas and Optimization Paths for College Student Management\** identifies challenges such as “inadequate resource platform construction” and “disjointed integration of educational stages”, which directly account for the “low efficacy of practical teaching” [8]. His proposed strategies—“enhancing the professional competencies of educational stakeholders” and “promoting longitudinal coherence in management practices”—provide a theoretical foundation for improvement.

Furthermore, the “weak student subjectivity awareness” highlighted by [9] in *\*Analysis of Optimization Strategies for College Daily Management Oriented toward Student Subjectivity\** aligns with the finding of “low self-management participation”. Their recommendation to “reorient conceptual assumptions, stimulate subjectivity awareness, and guide students to assume active roles” offers a theoretical pathway for addressing this gap.



## (2) An Exploration of Development Directions for Student Management at Shenyang University

The research findings show that students at Shenyang University have outstanding scores in indicators such as “digital transparency of the management process” (4.21) and “convenience of academic guidance services” (4.39), indicating remarkable achievements in technology-enabled management and academic support. However, there are significant weaknesses in indicators such as “encouraging students to participate in self-management” (3.82, the lowest ranking) and “effectiveness of practical teaching and school-enterprise cooperation” (2.48, a low level), reflecting problems such as insufficient student participation as main bodies and a weak supply of practical resources.

Although technology applications such as “providing personalized recommendations through data technology” (4.18) have improved management efficiency, the low approval rating of “improving service quality through the application of management technology” (3.96) indicates that technology has not been fully transformed into growth support that students can actually perceive. It is necessary to integrate digital tools with specific educational scenarios such as academic guidance and career planning to avoid the separation of “technology” and “education”. Li Yu and Jiao Yahui (2024) proposed in “The Value Connotation and Implementation Path of Optimizing College Student Management” that student management needs to “provide comprehensive services for students’ academic development and ideological guidance by establishing a scientific management system and creating a good educational environment” [10]. This research emphasizes that the core of technology application is to serve students’ growth, which is consistent with the need of Shenyang University to deeply integrate “technology tools and educational scenarios”.

The low participation in self-management is essentially caused by the traditional management model in which “students passively implement rules”. It is necessary to establish a regular student participation mechanism (such as student representatives participating in the formulation of management policies and self-governing organizations being responsible for campus activity planning), so that students can transform from “management objects” to “governance subjects”, and truly implement the “people-oriented” management concept. This is consistent with the theory proposed by [9] in “Analysis of Optimization Strategies for College Daily Management Oriented by Giving Full Play to Students’ Subjectivity”. In response to the problem of “weak subjectivity awareness and few participation behaviors among college students”, colleges and universities should “change preconceived ideas, stimulate subjectivity awareness, and guide students to play their subjective roles”. This provides a theoretical basis for “establishing a student participation management mechanism” and directly explains the direction for improving the low participation in self-management.

The poor effect of school-enterprise cooperation reflects the problem of “one-way input” when schools integrate social resources. It is necessary to break down the barriers between colleges and universities, enterprises, and industries. Through methods such as jointly building practical bases and inviting enterprise mentors to participate in the design of training programs, a practical education community with three-party interaction among “schools–enterprises–students” should be formed to solve the mismatch between practical resources and students’ needs [11]. This is consistent with the theory proposed by Jin Ying (2023) in “The Triple Dilemmas and Optimization Paths of Intelligent Management of College Students from the Perspective of Multi-Subject Collaboration”. “The collaborative management of multiple subjects represented by local governments, university administrators, and social families is the fundamental strategy for achieving effective student management” [12]. The strategies of “enhancing the capabilities of management subjects and standardizing organizational systematization” proposed in this research directly address the dilemma of “insufficient integration of school-enterprise cooperation resources” at Shenyang University and build a collaborative network of “schools–enterprises–society”.

## 5. Recommendations

### 5.1. School Management Departments

Based on the study’s finding of “notable effectiveness in management technology applications,” further improve the smart campus platform (such as online attendance and electronic file management) to enhance the

efficiency of administrative tasks. Drawing from the direction of addressing “insufficient student participation in self-management”, establish student self-governance organizations (e.g., class self-management committees) to encourage student involvement in formulating dormitory regulations and planning campus activities, thereby enhancing interactive management.

### *5.2. Teachers and Student Workers*

Leveraging the advantage of “convenient academic guidance services”, utilize mechanisms such as mentor consultations and learning resource delivery to provide tailored academic support for students based on their needs. To address the issue of “room for improving the effectiveness of special activities,” design practical activities aligned with professional characteristics (e.g., engineering students participating in enterprise project internships, liberal arts students conducting social surveys), and invite corporate mentors or alumni to share experiences to enhance the practicality of these activities.

### *5.3. Peer Universities and Educational Researchers*

Local applied universities can reference the “industry-education integration training model,” collaborating with regional enterprises to build practical teaching bases and develop career planning courses, ensuring that student management aligns with industrial needs. Researchers can adopt the study’s “five-dimensional analytical framework” (management orientation, systems, services, technology, and effectiveness) to conduct comparative studies on the characteristics of different universities, extracting collaborative approaches between “technology-enabled management” and “student development.”

### *5.4. Students*

Utilize the university’s “personalized recommendation services” (such as course selection and internship position matching) to develop suitable study and career plans. Proactively participate in university-enterprise cooperation projects (e.g., internships, practical training) and student self-governance organizations (e.g., club management, campus services) to enhance professional skills and self-management abilities through practice, fully leveraging university resources for comprehensive development.

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### Conflicts of Interest

The authors declare no conflict of interest.

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