



Improvement Student Management as Perceived by Student Managers at The Network School of Haikou University of Economics

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Abstract

The objectives of this research were 1) to study the improvement student management as perceived by student managers at the Network School of Haikou University of Economics, and 2) to compare the opinions of student managers on the improvement student management, classified by gender, age, education Level, work experience. The samples consisted of 40 student managers. The research instrument was a 5-rating scale questionnaire with a validity (IOC values) between .67 to 1.00, and a reliability value of .72. The data were statistically analyzed by using percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD.

The results of the research were as follows: 1) the improvement student management as perceived by student managers at the Network School of Haikou University of Economics was at a high level, in overall and particular aspects. The highest average was Student safety education, followed by Class construction, Ideological education and students, and Mental health education for students, and 2) the opinions of student managers on the improvement student management as perceived by student managers at the Network School of Haikou University of Economics, classified by work experience in overall, were statistically significant at .05 and .01 levels, except for the differential gender, age, and education level with no difference.

Keywords: Improvement student management, Student managers, Network School of Haikou University of Economics



Background and Statement of Problems

As one of the earliest second-level colleges established by Haikou School of Economics, the Network School currently has five majors: Computer Science and Technology, Electronic Information Engineering, Communication Engineering, Internet of Things Engineering, Electrical Engineering and Automation. There were 1600 students in the school. There were 1600 students in the school.

Student manager work in colleges and universities basically revolves around students. **Fu Meijun (2016) stated in his discussion of the importance of the work of counsellors in colleges and universities** that the content and subject of college managers were also students; that was, students were the focus of college managers, and students were also the key to promoting the sustainable development of colleges and universities ,The quality the school manager will directly affect the school spirit of the whole school, so scientific management of students can effectively promote the development of colleges and universities. The manager of college students was responsible for cultivating students' correct outlook on life and values. They can strengthen the study style and class style construction of colleges and universities at the source, fundamentally solve the problems existing in the current college students' ideological study, and directly decide the total level of a college student, so college student managers were an indispensable backbone in my country's colleges and universities.

University administrators have a long history in China. College students were valuable human resources of the country and an important force in building a harmonious society. Strengthening and improving the ideological education and value education of Chinese college students and promoting Heir all-round development of students were the keys to cultivating and creating socialist modernization. An important guarantee for building successors. At present, colleges, and universities in my country generally welcome "post-90s" college students (students born after 1990), and "post-90s" college students have different characteristics from students of other ages. These characteristics pose challenges to student managers in the following



aspects: (1) Ideological education for students; (2) Mental health education for students; (3) class construction, (4) Student safety education, etc. According to the current characteristics of college students, counselors and teachers engaged in the ideological and political education of students should grasp the ideological characteristics and value of orientation for students and take effective measures. Improve the value of education for students and realize the value of guidance for students through education and demonstration. **Meng Ming (2013) on the value of the leading role of college counsellors**

Students in the Network school of Haikou University of Economics are affected by the internet, **Zhang Zhiming (2013)**, most of the students are addicted to games, the causes, and countermeasures of college students' Internet addiction. In the **Journal of Chongqing University of Posts and Telecommunications**, many students cannot extricate themselves from online chatting, and many students were affected by bad information when surfing the Internet, which makes the thinking of college students change. Currently, colleges and universities need to provide timely mental health education to students. With the influence of environmental pressure, learning pressure, and interpersonal relationship in colleges and universities, students have deviations in their thinking. Facing the problem of incomplete class construction, students were unable to talk about their problems, and many students have psychological problems. If these psychological problems were not solved in time, it will lead students to go to extremes and have safety problems, which will cause some mental illnesses or involve life safety.

According to the importance of student managers in colleges and universities to the future development of students, I want to study and improve student managers in the Network School of Haikou University of Economics. Pay attention to Ideological education for students; Mental health education for students; Class construction, Student safety education, so that students can maintain correct thinking and grow healthily in a good campus environment. The research results are of great significance to study on the improvement of Student Manager level of our school.



Objectives

- 1) to study the improvement student management as perceived by student managers at the Network School of Haikou University of Economics.
- 2) to compare the opinions of student managers on the improvement student management, classified by gender, age, education Level, work experience.

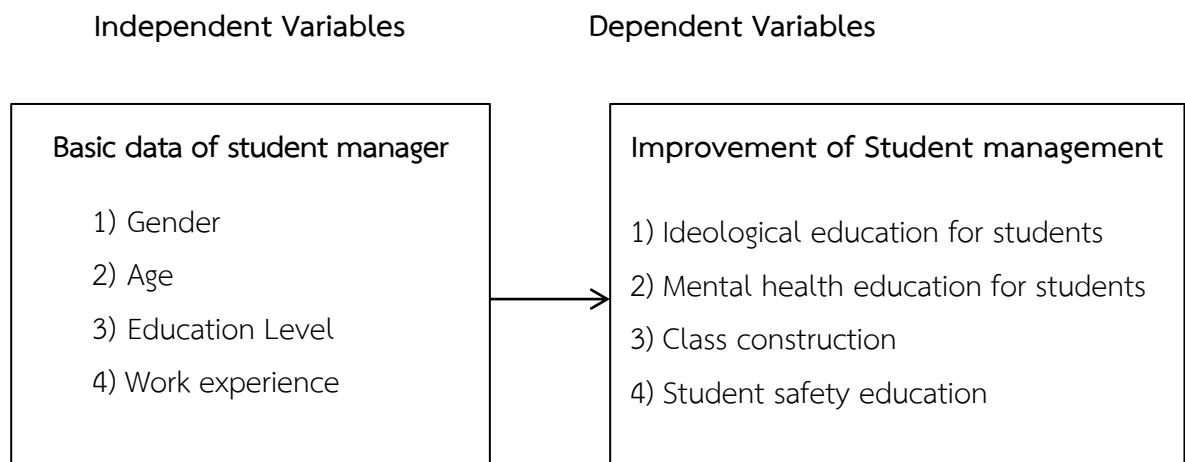
Research Hypothesis

The opinions of the student managers on the improvement student management classified by gender, age, education level and work experience are different.

Conceptual Framework

Researchers set conceptual framework for study.

The independent variables are the personal status; gender, age, education level and work experience of the student managers in charge of management at the Network School of Haikou University of Economics, and the dependent variables by the concept of Du Xiaoxia (2015): 1) Ideological education for students, 2) Mental health education for students, 3) Class constructions and 4) Student safety education.





Research Methodology

This research used a quantitative approach. The researcher distributed questionnaires with the purpose is to collect raw data, which can be used to study the opinions of freshmen of different genders, ages, education Level and work experience in the improvement of student management and analyze the measures to the improvement of student management the survey.

The population used in this study is 45 student managers from the Network school of Haikou University of Economics. According to Krejcie and Morgan's sample size determination table (cited in Robert V. Krejcie and Earyle W. Morgan, 1970, cited in Laddawan Petcharoj, 2019), The study sample consisted of 40 student managers, The statistics used an analysis of the data to obtain descriptive statistics; frequency, percentage, mean, standard deviation, t-test One-way ANOVA and LSD.

Research result

Table1 Means and standard deviation of the improvement of the student management work of the network college of Haikou University of Economics

Aspect	Improvement of student management	\bar{X}	SD.	Level	Ranked
1	Ideological education for students	4.36	.24	High	3
2	Mental health education for students	4.23	.32	High	4
3	Class construction	4.43	.29	High	2
4	Student safety education	4.44	.31	High	1
	Total	4.35	.21	High	

From Table 1, the total and all aspect were a high level ($\bar{X} = 4.35$, SD.=.21). The highest mean was Student safety education ($\bar{X} = 4.44$ SD.=.31), followed by Class construction, Ideological education for students and Mental health education for students.



Table 2 Means and standard deviations according to aspect of ideological education for student.

Item	ideological education for student	\bar{X}	SD.	level	Ranked
1	Ideological education for students to train students into excellent social builders	4.45	.50	High	1
2	Ideological education has a positive effect on the rationality of students.	4.40	.50	High	2
3	Ideological education plays a role in promoting the future development of students	4.30	.46	High	6
4	Ideological education can pay attention to the change in students minds at different stages in daily life	4.40	.50	High	2
5	Ideological education that trains students to understand about the whole nature and the laws of society.	4.40	.50	High	2
6	Ideological education can enhance life skills. attitudes and ideals of students	4.40	.63	High	5
7	Ideological education can create Excellent Students	4.20	.52	High	7
Total		4.36	.24	High	

From Table 2, the ideological education for students was in total and every item a high level of improvement in student management ($\bar{X} = 4.36$ SD. = .24). The item with the highest average value was Ideological education for students to train students into excellent social builders ($\bar{X} = 4.45$ SD. = .50), followed by Ideological education has a



positive effect on the rationality of students, Ideological education can pay attention to the change in students minds at different stages in daily life, Ideological education that trains students to understand about the whole nature and the laws of society of the same value. Ideological education can create Excellent Students with the lowest average.

Table 3 Means and standard deviation in mental health education for students.

Item	Mental health education	\bar{X}	SD.	level	Ranked
1	The psychological state of modern students being is very stable	4.35	.66	High	2
2	The existing mental health education is complete	3.90	.84	High	4
3	Mental health is important to support student life.	4.40	.55	High	1
4	Mental health improves student learning efficiency.	4.27	.51	High	3
Total		4.23	.32	High	

From Table 3, students' mental health education was in total and every item a high level of improvement in student management ($\bar{X} = 4.23$ SD.=.32), The highest mean was Mental health was important to support student life ($\bar{X} = 4.40$ SD.=.55), followed by the psychological state of modern students being was very stable, and Mental health improves student learning efficiency, The lowest mean was the existing mental health education was complete.

**Table 4** Means and standard deviations according to class construction.

Item	Class construction	\bar{X}	SD.	level	Ranked
1	Class construction is the degree of development of colleges and universities to be related to the overall quality of student.	4.33	.54	High	3
2	Class construction is the fine structures involved in the development of a school as well as the overall social development	4.37	.60	High	2
3	Class construction is the grassroots organization for schools to carry out education to students	4.60	.71	Highest	1
Total		4.43	.30	High	

From Table 4, that class construction was in total and every item a high level in student management improvement ($\bar{X} = 4.43$ SD.=.30), class construction was the grassroots organization for schools to implement education to students has the highest mean ($\bar{X} = 4.60$ SD.=.71) at the highest level. followed by class construction was the fine structures involved in the development of a school as well as. The lowest level was class construction was the degree of development of colleges and universities to be related to the total quality of student, they were at a higher level.

**Table 5** Means and standard deviations according to student safety education.

Item	Safety Education	\bar{X}	SD.	level	Ranked
1	Safety education is essential to keeping students safe in their lives.	4.43	.59	High	4
2	Safety education enhances the self-safety ability of college students	4.18	.50	High	7
3	Awareness of self-safety of students are very high.	4.30	.52	High	6
4	Safety education encourages students to improve their social adaptability.	4.48	.60	High	2
5	Safety education is the foundation of university stability.	4.40	.55	High	5
6	Safety education affects to students' growth and success	4.45	.55	High	3
7	Student safety knowledge is an important function of the campus.	4.83	.39	Highest	1
Total		4.44	.31	High	

From Table 5, that safety education was in total and every item a high level in improvement in student management ($\bar{X} = 4.44$ SD.=.31). The item with the highest mean was student safety knowledge was an important function of the campus ($\bar{X} = 4.83$ SD.=.39) at the highest level. followed by safety education encourages students to improve their social adaptability, and safety education affects to students' growth and success, and safety education was essential to keeping students safe in their lives, and safety education was the foundation of university stability, and awareness of self-safety of students were very high, the item with the lowest mean was Safety education enhances the self- safety ability of college students.

**Table 6** Comparison of student management improvements classified by gender.

Aspect	Improvement of student management	Gender				t	p-value.
		Male	SD	Female	SD		
1	Student ideological education	4.35	.25	4.38	.22	-.40	.69
2	Student Mental Health Education	4.20	.33	4.26	.31	-.58	.57
3	Class construction	4.42	.21	4.44	.38	-.21	.83
4	Student Safety education	4.42	.33	4.46	.29	-.45	.65
Total		4.35	.22	4.39	.20	-.57	.57

From Table 6, it found that the opinions of managers on Improvement Student Management as Perceived by Student Managers at The Network School of Haikou University of Economics, classified by gender were not different.

Table 7 Comparison of student management improvements at different levels of education.

Aspect	Improvement of student management	education level				t	p-value		
		Bachelor's degrees		Master's degree					
		\bar{X}	SD	\bar{X}	SD				
1	Student ideological education	4.42	.24	4.30	.22	1.66	.11		
2	Student Mental Health Education	4.28	.33	4.17	.31	1.13	.27		
3	Class construction	4.49	.20	4.37	.37	1.34	.19		
4	Student Safety education	4.53	.25	4.33	.33	2.15*	.04		
Total		4.43	.18	4.29	.22	2.20*	.03		

*Statistically significant at level .05



From Table 7, it founded that the opinions of managers on improvement Student Management as Perceived by Student Managers at The Network School of Haikou University of Economics, classified by education level were not different. except Student Safety education, and in total with a Statistically significant difference at .05 level.

Table 8 Means and standard deviations of student management improvement by age.

Aspect	Improvement of student management	Age						F	P		
		less than 30 years old		31-35 years old		More than 35 years old					
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD				
1	Student ideological education	4.44	.23	4.43	.24	4.27	.22	1.71	.19		
2	Student Mental Health Education	4.26	.36	4.23	.30	4.17	.31	.23	.79		
3	Class construction	4.51	.21	4.36	.25	4.40	.44	1.06	.36		
4	Student Safety education	4.55	.21	4.38	.33	4.30	.33	2.64	.09		
	Total	4.44	.20	4.33	.19	4.29	.23	2.14	.13		

From Table 8, it found that the opinions of managers on improvement Student Management as Perceived by Student Managers at The Network School of Haikou University of Economics, classified by Age, in overall the highest mean was less than 30 years old ($\bar{X} = 4.44$, SD=.20), followed by 31-35 years old, and more than 35 years old, and the opinions were not different. There was no statistically significant difference in the effect of respondent age on student management improvement.



Table 9 The analysis of variance for student management improvement by work experience.

Aspect	Improvement of student management	Work experience						F	P		
		Less than 5 years		5-10 Years		More than 10 years					
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD				
1	Student ideological education	4.45	.22	4.38	.24	4.24	.21	3.00	.5		
2	Student mental health education	4.25	.37	4.25	.26	4.19	.34	.15	.86		
3	Class construction	4.54	.17	4.41	.25	4.31	.41	2.39	.11		
4	Student safety education	4.61	.26	4.36	.25	4.27	.31	6.09**	.01		
	Total	4.46	.18	4.35	.18	4.25	.22	4.11*	.02		

*Statistically significant at level .05

**Statistically significant at level .01

From Table 9, it found that opinions of managers on improvement Student Management as Perceived by Student Managers at The Network School of Haikou University of Economics, classified by work experience in overall, the highest mean was less than 5 years ($\bar{X} = 4.46$, $SD = .18$), followed by 5-10 years and more than 10 years. classified by work experience, were statistically significant at .05 and .01 level, except Student ideological student, Mental Education, and class construction with no difference.



Discussion

Discussion on the research results was as follows.

1. The administrators of the Network School of Haikou University of Economics believe that student safety education ranks first in the improvement of student management. Because colleges and universities were important places for students to live and study individually, and they were also places where campus security incidents occur. Security incidents have significant characteristics, that was, unpredictability and suddenness. Colleges and universities should not only pay attention to students' theoretical knowledge but despise campus safety knowledge and safety education. This finding was consistent with the research of Li Wuyi and Xu Chuanzhou (2017) "Analysis of key content and effective means for counselors to promote safety education for college students ". This study proposes that the safety education management of college students should focus on prevention education management, and student manager should regard safety education management as a routine core task, and comprehensively implement safety management by organizing safety education, carrying out safety education activities, doing a good job in the management of special student groups, and formulating a safety warning system. Only in this way can we fundamentally solve security and stability related issues.

2. The administrators of the Network School of Haikou University of Economics believe that Class construction ranks second in the improvement of student management. Because the class group was the basic unit of students' study and life, its impact on students was multifaceted and extremely profound. Class construction can create a good atmosphere, so that college students can realize self-knowledge, learn professional knowledge, experience university spirit, and embody far-reaching educational value through class construction. This finding was consistent with Li Chunyan's (2014) research on the impact of class collective construction on the growth of college students. College students were an important stage in the growth process of life, and it was also a critical period for realizing the all-round development of college students. As the grassroots unit in the university education system, class groups were at the forefront related to the development of college students. They were also



an important carrier for creating a good atmosphere for the development of college students, providing important opportunities, and building a broad platform. Combining the characteristics of college class groups and the development goals of college students, through the establishment of cohesive class groups, it provides a good atmosphere and guarantee for college students to achieve all-round development, to achieve incomparable educational effects.

3. The administrators of the Network School of Haikou University of Economics believe that ideological education ranks third in the improvement of student management. Because ideological education was an important way to cultivate the humanistic quality of college students. When the world outlook, outlook on life, and values of college students were just beginning to form, managers need to guide students correctly through ideological education. This finding was consistent with Liu Bin's (2015) research on the importance of ideological and political education for college students. College students were valuable talents for society and the country, and they were the future of the motherland. The thinking of college students was related to the future and destiny of the country. Strengthening the ideological education of college students has a very necessary and urgent importance in the work of university education. Ideological education for college students was an important course for teaching college students how to behave. College students must always arm themselves with noble ideas to guide their studies and future employment.

4. Mental health education was rated as the last focus of the improvement of student management by administrators. The university stage was a critical period for young people in their life development. Faced with problems in many aspects such as study, employment, economy, and emotion, they were often at a loss and prone to various uncertain psychological reactions, leading to homicide or suicide. In Gong Liyun's (2014) "On the Importance of Mental Health Education for College Students", the article stated that the mental health of contemporary college students in my country was not satisfactory and that a considerable number of students have mental health problems of varying degrees, and some have already appeared very serious psychological barriers, such as the poisoning incident of college students at Fudan



University and the murder incident at Jincheng College of China Southern Airlines. What contemporary college students lack most was psychological quality, which was manifested as weak will, lack of ability to withstand setbacks, ability to adapt, lack of self-confidence, and strong dependence.

5. In terms of gender, age, educational background, and working years, the managers views on the improvement of student management were as follows: gender and age have no effect on management, but education and working years have differences in student safety education. The educational background of student managers was divided into undergraduate and postgraduate. Managers with a bachelor's degree stay in their schools after graduation to work, so they can better understand the safety problems that students in their schools will have and carry out more targeted safety education. However, most managers with postgraduate degrees enter other colleges and universities to work in the form of job applications or examinations after graduation. They do not understand the main safety problems of college students, and they were not targeted when doing student safety education. In terms of working years, the interviewees were divided into 5 years, 5-10 years, more than 10 years, and student managers who have worked for less than 5 years. They have just entered a new working environment, and they have a new sense of freshness in the new job. They will work hard and carefully do a good job in student safety education. With the increase of working years, managers who have worked for 5-10 years and more than 10 years have less and less freshness in their work, and the managers student safety education unwilling to innovate their original safety education methods over time.

Suggestion

According to the research results, the following suggestions are put forward for the Improvement Student Management as Perceived by Student Managers at The Network School of Haikou University of Economics:

1. Mental health education for students is the lowest mean, and the lowest item is the existing mental health education is complete, so it should improve



students' mental health education, for example, efficient student manager must improve their knowledge reserves in the face of increasingly complex psychological problems and learn about the psychological conditions of different students through multiple channels such as teachers, class cadres, and class classmates. Keep an eye on the students who have been found to have psychological problems and establish psychological tracking files and carry out many mental health activities in the class to create a good atmosphere, so that students can learn some mental health knowledge during the activities. In this way, according to the foreshadowing prepared by the administrator in advance, when the situation of students occurs, the mental health education plan can be quickly made, and the mental health education can be carried out more effectively. Mental health education has many unknown, and the existing mental health education is far from enough.

2. Ideological education for students is the second lowest mean, and the lowest item is the Ideological education can create Excellent Students, so it should improve the ideological education of students. For example, student managers must lower their attitude and integrate into the students, so that students can feel the care and love of the administrators. When students encounter deviations in their thinking or encounter ideological conditions in life, they can actively communicate with managers and seek help. In this way, in the process of communicating with students, students can let go of the inner line of defense between them and the teacher and can express their own thoughts and dynamics to the managers, so that the managers can carry out ideological education more easily and in a targeted manner, only in this way can more excellent students be cultivated.

3. Class construction is the third lowest mean, and the lowest item is the Class construction is the degree of development of colleges and universities to be related to the total quality of student, so it should improve class construction. For example, student managers must grasp the total situation of the class in advance, pre-select the main student leaders of the class, give the main responsible persons a training period and an internship period, and effectively replace or retain them based on feedback from multiple parties. In the early stage of class construction, class goals



are formulated according to the class situation, to stimulate students' self-motivation, to promote class unity, and to make every student feel proud of the class. Pay attention to the development of class practical activities, create a strong learning atmosphere, and gradually create excellent class groups. Class construction is the basic unit of the university. good class construction can improve efficient development and affect the total quality of students.

4. Student safety education is the fourth lowest mean, and the lowest item is Safety education enhances the self- safety ability of college students, so it should improve student safety education. For example, safety education in colleges and universities is the most important, but it is also the most easily overlooked by managers. Student managers must always be vigilant, learn about the latest safety knowledge and existing safety problems through multiple channels, and actively carry out different forms of safety education activities in the class. In this way, through multi-form safety education, we can help students discover hidden safety hazards around them, enhance students' awareness of prevention, and allow students to learn and grow better under safety protection.

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