STUDY ON THE INFLUENCE FACTORS OF STUDENT MANAGEMENT SATISFACTION IN PRIVATE UNIVERSITIES-TAKING SHANDONG ENGINEERING VOCATIONAL AND TECHNICAL UNIVERSITY AS AN EXAMPLE

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This Independent Study has been Approved as a Partial Fulfillment of the Requirement of International Master of Business Administration in International Business Management

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Title: Study on the Influence Factors of Student Management Satisfaction in Private Universities-Taking Shandong Engineering Vocational and Technical University as an example

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ABSTRACT

This paper aimed to study on the influence factors of student management satisfaction in private universities and taking Shandong engineering vocational and technical university as an example.

The objectives of the study were: 1) To explore the influencing factors affect student management satisfaction in Shandong Engineering Vocational and Technical University；
2) To verify whether university image, life management, financial assistance, and academic guidance have a positive effect on student management satisfaction.

This study adopted a quantitative research method, collected 419 questionnaires from students in Shandong engineering vocational and technical university. By analyzed human-centered management theory and goal management theory, this paper found that: 1) University image, life management, financial assistance, and academic guidance influence student management satisfaction in Shandong Engineering Vocational and Technical University; 2) University image, life management, financial assistance and academic guidance all have significant positive effect on student management satisfaction.

Keywords: Private vocational undergraduate universities, Student management, Satisfaction, Educational management

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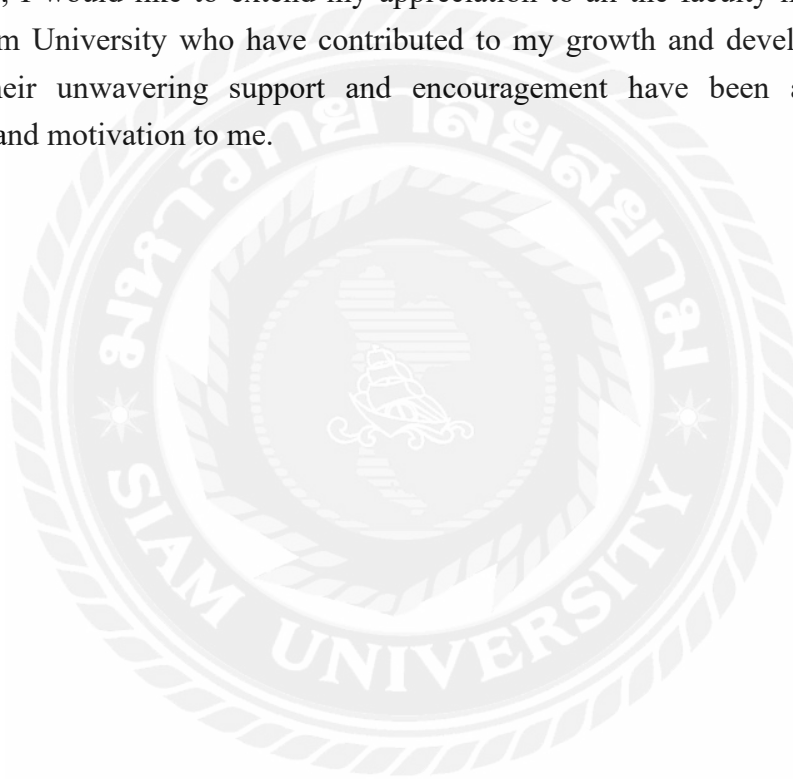
DECLARATION

I, Wang Zhen Lei, hereby certify that the work embodied in this independent study entitled "Study on the Influence Factors of Student Management Satisfaction in Private Universities-Taking Shandong Engineering Vocational and Technical University as an example" is the result of original research and has not been submitted for a higher degree to any other university or institution.

（WANG ZHENLEI）

Dec 1, 2023

CONTENTS

TABLE CONTENTS

FIGURE CONTENTS

Chapter 1 Introduction

1.1 Research Background

Student management is the management of the day-to-day academic and living affairs of students. The content of student management is different from the content of teaching (Davis, 2020). Student management takes place mainly outside the classroom. Management activities mainly take place outside the classroom on campus. Good student management plays an important role in the stable development, reputation, and strength of universities. Therefore, student management is an important part of the management of Chinese universities and is of great significance to the development of the university.

China's private education has gradually become bigger and stronger (Jiang & Kim, 2020), whether it is the construction of hardware facilities, the investment in teaching equipment, or the construction of university quality, the connotation of development and the scale of running universities have been greatly improved, and have made remarkable achievements. Private universities have taken on more and more tasks and played more and more important roles in higher education, cultivating a large number of excellent professional and technical talents for the country and society. As the development of private universities is not long, the concept of student management is old, the system is not standardized, the system is backward, the team is unstable, and the independent management ability of students is not high (Rasheed et al., 2020). Traditional student management is lagging, and mandatory administrative management inhibits the students' individuality and creates limitations for the cultivation of students' innovation ability, and traditional "student management" cannot keep up with the development of the new era (Cosgrove & Loucks, 2015). Private vocational undergraduate universities in China take advantage of the flat management model to establish incentive mechanisms, change passive management into active management, and give full play to students' independent management (Li et al., 2008). With the continuous innovation of education management concepts, college students are the recipients of education on the surface, but they are the consumers of higher education. College students have an open mindset and pay more attention to the sense of experience as consumers. As a result, the quality of student management work in universities has become the key for many college students to choose universities (Bagloee et al., 2016).

Private vocational undergraduate universities are at a disadvantage in terms of capital, teachers, software, and hardware facilities compared with public universities, and the quality of student management in private vocational undergraduate universities has become an important means for private universities to attract students.

Therefore, how to further improve students' satisfaction with the management of private vocational undergraduate universities has become a key issue that needs to be solved urgently.

1.2 Research Questions

In recent years, the rapid development of private vocational undergraduate universities in China has largely eased the pressure on ordinary undergraduate universities, and at the same time, met the demand for the " popularized" of higher education in China. However, student management in private vocational undergraduate universities must consider the special characteristics of students. Compared with ordinary undergraduates, students in private vocational undergraduate universities do not have enough knowledge of cultural subjects (Zhu Runkai et al., 2020), but their comprehensive quality is still good. They are less self-disciplined but have strong practical abilities. Students have less initiative in learning but have a wide range of hobbies and interests. How to solve the problems of student management in private vocational undergraduate universities and better promote their healthy development has increasingly become the focus of student management in higher education.

1. What are the factors influencing the satisfaction of student management in Shandong Engineering Vocational and Technical University?

2. Whether the image, life management, funding and academic guidance of Shandong Engineering Vocational and Technical University have a positive impact on students' management satisfaction?

1.3 Objective of the study

Student management is an important part of management in private vocational undergraduate universities. The traditional student management work favors the study of students' ideological and political education. Student affairs management is a systematic project involving a wide range of fields (Netshakhuma, 2019). To accurately understand the basic situation of student management requires survey data collection and analysis. This study collects students' satisfaction with the student management of Shandong Engineering Vocational and Technical University through a questionnaire survey to understand the current situation of the university's student management and find out the existing problems, to put forward targeted improvement countermeasures in the hope of providing reference for improving the level of student management in private vocational undergraduate universities.

1. To explore the influencing factors affect student management satisfaction in Shandong Engineering Vocational and Technical University.

2. To verify whether University Image, life management, financial assistance, and academic guidance have a positive effect on student management satisfaction at Shandong Engineering Vocational and Technical University.

1.4 Scope of the study

Students are the direct customers of the university and the receivers of student management, and they know and feel the student management work of the university most deeply. Therefore, the survey object of this study is the undergraduate students of Shandong Engineering Vocational and Technical University. Students can have the most intuitive feelings about student management.

Shandong Engineering Vocational and Technical University (SEVTU) is one of the first 15 undergraduate-level vocational education pilot institutions in China. The university has nearly 24,000 students and offers 26 undergraduate majors and 49 specialized majors, covering nine major categories, including equipment manufacturing, electronics and information, civil engineering and construction, resources, finance and commerce, culture and art, tourism, and so on. The research subjects must be undergraduate students enrolled in Shandong Engineering Vocational and Technical University, and students from other universities and regions are not considered as survey subjects. The survey includes students' personal information, related to university image, life management, financial assistance, academic Guidance, and student management satisfaction. The questionnaire was administered from June 1, 2023 to September 1, 2023.

1.5 Research Significance

Based on the research results of previous scholars on student affairs management in private universities, this study conducts empirical research on student management in private vocational undergraduate universities. Starting from the current problems in the development of student management in private vocational undergraduate universities, it analyzes the factors affecting the satisfaction of student management. The proposed student management solution countermeasures suitable for the characteristics of private universities and their students can make the student management of private vocational undergraduate universities more professional (Siriwardhana et al., 2021). At the same time, it provides a useful supplement for exploring the rules of student management in private universities. Satisfaction with student management in private vocational undergraduate universities not only reflects the overall management and teaching quality of the university itself to a certain extent but also serves as an important way for private vocational undergraduate universities to evaluate their own teaching and management ability (Li et al., 2008).

This research helps to enrich the content of student management in private vocational undergraduate universities, update the way of student affairs management in private universities, and develop the theoretical system of student management in private universities, and it will play a leading role in student management in private vocational undergraduate universities and improve the strength (Dolgui et al., 2017) of private universities in running universities. Meanwhile, it will also promote the development of society and the progress of science and technology by developing new management concepts, methods, and approaches around carrying out student management and cultivating technical specialists suitable for the development needs of the market economy (Zhang et al., 2017). Explore a good student affairs management development road for students to create a free environment for students to receive education and growth, more conducive to the healthy growth and success of students.

Chapter 2 Literature Review

2.1 Introduction

The literature review of this study aims to analyze the factors influencing student management satisfaction based on humanistic theory and goal management theory. The literature review is used to clarify the factors influencing student management job satisfaction. The conceptual model of this study is constructed based on the analysis and findings of related studies to determine the relationship between the influence of University Image, Life Management, Financial Assistance, and Academic Guidance on student management satisfaction.

2.2 Literature Reviews

2.2.1 Student Management

Regarding modern management and its theories, Henri Fayol, a famous French management scientist in 1966, believed that modern management is a systematic process of comprehensive planning, organizing, coordinating, and controlling all aspects (Fayol, 1966). The essence of management is to coordinate the comprehensive activities of all aspects, so the goal of student management is to promote the healthy growth of students, and the method of student management is to coordinate the relationship between all aspects.

Student management is a series of educational and management activities for students (Shulman, 2021), which are targeted, planned, and organized, and the content of management includes students' life, study, thought, character, quality, and other aspects. From a broad perspective, student management is student work, the main content of student ideological and political education, daily behavior management, student growth management, student work management, and so on. From a narrow point of view student management, focuses more on the management of student affairs (Legner et al., 2017), mainly on the management of students' daily affairs, such as class construction and management, new student enrollment management, safety guidance and management, students' career planning management and so on (Dee & Jacob, 2011). Student education and management in universities is an essential part of college and university management, and the quality and talent level of student education and management in universities will directly affect the development of universities.

Student-oriented requires college student management workers to truly respect each student, not treat students differently because of their personality differences, to be able to pay attention to the difficulties encountered by each student's learning and life, pay attention to the psychology of the students, and respect the differences in

students' ideological concepts.

2.2.2 Human-centered management theory

(1) The concept of Human-centered management theory

Human-centered management is an abbreviation of human-centered management (Alexander, 1993). Human-centered management tends to take people as the root of considering all the problems, so it can also be called the management that takes people as the root. Enterprises take human resources and employees as their important management resources, through the advantages of human resources can better complete the management of the enterprise, through the reasonable distribution and placement of staff capacity, to achieve the best quality of work and results. People-oriented management for college student management mainly requires college student management to achieve the difference from the traditional object-centered management, requires universities to carry out student management not only rely on the principle of the provisions of the system constraints, standardized management, and other hard means to carry out (Parmar et al., 2021). To be improved by cultivating, mobilizing, and exercising students' emotions, will, thoughts, and other methods, which puts forward new requirements for student management in universities from the perspective of human nature.

In the process of improving student management satisfaction in universities, it is more important to pay attention to the people-oriented management concept, university administrators at all levels should first establish the concept of "people-oriented" and "management of people" (Radloff, 1977), and actively create a democratic, free, equal and effective nurturing environment. They should formulate and implement correct management policies and measures. In the process of student management, students should be regarded as the basis of university management, emphasizing student-centeredness, paying special attention to the characteristics of students as young people, fully respecting their hobbies and interests, maximizing the satisfaction of their reasonable needs, fundamentally guaranteeing the basic rights and interests of students, fully encouraging the development of students' self-identity, and effectively serving students (Li et al., 2008). According to the humanistic management theory, life management and financial assistance are the important contents and influencing factors of student management.

(2) Life Management

Life management affects students' personal life balance, mental health, and lifetime management. Life management is critical to student management satisfaction. Effective life management reduces stress, improves health, enhances academic achievement, and provides a support system that contributes to a student's overall experience and satisfaction in college (Li et al., 2008). The University can provide resources and support to help students develop these critical life management skills

(Moher, 2019). The relationship between student management satisfaction and student life management is an important area of research in the field of university management and education. Different aspects of student life management such as accommodation, health, mental health, social interaction, etc (Zhai & Du, 2020). Correlation between student life management and student academic performance. Life management affects students' academic performance in terms of academic stress and time management (Srivastava et al., 2020). Satisfaction levels are affected by the quality, accessibility, and degree of personalization of life management services.

(3) Financial Assistance

Financial aid eases the burden of tuition and reduces financial stress for students. Through financial aid, students have the opportunity to participate in more campus activities, internships, and research programs. Financial aid plays a key role in increasing student management satisfaction because it reduces the financial burden on students, provides more opportunities, and promotes social equity (Rasheed et al., 2020). To ensure that students have a positive experience in college, the University should provide appropriate financial support and resources. The direct and indirect effects of financial aid on student management satisfaction (Preacher & Hayes, 2008). This could include exploring the needs of students in terms of financial aid, how they receive financial aid and the impact of financial aid on students' academic performance and satisfaction. Whether there are differences in the impact of different types of financial assistance, such as scholarships, grants, and loans, on student management satisfaction. This could involve an analysis of financial aid policies and practices (Cavallo & Forman, 2020). An overview could explore the financial aid policies and practices of different universities and how these policies meet the needs of students and affect student satisfaction. The relationship between student debt load and student management satisfaction (Podsakoff et al., 2019). This could include an examination of loan repayment issues and the impact of debt on student satisfaction.

2.2.3 Goal Management Theory

(1) The concept of Risk management

The goal management theory has been proposed by management experts in the United States (Yuchtman & Seashore, 1967). The content of goal management theory mainly includes three aspects. First, it pays more attention to the management of results. Secondly, it pays more attention to the establishment of a goal management system and hierarchical management. Third, goal management pays more attention to the management of people and emphasizes the influence of people on management. Goal management focuses on the self-management of the employees, and this kind of management pays more attention to the participation and democracy of the employees, so the goal management theory is also a kind of democratic management theory. If the goal management theory is applied in the current management of students in

universities, it can better implement the scientific development concept of people-oriented, and take students as the core and main body of teaching management and education management (Simon, 2021). Hierarchical management can better improve the quality and efficiency of college management, by encouraging students to participate in management and initiative participation, in better implementation of efficient management goals. Therefore, goal management theory is an important aspect of current college management theory (Paauwe, 2020).

(2) University Image

University image is the subjective impression of the university's objective situation in the public's mind. University environment, teachers and students, the teaching process will always leave a certain impression in the minds of the public, people in these impressions based on combining their own experience, will be obtained through the impression of categorization, analysis, and after repeated reinforcement of the final formation of the university a more stable overall impression, so that the image of the university is formed. University image is divided into internal image and external image (Shulman, 2021). The internal image includes the quality of university education, the image of university organization, the image of university behavior, etc. The external image includes the campus environment, the image of the university, and the image of the university. The good or bad image of a university can be seen from the university's popularity and university reputation, therefore, the university image is an important content that affects the management of students.

Student management satisfaction in universities. This could include dimensions and factors of student satisfaction, such as quality of teaching, student support services, and campus culture. The study could explore how the image of the university is created, including factors such as campus publicity, social media, and word-of-mouth. The relationship between university image and student management satisfaction is influenced by how the university image is created and communicated. (Darby & Karni, 2019) The impact of different types of student management practices, such as student engagement, mentorship, and student clubs, on university image. The impact of student management satisfaction on the reputation and attractiveness of the university. The impact of university image on student management satisfaction, i.e., how students' perceptions of the university's image affect their satisfaction with the university's management. For students from different cultures and backgrounds, the study could also investigate possible differences and similarities between student management satisfaction and university image (Kanne et al., 2020).

(3) Academic Guidance

Student academic guidance is an important part of student management. Students

enter university to improve their professionalism and skills. Academic advising for college students has a significant impact on student management satisfaction. Academic advising can help students better plan their studies, address academic issues, provide career advice, and support them in all aspects of campus life. When academic advising is appropriate, students typically feel more satisfied and better able to take full advantage of the university's resources and opportunities to better manage their studies and their lives. Therefore, universities should provide effective academic advising to increase students' managerial satisfaction (Paauwe, 2020).

Different forms of academic advising such as academic advisors, mentors, tutors, etc. The impact of academic advising on academic achievement. Academic advising helps students to achieve their academic goals and improve their academic achievement. The relationship between student management satisfaction and receiving academic advising (Downing et al., 2018). Satisfaction levels are influenced by the quality, accessibility, and degree of personalization of the instruction. The diversity of the student population, the review could examine whether there are differences in satisfaction with academic advising among different types of students, such as international students, local students, students in different subject areas, etc (Nelson, 2021).

Through the combing of student management literature, it can be learned that student management work is of great significance to universities. According to the Humanistic Management Theory and Goal Management Theory, it can be shown that student management satisfaction is related to university image, life management, financial assistance, academic guidance, and so on. However, the related research is not perfect, especially the research on the influencing factors of student management satisfaction in private vocational undergraduate universities is insufficient. Further research on the influencing factors of student management satisfaction in private vocational undergraduate universities needs to be strengthened.

2.3 Conceptual Framework

To analyze the factors influencing student management satisfaction in private vocational undergraduate universities, this study constructed a model, in which University Image, Life Management, Financial Assistance, and Academic Guidance are used as independent variables of the model. Student Management University Image is the subjective impression of the university's objective situation in the public's mind, and the university's environment, teachers and students, and the teaching process will always leave a certain impression in the public's mind. Life Management is the student's feelings about the dormitory conditions (Rasheed et al., 2020), the student's dormitory management, the reward system, and the punishment

system. Financial Assistance is the financial assistance provided by the university for the students in terms of scholarships, academic loans, etc. Academic Guidance refers to the academic guidance and social practice guidance received by the students, etc(Li et al., 2008). Student Management Satisfaction is the degree of student's satisfaction with the university's comprehensive student management services (Shulman, 2021). It is jointly influenced by the soft and hard perceived quality of student management, perceived value, image of the university, and expected quality. As shown in Fig2.1.
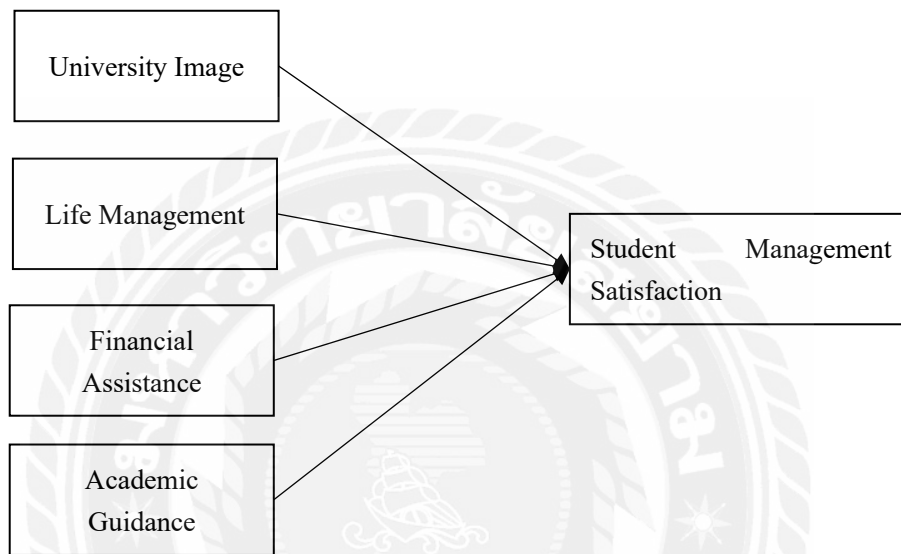

Figure 2.1 Conceptual framework

Chapter 3 Research Methodology

3.1 Introduction

The main content of this study is the influence factors of student management satisfaction in private vocational undergraduate colleges. This study takes students of Shandong Engineering Vocational and Technical University as a research case. In the model, the independent variables include university image, life management, financial assistance, and academic guidance, and the dependent variable is students' management satisfaction. This study incorporates a questionnaire to collect data and uses quantitative methods. The questionnaire was based on a five-point Likert scale. The first part of the questionnaire was to collect the basic characteristics of the survey sample. The second part focuses on the data related to the university image, life management, financial assistance, and academic guidance of the survey sample. There are 3 items for each variable, totaling 15 items.

3.2 Research Design

The quantitative research method was used in this study. Simple random sampling was used for the research survey. Student management in private vocational undergraduate colleges and universities is an important part of school management, and the student management satisfaction survey not only reflects the quality and level of student management in the school but also reflects the happiness of students' study and life in the school from the side. This paper utilizes the design and implementation of a customer satisfaction survey on student management in private vocational undergraduate colleges through a case study of Shandong Engineering Vocational and Technical University (SEVTU) to illustrate the satisfaction of students of private vocational undergraduate colleges with the student management of the school. University Image measures 3 items. Life Management measures 3 items. Financial Assistance measures 3 items. Academic Guidance measured 3 items. Student Management Satisfaction measured 3 items. A five-point Likert scale was used, with scores ranging from 1-5, representing strongly disagree, disagree, generally agree, agree, and strongly agree, with higher scores representing greater agreement with the item. The corresponding question items were designed for each variable and the items were coded as shown in Table 3.1.

Table 3.1 The risk management measurement item

Variate	Measuring item	NO.
University Image	1. How do you think the university is portrayed in the public?	Q1
	2. How do you feel about the authenticity of the university's enrollment materials?	Q2
	3. What is your overall impression of the university?	Q3
Life Management	4. How do you feel about the conditions of the dormitory?	Q4
	5. What do you think about the reasonableness of the university's reward and punishment system?	Q5
	6. How do you feel about the psychological counseling provided by the university?	Q6
Financial Assistance	7. What do you think about the university's grants and scholarships?	Q7
	8. Your opinion on the granting of university loans?	Q8
	9. Your opinion on the university's provision of work-study positions?	Q9
Academic Guidance	10. Do you think the university provides off-campus social practice?	Q10
	11. Your opinion on the guidance and management of student clubs?	Q11
	12. How do you feel about the university's guidance for students' study?	Q12
Student Management Satisfaction	13. How satisfied are you with the overall management of the university?	Q13
	14. Your satisfaction with the overall services of the university?	Q14
	15. Would you recommend this university to your relatives and friends?	Q15

3.3 Hypothesis

To analyze the factors influencing student management satisfaction in private vocational undergraduate universities, this study constructed a model, in which university image, life management, financial assistance, and academic guidance are used as independent variables of the model. Student Management University Image is

the subjective impression of the university's objective situation in the public's mind, and the university's environment, teachers and students, and the teaching process will always leave a certain impression in the public's mind. Life Management is the student's feelings about the dormitory conditions (Rasheed et al., 2020), the student's dormitory management, the reward system, and the punishment system. Financial Assistance is the financial assistance provided by the university for the students in terms of scholarships, academic loans, etc. Academic Guidance refers to the academic guidance and social practice guidance received by the students, etc(Li et al., 2008). Student Management Satisfaction is the degree of student's satisfaction with the university's comprehensive student management services (Shulman, 2021). It is jointly influenced by the soft and hard perceived quality of student management, perceived value, image of the university, and expected quality. See figure3.1.
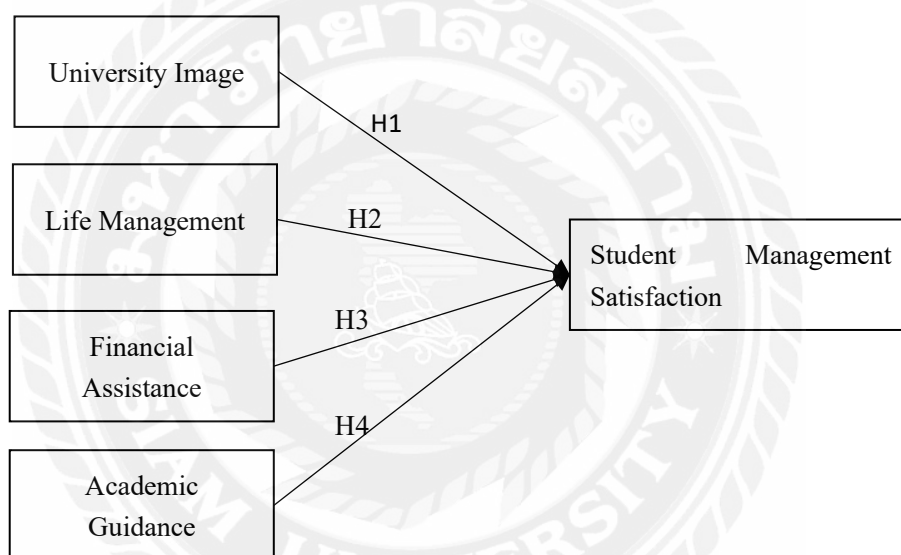
Figure 3.1 Hypotheses

H1: University Image has a significant positive effect on students' management satisfaction.

H2: Life Management has a significant positive effect on students' management satisfaction.

H3: Financial Assistance has a significant positive effect on students' management satisfaction.

H4: Academic Guidance has a significant positive effect on students' management satisfaction.

3.4 Population and Sampling

This research focuses on the study of factors influencing the satisfaction of undergraduate students of Shandong Engineering Vocational and Technical University

on student management of the university. The scope of the study is Shandong Engineering Vocational and Technical University, and the main target is undergraduate students of Shandong Engineering Vocational and Technical University. Students from other schools are not included in the study. The survey includes students' grades, gender, majors, University Image, Life Management, Financial Assistance, Academic Guidance, Student Management Satisfaction, and so on. The university has an enrollment of nearly 24,000 students and offers 26 undergraduate majors and 49 specialized majors. For this study, the main research method is the random sampling method.

$$N = \frac{r^2 * q^2}{E}$$

Calculated by the sample formula, collect data values for the quartile of the standard normal distribution, for the confidence level generally takes the value of 95%. q is the sample standard deviation, the sample standard deviation of the estimated value of the standard deviation of the sample is generally used 0.5, to determine the margin of error K (i.e., the maximum permissible value of the difference between the sample mean and the overall mean), K = 0.05. Calculated results yielded a sample of 390. For the random sampling method, an online survey will be conducted using Questionnaire Star for questionnaire distribution, and the sample will be drawn randomly from the overall population.

3.5 Data Collection

The content of student management work is very rich, and there are various indicators to measure the satisfaction of each management work, to reduce the survey and analysis work without affecting the results of the survey and to facilitate the survey work, it is necessary to select the most representative indicators and evaluate the student management work of colleges and universities as a whole through these representative indicators. Moreover, there should not be an obvious correlation between the different indicators chosen, otherwise, the correlation between the variables will increase the error of the survey results. This survey tries to understand the current situation of the school's student management by testing the students' satisfaction with the student management of Shandong Engineering Vocational and Technical University (SEVTU) and discovering the existing problems, to put forward targeted improvement countermeasures in the hope of providing references to improve the level of the student management of Shandong Engineering Vocational and Technical University (SEVTU). Students are the direct customers of the

university and the recipients of student management, and they have the best understanding and deepest feelings about the university's student management. Therefore, the survey object of this paper is the students of Shandong Engineering Vocational and Technical University.

The questionnaire survey period is from June 1, 2023, to September 1, 2023. Considering the online distribution collection fast, effective questionnaire distribution collection method. The study mainly used the online distribution of the questionnaire for the research, the respondents can ask questions and answers if they do not understand. The content of this questionnaire consists of two main parts. The first part is the basic information of the students, including grade, gender, major, etc.; the second part is the survey data of each variable, which includes university image, life management, financial assistance, academic guidance, student management, and satisfaction. Satisfaction. A five-point Likert scale was used. The five levels of satisfaction, relatively satisfied, average, less satisfied, and dissatisfied were assigned values of 5, 4, 3, 2, and 1 points respectively. A total of 450 questionnaires were distributed during the survey, 432 questionnaires were recovered, 419 questionnaires were valid, and the validity rate was 93.11%.

3.6 Data Analysis

3.6.1 Reliability

Reliability is the degree to which an indicator agrees with the variable it is intended to measure. Evaluate how much the score allows people to trust it. The higher the reliability, the less error is introduced into the scores for different items on the same scale. Thus, the scores on the scale move consistently across respondents and reflect the true state of affairs. The greater the consistency, the greater the degree of reliability, and vice versa. In this study, Cronbach's Alpha was used as the basis for the reliability scores of the questionnaire. Generally speaking, Cronbach's alpha value is between 0 and 1. The larger the α coefficient is, the higher the reliability of the questionnaire is. The survey data shows that the questionnaire's reliability is good. The questionnaire has 15 items in total. The Cronbach's alpha for University Images is 0. 856. The Cronbach's alpha for Life Management is 0.880. The Cronbach's alpha for Financial Assistance is 0.895. The Cronbach's alpha of Academic Guidance is 0.901. The Cronbach's alpha of Student Management Satisfaction is 0.873, which is greater than 0.8, indicating that the scales have high stability and consistency. This indicates that the reliability of the questionnaire of this survey study is very good, as shown in Table 3.2.

Table 3.2 Variate reliability test

Variate	Cronbach's Alpha	N of Items
University Image	0.856	3
Life Management	0.880	3
Financial Assistance	0.895	3
Academic Guidance	0.901	3
Student Management Satisfaction	0.873	3

3.6.2 Validity

Validity is a test of the validity of each variable of a questionnaire. The common method used to test the validity of a questionnaire is factor analysis. The validity of the questionnaire is determined by factor analysis. The KMO test and Bartlett's Sphericity test of the questionnaire need to be tested before the principal component factor analysis. Factor analysis can only be performed if the KMO value is greater than 0.7. The survey data shows that the overall KMO value is 0.907 and the significance is 0.000, which is less than 0.05 and reaches a significant level, indicating that factor analysis can be conducted. Confirmatory factor analysis (CFA) was conducted in this study. The result of factor analysis for each variable was informed that the cumulative explanatory rate of University Image, Life Management, Financial Assistance, and Academic Guidance was 68.007% respectively, which is greater than 0.5. see Tables 3.3 and 3.3. indicating that each dimension is better independent. It indicates that the overall validity of the questionnaire is good.

Table 3.3 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.907
Bartlett's Test of Sphericity	Approx. Chi-Square	3698.720
	df	66
	Sig.	0.000

Table 3.4 Confirmatory factor analysis（CFA）

Component	Initial Eigenvalues		Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Total Variance Explained								
	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	21.623	21.623	4.656	22.523	22.523	3.732	15.330	16.330
2	12.017	33.640	3.104	12.017	34.640	2.721	12.284	28.614
3	9.753	42.393	2.188	9.753	43.393	2.833	12.039	36.653
4	8.076	51.469	2.119	8.076	51.469	2.688	20.632	48.285
5	6.716	58.185	1.779	6.716	68.185	2.475	8.900	68.007

Finally, the analysis of the data shows that Cronbach's α of University Image is 0.856，Life Management is 0.880，Financial Assistance is 0.895，Academic Guidance is 0.901，and Student Management Satisfaction is 0.873. Cronbach's α values were all greater than 0.7. And five public factors, explaining 68.007% of the total number of factors. Reliability and validity analyses were conducted for each variable, indicating good independence of each dimension. The final results showed good validity and validity of the questionnaire.

Chapter 4 Finding

4.1 Introduction

The factors influencing students' job satisfaction and related theories were sorted out through a literature review. Using quantitative research methods, the data reliability and validity of the collected questionnaires were analyzed to determine the validity of the collected data. To further understand the relationship between the variables, the data were analyzed by descriptive statistics, correlation analysis, and regression analysis. Through the analysis, the hypotheses were verified, and the interactions of the variables in the model of factors influencing the satisfaction of student management work at Shandong Engineering Vocational and Technical University were clarified.

4.2 Description of Statistical Variables

In this study, questionnaires were collected, organized, and counted. In this study, 419 valid questionnaires were collected. 43.9% of the survey were male students with 184 and 56.1% were female students with 235. The scope of this survey is the students of Shandong Engineering Vocational and Technical University, including only the second year, third year, and fourth year of university, excluding the first year of university. Because first-year university students are not familiar with the school and do not know enough about the school's student management, they are no longer within the scope of the survey and research. Therefore, the results of the survey showed that 54 students, or 12.9%, were in the second year of university, 116 students, or 27.7%, were in the third year, and 249 students, or 59.4%, were in the fourth year. Survey data show that most of the students surveyed are concentrated in the age of 18 to 20 years old, 254 people, accounting for 60.6%, 9 people younger than 18 years old, accounting for 2.1%, 21 to 23 years old, 114 people, accounting for 27.2%, 24 to 26 years old 26 people, accounting for 6.2%, 27 years old and above for 16 people, accounting for 3.8%. In the survey sample, the main survey majors were concentrated in Science and Technology, 129, or 30.8%, Literature and Arts, 53, or 12.6%, Economics and Management, 98, or 23.4%, Management, 123, or 29.4%, and Others, 16, 3.8%, as shown in Table 4.1. The sample as a whole met the statistical requirements.

Table 4.1 Distribution of basic characteristics of samples (N = 419)

Item	Options	Frequency	Percent
GEN	Male	184	43.9
	Female	235	56.1
GRAND	2nd grade	54	12.9
	3rd grade	116	27.7
	4th grade	249	59.4
AGE	18 years old or younger	9	2.1
	18-20 years old	254	60.6
	21-23 years old	114	27.2
	24-26 years old	26	6.2
	27 years old or older	16	3.8
MAJOR	Literature and Arts	53	12.6
	Economics and Management	98	23.4
	Science and Technology	129	30.8
	Management	123	29.4
	Others	16	3.8
Total		419	100.0

4.3 Results of the Study

4.3.1 Correlation Analysis

Correlation analysis is mainly used to illustrate that there is a certain relationship between each variable. Pearson correlation analysis was used to illustrate the linear relationship between each variable. The Pearson correlation coefficient takes the value between -1 and 1. Pearson correlation coefficient analysis is used to illustrate the relationship between the factors influencing the satisfaction of student management work at Shandong Engineering Vocational and Technical University. The conclusion can be obtained according to Table 4. The Pearson correlation coefficients of University Image, Life Management, Financial Assistance, Academic Guidance, and

Student Management Satisfaction are all greater than 0.5 and less than 0.9 with P<0.01, indicating that there is a correlation between the individual variables are correlated and positively correlated.

Table 4.2 Correlation between variables (Pearson correlation matrix)

Variables	University Image	Life Management	Financial Assistance	Academic Guidance	Student Management Satisfaction
University Image	1				
Life Management	.591**	1			
Financial Assistance	.551**	.665**	1		
Academic Guidance	.572**	.692**	.675**	1	
Student Management Satisfaction	.584**	.673**	.616**	.689**	1

NOTE：*P<0.05, **P<0.01, ***P<0.001

According to the table, it can be learned that the Pearson correlation coefficients of University Image, Life Management, Financial Assistance, Academic Guidance, and Student Management Satisfaction are all greater than 0.5 and less than 0.9, and p<0.01, indicating that there is a correlation between the variables and it is positive.

The Pearson correlation coefficient between University Image and Life Management is 0.591, and P<0.01, indicating that there is a correlation between University Image and Life Management, and it is a general correlation.

The Pearson correlation coefficient between University Image and Financial Assistance is 0.551 and P<0.01, indicating that there is a correlation between University Image and Financial Assistance, and it is a general correlation.

The Pearson correlation coefficient between University Image and Academic Guidance is 0.572 and P<0.01, indicating that there is a correlation between University Image and Academic Guidance, and it is a general correlation.

The Pearson correlation coefficient between University Image and Student Management Satisfaction is 0.584 and P<0.01, indicating that there is a correlation between University Image and Student Management Satisfaction, and it is a general correlation.

The Pearson correlation coefficient between Life Management and Financial Assistance is 0.665 and P<0.01, indicating that there is a correlation between Life Management and Financial Assistance, and it is a general correlation.

The Pearson correlation coefficient between Life Management and Academic Guidance is 0.692 and P<0.01, indicating that there is a correlation between Life Management and Academic Guidance, and it is a general correlation.

The Pearson correlation coefficient between Life Management and Student Management Satisfaction is 0.673 and P<0.01 indicating that there is a correlation between Life Management and Student Management Satisfaction, and it is a general correlation.

The Pearson correlation coefficient between Financial Assistance and Academic Guidance is 0.675 and P<0.01, indicating that there is a correlation between Financial Assistance and Academic Guidance, and it is a general correlation.

The Pearson correlation coefficient between Financial Assistance and Life Management is 0.616 and P<0.01, indicating that there is a correlation between Financial Assistance and Life Management, and it is a general correlation.

The Pearson correlation coefficient between Academic Guidance and Student Management Satisfaction is 0.689, and P<0.01, indicating that there is a correlation between Academic Guidance and Student Management Satisfaction, and it is a general correlation.

Through the analysis of the above research, the factors influencing the satisfaction of student management at Shandong Engineering Vocational and Technical University include University Image, Life Management, Financial Assistance, and Academic Guidance, therefore, to improve the satisfaction of student management, we need to start from four aspects and adopt a reasonable and scientific management method. The correlation between the variables shows that each variable plays a certain role in the model, reflecting the rationality of the model construction.

4.3.2 Multiple Regression Analysis

Multiple regression analysis was used on the data to determine the relationship between the dependent variable Student Management Satisfaction and the independent variables university image, life management, financial assistance, and academic guidance. The regression equation was significant, F=142.172, p<0.001. the Durbin-Watson test value was 1.944, between 1.8 and 2.2. the data were independent and met the linear regression requirements. In the covariance diagnostic results, University Image has a VIF value of 1. 118. Life Management has a VIF value of 1. 091. Financial Assistance has a VIF value of 1. 195. Academic Guidance has a VIF value of 1. 073. The VIFs are all close to 1, and they meet the requirements, indicating that there is no covariance in the data. University Image (β=0.145, p<0.05), Life Management (β=0.218, p<0.05), Financial Assistance (β=0.112, p<0.05), Academic Guidance (β=0.297, P<0.05) significantly and positively affect Student Management Satisfaction. The variables together explain the classroom participation weight of 57.5%, which is in line with the requirement.

Table 4.3 Multiple Regression Analysis

Item	Unstd. B	Std. Beta	t	Sig.	VIF	F	Durbin-Watson
C	3.209	-	7.506	0.000			
University Image	0.145	0.175	4.176	0.000	1.118	142.172 ***	1.944
Life Management	0.218	0.262	5.327	0.000	1.091		
Financial Assistance	0.112	0.130	2.753	0.006	1.195		
Academic Guidance	0.297	0.320	6.506	0.000	1.073		
R Square	0.579						
Adjusted R Square	0.575						

NOTE：*P<0.05, **P<0.01, ***P<0.001

According to the multiple regression analysis, the influential relationship between each variable was obtained:

Student Management Satisfaction=3.209+0.145University Image +0.218Life Management+0.112Financial Assistance+0.297Academic Guidance

Therefore, according to the results of data analysis, University Image has a significant positive effect on student job satisfaction in the study of factors influencing student management work satisfaction in Shandong Engineering Vocational and Technical University, which supports hypothesis H1. Life Management has a significant positive effect on student job satisfaction, which supports hypothesis H2. Financial Assistance has a significant positive effect on student job satisfaction and supports hypothesis H3. Academic Guidance has a significant positive effect on student job satisfaction and supports hypothesis H4.

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This paper presented a literature review of student management satisfaction and related theories by analyzing human-centered management theory and goal management theory. There were 450 questionnaires were distributed and 419 valid questionnaires were returned. The factors influencing student management satisfaction and the relationship between the factors were found through SPSS analysis.

5.1.1 Factors influencing satisfaction of student management

By analyzing human-centered management theory and goal management theory, the paper found that university image, life management, financial assistance, and academic guidance were the factors influencing satisfaction of student management. Pearson correlation coefficients of university image, life management, financial assistance, academic guidance, and student management satisfaction were obtained through correlation and regression analyses. The Pearson correlation coefficient is 0.591,0.551,0.572,0.584. All of which were greater than 0.5, less than 0.9, and P<0.01, indicating that there is a correlation between the variables. The regression analysis model was constructed in the regression analysis and the university image coefficient was 0.145, the Life Management coefficient was 0.218, the Financial Assistance coefficient was 0.112, and the Academic Guidance coefficient was 0.297. indicating that each variable related to student management satisfaction is positively related.

5.1.2 University Image, Life Management, Financial Assistance, and Academic Guidance have a positive effect on student management satisfaction

The results of the study showed that the factors of university image, life management, financial assistance, and academic guidance influence student management satisfaction in private vocational undergraduate institutions. University Image (β=0.145, p<0.05), Life Management (β=0.218, p<0.05), Financial Assistance (β=0.112, p<0.05), Academic Guidance (β=0.297, P<0.05) have positive effects on student management satisfaction in private vocational undergraduate institutions. University Image has a significant positive effect on student management satisfaction in the study of factors influencing student management work satisfaction at Shandong Engineering Vocational and Technical University, which supports hypothesis H1. Life Management has a significant positive effect on student management satisfaction, which supports hypothesis H2. Financial Assistance has a significant positive effect on student management satisfaction and supports hypothesis H3. Academic Guidance has a significant positive effect on student management satisfaction and supports

hypothesis H4.

Table 5.1 Hypothesis Testing

NO.	Hypothesis	Result
H1	University Image has a significant positive effect on students' management satisfaction.	Supported
H2	Life Management has a significant positive effect on students' management satisfaction.	Supported
H3	Financial Assistance has a significant positive effect on students' management satisfaction.	Supported
H4	Academic Guidance has a significant positive effect on students' management satisfaction.	Supported

5.2 Recommendation

As an important part of higher education, private vocational undergraduate colleges, and universities bear the important task of training tens of millions of professionals. Scientific and reasonable student management is not only a necessary condition for private vocational undergraduate colleges to fulfill their tasks, but also the key to maintaining the steady development of private vocational undergraduate colleges. Through the research and analysis of the current situation of student management in private vocational undergraduate colleges, measures should be taken to improve the satisfaction of student management in private colleges and universities.

Administrators should then change their business philosophy, establish the service management concept that student satisfaction is the most important, and provide quality protection for students' studies and life. Taking students' satisfaction as the starting point, they should take students' needs as the main basis and evaluation standard for establishing and improving the student management system. Through the development and implementation of the code of conduct for student managers, we provide quality management services to meet students' needs and win students' recognition. At the same time it meet the needs of students, fulfills the functions of talent training, scientific research, and social services, optimize the image of the school, effectively enhances the overall competitiveness of the school, and then promotes the development of the school. Management philosophy is the depth of understanding of management. Idea determines action, student satisfaction of student management philosophy is the school in student management activities, to student satisfaction as the guiding ideology, the ultimate goal of all work is for the development of students, and ultimately make students satisfied. With the increase in

the number of private colleges and universities and the expansion of their scale, the competition among private colleges and universities is becoming more and more intense, and the satisfaction of student management work in private colleges and universities has become the key to improve the competitiveness of private colleges and universities. For this reason, the relevant government departments need to consider how to introduce the market mechanism into the education system and create a favorable institutional environment for the student management of private colleges and universities.

Private colleges and universities need to strengthen their investment in basic facilities for living services to provide students with a comfortable and convenient learning and living environment. To improve the infrastructure of student apartments, they can appropriately increase the height of floors without affecting normal life, and provide students with more four-room student apartments. Upgrade and modernize school hospital equipment, improve the efficiency of the use of sports grounds, increase outdoor sports grounds and fitness equipment, and encourage students to actively participate in sports. Strengthen the cooperation with the local public security department, strengthen the management of vendors, vehicles, and transients around the school, improve the monitoring system in the school to ensure that the school is fully monitored, timely detection of potential safety hazards, to ensure the personal and property safety of students. Thus, the overall image and management level of the school can be further improved, and students' satisfaction with the school can be enhanced. It is necessary to strengthen the education of the management of private colleges and universities, so that managers recognize the importance of management satisfaction, change the way of thinking about school running and management, and invest more financial support to improve the satisfaction of school management work and improve the satisfaction of student management work.

Life management service is mainly the management service of students' clothing, food, housing, and transportation. The life management mentioned in this paper is mainly two aspects of dormitory management and student psychological counseling. Corresponding organizational structure and activity facilities are established to provide organizational and material guarantees for the development function of dormitory students to carry out colorful activities as an effective way to realize the development function of dormitory students. Taking the initiative to understand students' learning and living conditions and helping them to solve the difficulties they encounter, effectively shortens the distance of communication with students. At the same time, deepen the teachers' and students' understanding of the importance of psychological counseling. Increase investment in psychological counseling and optimize counseling venues and facilities, so that school counseling services can continue to develop with the emergence of new problems. The introduction of a

competition mechanism, it is important for private colleges and universities to recognize the importance of student management work satisfaction, to let private college managers realize that the level of student management work satisfaction can have a direct impact on the attraction of student sources, thus affecting the school's profitability, so that private colleges and universities will be able to take the initiative to implement student management work reform and innovation, to promote the upgrading and transformation of the management mode, and to pay attention to the satisfaction of the student management work. Satisfaction with management work.

Student financial aid is of great significance to the successful completion of education for economically disadvantaged students, and it guarantees educational equity to a certain extent. Improve the transparency of student financial aid information. Carry out targeted spiritual care activities, such as self-improvement and self-reliance education, guide students to set up ambitious ideals and goals, and utilize the school media and public opinion to praise the self-reliance and self-reliance of students. Sound learning incentive mechanism. Incentive measures can improve students' learning motivation and effect, the school can set up more excellent performance awards, mainly in the spirit of reward, and at the same time can not complete the learning task of the students with the necessary punishment.
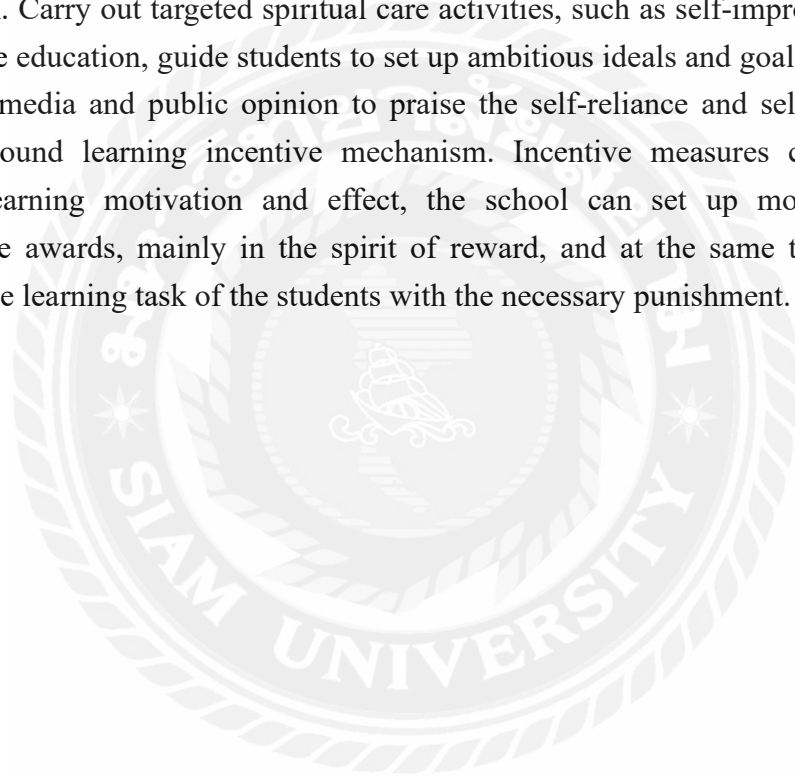
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Appendix Questionnaire

Dear Sir/Madam,

Thank you for your participation in this questionnaire survey. The survey will be conducted anonymously, and your relevant information will be kept confidential. Thank you again for your cooperation.

Part Ⅰ:

1. Gender？ A Male   B Female

2. Age？ A 18-25   B26-35   C36-45   D46-55   E above 55

3. Grand？ A 2   B 3   C 4

4. Major?

A Literature and Arts B Economics and Management C Science and Technology D Architecture E Others

Part Ⅱ: Please judge to what extent you agree with the following statement; choose the most appropriate option, and mark the corresponding number " √. " The questionnaire used a Likert scale, ranging from 1 to 5 in which one indicates strongly disagree (or strongly disagree), two indicates relatively disagree (or relatively disagree), three indicates neutral, four indicates relatively agree (or relatively agree), and five indicates strongly agree (or strongly agree)

Measuring item	Strongly disagree	Disagree	General	Agree	Strongly agree
University Image					
1. How do you think the school is portrayed in the public?					
2. How do you feel about the authenticity of the school's enrollment materials?					
3. What is your overall impression of the university?					

Life Management					
4. How do you feel about the conditions of the dormitory?					
5. What do you think about the reasonableness of the school's reward and punishment system?					
6. How do you feel about the psychological counseling provided by the school?					
Financial Assistance					
7. What do you think about the school's grants and scholarships?					
8. Your opinion on the granting of school loans?					
9. Your opinion on the school's provision of work-study positions?					
Academic Guidance					
10. Do you think the school provides off-campus social practice?					
11. Your opinion on the guidance and management of student clubs?					
12. How do you feel about the school's guidance for students' study?					
Student Management Satisfaction					
13. Your overall satisfaction with the school management?					
14. Your satisfaction with the overall services of the school?					
15. Would you recommend this school to your relatives and friends?					