

The Student Management Problems in Kunming Health Vocational College, Yunnan, People Republic of China

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Abstract

The objectives of this study are 1) to study the current situation existing in the management of students in Kunming Health Vocational College (KHVC) in Yunnan, China; 2) to investigate the factors affecting the management of students in KHVC; and 3) to find appropriate methods to guide and improve the quality of management of students in KHVC, based on the theories of New Public Management, Flexible Management and Process Management, and surveyed 400 students (calculated by Taro Yamane's formula) by using quantitative research method. Through random sampling questionnaire and socio-statistical analysis, Cronbach model was used to verify the reliability of the data, and the quality of management was assessed in terms of mean, multitude, and median, and ultimately optimization strategies were proposed to improve the level of student management.

The results indicate that the current state of student management is insufficient rationality of management policies, lack of attractiveness of extracurricular activities, and transparency and fairness of dormitory management to be improved. The key factors affecting the quality of management is competition mechanism like scholarships, result orientation like employment rate, intra-campus competitiveness, process management and teaching quality. To optimize management, colleges should conduct regular satisfaction surveys, improve feedback mechanisms, enhance communication, establish clear norms, and support student participation in decision-making.

Keywords: Student Management; Vocational Institutions; New Public Management

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Introduction

Vocational education serves as a key force for national development, and higher vocational institutions occupy a central position in cultivating highly skilled personnel. 2022 revisions to China's Vocational Education Law highlight the importance of such institutions in a diversified education system. Student management, as a core aspect of talent cultivation, directly affects the quality of education and social progress. In the face of China's vast vocational education system - more than 1,486 higher vocational institutions and 15.9 million enrolled students (Ministry of Education 2023 data) - the implementation of efficient and scientific management is crucial. However, challenges such as lagging management systems, lack of managerial capacity, low student participation, and uneven resource allocation are becoming bottlenecks that constrain education quality improvement.

This study focuses on KHVC and analyzes the problems of student management in grades 1-3 through questionnaire surveys, aiming at identifying the core factors and proposing optimization strategies in order to improve the quality of education and promote the high-quality development of vocational education. This study not only provides a direction for improvement for KHVC, but also provides valuable insights and best practices for vocational colleges nationwide.

Research Objectives

1. To study the current situation that exists in student management in Kunming Health Vocational College, Yunnan, China.
2. To investigate the factors affecting student management in KHVC.
3. To find appropriate methods to guide and improve the quality of student management in KHVC.

Research Methodology

This study utilized a quantitative research method to investigate student management at KHVA. A minimum sample of 400 students (calculated via Taro Yamane's formula; 95% confidence, 5% margin of error) was selected through stratified random sampling across three academic years. Data were collected using a 5-point Likert scale questionnaire (Likert, 1932) administered via "Questionnaire

Star," measuring perceptions of management effectiveness in key areas. The instrument demonstrated high reliability (Cronbach's $\alpha=0.996$, exceeding Nunnally's 0.70 threshold, 1978). Data analysis in SPSS (version 29.0.2.0) included descriptive statistics (mean, mode, median), presented in tables with interpretive discussion. Ethical compliance was ensured through informed consent and anonymized responses.

Results

The researchers first verified the reliability of the data collection and the results are shown in Table 1

Reliability dimension	Reliability Coefficient	Item count
Management status issues	.970	10
New public management of influencing factors	.988	18
Flexible management of influencing factors	.991	18
Process management of impact factors	.995	20
Improvement measures	.991	11
Total	.996	77

Table 1 Cronbach's alpha for the questionnaire

As seen in Table 1, 77 questions in the scale were tested for reliability using Cronbach's model, and the Cronbach's coefficients were 0.970 for the current state of management, 0.988 for the new public management, 0.991 for the flexible management, 0.995 for the process management, and 0.991 for the improvement measures, which were all greater than 0.6, indicating that the data were reliable.

Analysis of the study data led to the following conclusions:

1. The survey of 400 students found that students' satisfaction with the management system and services was low, especially in the areas of psychological counseling, academic support, and the system of rewards and punishments, which failed to meet the needs. Most students had neutral or negative attitudes towards the management system, reflecting a lack of management transparency, fairness and enforcement.

2. Key factors affecting student management include the New Public Management dimension reflecting inadequate career planning support and management transparency; the Flexible Management dimension showing that course diversity and individualized support need to be strengthened; and the Process Management dimension suggesting that the quality of teaching, clarity of learning tasks, and equity of resources need to be improved.

3. To optimize management, colleges should conduct regular satisfaction surveys, improve feedback mechanisms, enhance communication, establish clear norms, and support student participation in decision-making.

Management status issues	Mean	Median	Mode
1. The College provides counselling services to meet the needs of students.	2.19	2.00	2
2. The College's system of rewards and sanctions is fair and transparent.	2.19	2.00	2
3. The College's academic support services (e.g. tutoring, resources, etc.) are effective in helping students learn.	2.20	2.00	2
New Public Management (NPM) Dimensions			
4. Do you think the school focuses on student employment after graduation?	2.17	2.00	2
5. Do you find your school's scholarship and award system motivating?	2.15	2.00	2
6. Does the school promote healthy competition among students by organising various competitions and activities?	2.22	2.00	2
Flexible Management Dimensions			
7. Have you attended any career development training or seminars organised by your school?	2.21	2.00	2
8. Have you participated in group activities organised by the school (e.g. cultural festivals, sports days)?	2.20	2.00	2
9. Does the school contribute to the development of teamwork and social responsibility?	2.21	2.00	2
Process Management Theory Dimensions			
10. How would you rate the quality of teaching by the school's teachers?	2.20	2.00	2

Management status issues	Mean	Median	Mode
11. Do you think the school has clearly defined learning tasks and objectives in the curriculum?	2.19	2.00	2
12. Do you think the school is fair in the distribution of learning resources (e.g. labs, library)?	2.23	2.00	2
Improvements Dimensions			
13. The College should establish a more systematic feedback mechanism for students in order to keep abreast of and resolve problems.	2.13	2.00	2
14. The College should enhance communication with students to ensure that their needs and views are given due weight.	2.12	2.00	2
15. The College should establish clear management norms and ensure that these are widely disseminated and understood.	2.15	2.00	2
16. The College shall encourage and support student participation in the decision-making process of student governance.	2.14	2.00	2
17. The College shall conduct regular student satisfaction surveys to assess and improve management.	2.14	2.00	2

Table 2 Descriptive statistics

Kunming Health Vocational College has certain optimization space in student management, and the overall satisfaction is low, with the average value generally between 2.12-2.50, and the median and the plural are mainly 2 or 3, reflecting that students are neutral or dissatisfied with the management system, service support and management transparency, and especially the lowest ratings in the areas of psychological counseling, academic support, and reward and punishment system, which indicates that the relevant services fail to effectively meet students' needs. Influencing factors mainly include insufficient management transparency, low student participation, inadequate feedback mechanism and weak career development support, among which feedback mechanism (2.13), student participation in management decision-making (2.14) and communication mechanism (2.12) scored low, indicating that students have low recognition of the management style. In order to improve the quality of management, the college needs to

strengthen the training of management personnel, optimize the feedback mechanism, increase student participation, and improve the career development guidance and support system to enhance management and student satisfaction.

Discussions

The New Public Management Theory (NPM) proposed by Hood (1991) emphasizes accountability, output orientation, and performance evaluation, and is widely used in management reform in higher vocational colleges and universities. Lv Yudong (2019) introduced a competitive mechanism in Henan Sanmenxia Vocational and Technical College, which promoted management innovation. This study showed that 65% of the students believed that the scholarship and incentive system enhanced learning motivation, which fit the market competition and incentive mechanism of NPM. Wang Ronghui (2014) improved the management efficiency of Chongqing Electronic Engineering Vocational College through organizational restructuring and performance appraisal. 63% of the students believed that the school paid more attention to the employment rate, and 62.25% believed that the competitions and activities promoted healthy competition, which reflected the application of NPM in performance management and competition orientation.

The concept of flexible management is widely used in the management of higher vocational colleges and universities. Wu Mingping (2021) showed that students' independent learning ability and teamwork were enhanced by setting role models and building an equal communication platform. The data of this study showed that 65% of the students believed that the scholarship and incentive system improved learning motivation. Scholars such as Zheng Qixu (2006) and Zhu Xiaohui suggest that flexible management is applicable to educational management innovation. 63% of students believe that schools pay more attention to employment rates, and 62.25% believe that competitions and activities promote healthy competition, reflecting the application of flexible management in the motivation and interaction model.

Process management, as a total quality management approach, was proposed by Fayol (1916), emphasizing planning, organizing, directing, coordinating and controlling. Process management is applied in student management in higher

education institutions. The data in this study showed that 65% of students believed that scholarships and incentive systems increased motivation to study, and 62.25% believed that competitions and activities promoted healthy competition, which coincided with goal setting and process optimization in process management. Zhang Chunjun (2013) pointed out that process management relies on reasonable resource allocation and improves management efficiency by optimizing process control.

New Knowledge

New Public Management (NPM) emphasizes market orientation, performance management, accountability and service efficiency, which is not only applicable to student management in higher education institutions, but also widely used in education management, such as school governance, curriculum development, and teacher performance evaluation, etc. It provides an efficient management model for public management and organizational operations.

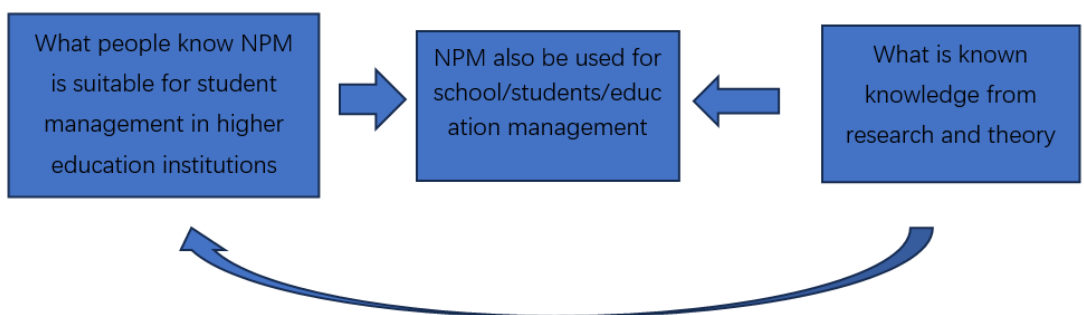


Figure 1 New knowledge

Conclusions and Suggestion

Future Research Recommendations: Future research could expand the sample to cover diversified higher education institutions and incorporate qualitative methods like interviews or focus groups to delve deeper into the causes of student management problems and their long-term impact on student development and campus culture.

Institutional Recommendations: Colleges should conduct regular student satisfaction surveys, establish a feedback mechanism to adjust management

strategies, enhance student participation and play a greater role in policy formulation and implementation, so as to improve the transparency and fairness of management and optimize the campus environment.

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