

STRATEGIES FOR IMPROVING PROFESSIONAL
ABILITY OF STUDENT AFFAIRS ADMINISTRATORS
IN HIGHER NORMAL UNIVERSITIES IN GUIZHOU

HUANG LINGYUN

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the Degree of Doctor of Philosophy Program in Educational Administration
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Thesis Title Strategies for Improving Professional Ability of student affairs administrators in Higher Normal Universities in Guizhou

Author Mrs.Huang Lingyun

Thesis Committee


..... Chairperson
(Associate Professor Dr. Touchakorn Suwancharas)


..... Committee
(Assistant Professor Dr. Patchara Dechhome)



..... Committee
(Associate Professor Dr. Niran Sutheeniran)


Accepted by Bansomdejchaopraya Rajabhat Univeristy in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Educational Administration



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..... Chairperson
(Associate Professor Dr. Sanrudee Deepu)


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(Assistant Professor Dr. Teerawat Montaisong)


..... Committee
(Assistant Professor Dr. Banjob Boonchan)

Thesis: Strategies For Improving Professional Ability of Student Affairs Administrators in Higher Normal Universities in Guizhou

Author: Huang Lingyun

Program: Educational Administration

Major Advisor: Associate Professor Dr.Touchakorn Suwancharas

Co-advisor: Associate Professor Dr.Niran Sutheeniran

Co-advisor: Assistant Professor Dr.Patchara Dechhome

Academic Year: 2023

ABSTRACT

The objectives of this research were:1) to study current situation of improving professional ability of student affairs administrators in higher normal universities in Guizhou,2) to develop the strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou,3) to evaluate the suitability and feasibility of strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou were including 4 following aspects: 1) career development ability, 2) teamwork ability, 3) self-management ability, 4) problem solving and decision-making ability .The sample group of this research were 291 student affairs administrators in higher normal universities in Guizhou. They were selected by proportional sampling was and simple random sampling. The interview group was 9 people. The experts for evaluated was 9 people. The research instruments were analysis, questionnaire, structured interview, and evaluation form. The statistic to analyze the data were percentage, mean value, standard deviation, Content Analysis.

The results were found that the current situation of professional ability of student affairs administrators in higher normal universities in Guizhou was at high level. The strategies for improving professional ability of student affairs administrators in four aspects, which contain 37 measures. The result about evaluation of the suitability and

feasibility of strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou was at high level.

Keywords: Professional Ability, Student Affairs Administrators, Higher Normal Universities

ชื่อเรื่อง	กลยุทธ์การพัฒนาความสามารถทางวิชาชีพของผู้บริหาร สำนักกิจการนักศึกษาในสถาบันอุดมศึกษาในมณฑลกวางโจว
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อาจารย์ที่ปรึกษาร่วม	รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์
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ปีการศึกษา	2566

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของการพัฒนาความสามารถทางวิชาชีพของผู้บริหารสำนักกิจการนักศึกษาในสถาบันอุดมศึกษาในมณฑลกวางโจว 2) เพื่อพัฒนากลยุทธ์การพัฒนาความสามารถทางวิชาชีพของผู้บริหารสำนักกิจการนักศึกษาในสถาบันอุดมศึกษาในมณฑลกวางโจว และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์การพัฒนาความสามารถทางวิชาชีพของผู้บริหารสำนักกิจการนักศึกษาในสถาบันอุดมศึกษาในมณฑลกวางโจว ใน 4 ด้าน ประกอบด้วย 1) ความสามารถด้านการพัฒนาอาชีพ 2) ความสามารถด้านการทำงานเป็นทีม 3) ความสามารถด้านการบริหารจัดการตนเอง และ 4) ความสามารถด้านการแก้ไขปัญหาและการตัดสินใจ กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารสำนักกิจการศึกษา โดยการสุ่มตัวอย่างตามสัดส่วนของประชากรและการสุ่มอย่างง่าย จำนวน 291 คน กลุ่มผู้ให้ข้อมูลสัมภาษณ์ ได้แก่ ผู้บริหาร จำนวน 9 คน กลุ่มผู้ประเมินความเหมาะสมและความเป็นไปได้ ประกอบด้วย ผู้เชี่ยวชาญ จำนวน 9 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์แบบมีโครงสร้าง และแบบประเมิน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา (Content Analysis)

ผลการวิจัย พบว่า สภาพปัจจุบันของการพัฒนาความสามารถทางวิชาชีพของผู้บริหารสำนักกิจการนักศึกษาในสถาบันอุดมศึกษาในมณฑลกวางโจว โดยภาพรวมอยู่ในระดับสูง กลยุทธ์การพัฒนาความสามารถทางวิชาชีพของผู้บริหารสำนักกิจการนักศึกษา ประกอบด้วย 37 มาตรการ ผลการประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์การพัฒนาความสามารถทางวิชาชีพของผู้บริหารสำนักกิจการนักศึกษาในสถาบันอุดมศึกษาในมณฑลกวางโจว อยู่ในระดับสูง

คำสำคัญ: ความสามารถทางวิชาชีพ ผู้บริหารสำนักกิจการนักศึกษา สถาบันอุดมศึกษา

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Chapter 1

Introduction

Rationale

In today's world, we are experiencing unprecedented changes. The world is undergoing profound transformations with the rise of multipolarity and economic globalization. Higher education, as a crucial influencer of national economic and social development, plays a particularly important role in determining its quality. The sound and healthy development of higher education are key factors in a country's core competitiveness and serve as a foundation and driving force for social progress. In the knowledge economy era, higher education shoulders the significant responsibility of nurturing talents for social development. It plays a vital role in enhancing the overall quality of the population, constructing a lifelong education system, and fostering a learning-oriented society ("People's Daily," 2022).

The education industry involves thousands of households and directly impacts the well-being of the masses. Education is the foundation of our century-long plan; teachers are the cornerstone of our educational endeavors. Teachers are the foremost resource in education development, serving as "engineers of the human soul" and the bearers of human civilization. They shoulder the important mission of disseminating knowledge, thoughts, and truths, shaping souls, lives, and the future generation (Xi Jinping, 2018). Accelerating the construction of an educationally strong nation requires putting the development of the teacher workforce at the forefront and striving to build a highly qualified teacher team (Wang Hongbin, 2020). University teachers are the core and soul of higher education development. Establishing a high-level, morally upright, and professionally skilled teacher workforce is both necessary and essential. Student affairs administrators, as members of the university teacher team, play a leading role in talent cultivation and the growth of students. Their professional abilities are crucial factors in the development of higher education (Li Honggang, Li Hongbo, 2020). At the same time, as higher normal universities responsible for cultivating teacher candidates, they have long been

fulfilling their mission of producing high-quality teachers. However, with the development of higher education, teacher education is no longer exclusive to normal colleges, as non-normal colleges also share the responsibility. This phenomenon undoubtedly brings competition and challenges for normal universities in achieving substantial development (Tang Hanqiao , Shen Lei , 2022). Therefore, enhancing the construction and training of teacher teams in higher normal universities, with student affairs administrators being vital participants, is an urgent and important research topic.

Guizhou is located in the southwest of China and is characterized by geographical, economic, and environmental constraints, resulting in a significant gap in the development of higher education compared to other regions in the country. However, as an important province in the southwest inland area, Guizhou has long been committed to striving for excellence in higher education despite challenging conditions, playing a crucial role in China's journey to become a strong higher education nation. As of 2022, according to statistics from the Guizhou Provincial Department of Education, there are a total of 75 regular institutions of higher learning in Guizhou, with 12 higher normal colleges accounting for 16% of the total, ranking second only to science and engineering institutions in the proportion of higher education institutions in the province (Guizhou Statistical Yearbook, 2022). For a long period in the past, Guizhou's higher normal colleges have provided a large number of urgently needed teaching talents for the province's education, contributing to significant developments in the educational sector. However, as times have changed, there has been a decrease in demand for regular teachers in society, posing certain obstacles for the advancement and employment prospects of graduates from Guizhou's normal colleges. It is well-known that graduates' employment is essential to the well-being of society, as it impacts the high-quality functioning of schools, society, and the nation, making it a focal point in higher education. Additionally, teacher candidates shoulder the responsibility of achieving the goal of modernizing education as part of the country's modernization drive. Hence, the smooth and healthy operation of Guizhou's higher normal colleges plays a pivotal role in the high-quality development of the province's economy and society.

This paper focuses on the professional abilities of student affairs administrators at Guizhou Normal University as the research subjects. The aim is to explore the role of student affairs administrators as a core teaching force in higher normal colleges, their impact on promoting the development of Guizhou's normal colleges and the training of teacher candidates, and the development of their professional abilities. Ultimately, this research seeks to provide new perspectives for the development of Guizhou's economy and society.

Research Questions

1. What is the current situation of professional ability of student affairs administrators in higher normal universities in Guizhou?
2. What are the strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou?
3. Are the strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou suitable and feasible?

Objectives(s)

1. To study current situation of professional ability of student affairs administrators in higher normal universities in Guizhou.
2. To develop the strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou .
3. To evaluate the suitability and feasibility of strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou.

Scope of the Research

Population and the Sample Group

Population

The population of this research was 1135 administrators of student affairs from 12 higher normal universities in Guizhou.

The Sample Group

According to the Krejcie and Morgan sampling table (1970), the sample group for this research consisted of 291 administrators from 12 universities in Guizhou. proportional sampling was employed, and simple random sampling was also utilized by drawing from higher normal universities in Guizhou.

The interviewee

This interview group for providing information is designed to propose strategies for improving the professional ability of student affairs administrators at Guizhou normal university. It includes three university administrators, two administrators from secondary colleges, one director of the Student Affairs Department, and three senior student affairs administrators, a total 9 people.

Evaluation

This research objectives development strategies for student affairs administrators in Guizhou Province's higher normal colleges based on existing literature, preliminary interview findings, and survey results. Additionally, the suitability and feasibility of these strategies were assessed through individual interviews with high-level and mid-level administrators, as well as experienced student affairs administrators from Guizhou higher normal universities, a total 9 experts.

Research Variable

According to the analyzed of related theories and researches, professional ability of student administrators are as follows:

1. Career development ability
2. Teamwork ability
3. Self-management ability
4. Problem solving and decision-making ability

Advantages

Strong Relevance. The research focuses on student affairs administrators in higher normal colleges in Guizhou and fully considers the characteristics and needs of local institutions. Through in-depth understanding of the current status and challenges of student affairs administrators' professional ability, the research provides targeted solutions that align with the practical situation, facilitating the advancement of the student affairs management field.

Practical Guidance. Employing scientific research methods and precise data collection and analysis, the research conducts in-depth investigations into the actual work of student affairs administrators. This results in the formulation of specific and practical guidance strategies to improve their professional ability. These strategies directly assist student affairs administrators in their day-to-day operations, enabling them to address various challenges and issues more effectively.

Policy Reference. The research on strategies to improve the professional ability of student affairs administrators in Guizhou higher normal universities can serve as a crucial reference for policy-making and planning. The professional recommendations and solutions proposed in the research can help relevant government departments and university administrations develop more effective policies, thus promoting continuous progress and improvement in the field of student affairs management.

Definition of Terms

1. Professional ability refers to the ability and skill that people must have to engage in a certain occupation. The professional capabilities of student affairs administrators involve effectively coordinating and managing student affairs, providing comprehensive support and services for students. These capabilities encompass foundational skills, job-related abilities, and personal attributes. This research focuses on enhancing the professional capabilities of student affairs administrators from four aspects: career development ability, communication and supporting growth ability, personal ability, and problem-solving and decision-making ability. The study

specifically examines strategies to improve the professional capabilities of student affairs administrators.

2. Career development ability refers to one of the key aspects of professional ability of student affairs administrators, and it is influenced by various factors such as the assessment and evaluation mechanisms, incentive systems, professional structure, career advancement pathways, and policy implementation within the higher education institutions.

3. Teamwork ability refers to a ability of student affairs administrators to collaborate with other team members in their work. This includes how they work together with colleagues to complete tasks and projects, as well as how effectively they communicate and cooperate with other departments or groups. Teamwork ability involves effective division of labor, resource sharing, mutual support, and working together to solve problems, all aimed at achieving common goals and making work processes smoother and more efficient.

4. Self-management ability refers to the student affairs administrators' capability to effectively manage their time, tasks, emotions, and personal development in their work and career. Through effective self-management skills, student affairs administrators can better cope with work challenges, improve job performance, and achieve better career development.

5. Problem solving and decision-making ability refers to a ability of student affairs administrators to effectively analyze, evaluate, and solve various problems and situations encountered in their work, and make wise decisions. This mainly includes: problem identification ability, analytical ability, ability to formulate solutions, decision-making ability, action planning ability, and evaluation and feedback ability.

6. Student affairs administrator refers to personnel responsible for coordinating and managing student affairs, aimed at providing comprehensive academic and life support for students on campus. These administrators are both university faculty and administrative staff. The responsibilities of student affairs administrators include student counseling, life guidance, organizing student organizations and activities, student health care – focusing on students' physical well-

being and providing basic medical care and emergency assistance – student discipline, crisis intervention, safeguarding student rights, and supporting career development.

7. Higher normal universities refers to normal colleges, normal universities and other institutions engaged in Teacher Education in addition to secondary normal schools (Yongjun Z,2012). Therefore, the higher normal universities studied in this research include normal universities, normal colleges and teacher's junior colleges.

8. Strategy refers to the effective and scientific methods adopted by the higher normal university to improve the professional abilities of student affairs administrators, aiming to achieve better outcomes, greater efficiency, and overall advancement. This study will propose strategies to improve the professional abilities of student affairs administrators at the higher normal university in terms of career development ability, teamwork ability, self-management ability, problem solving and decision-making ability.

Research Framework

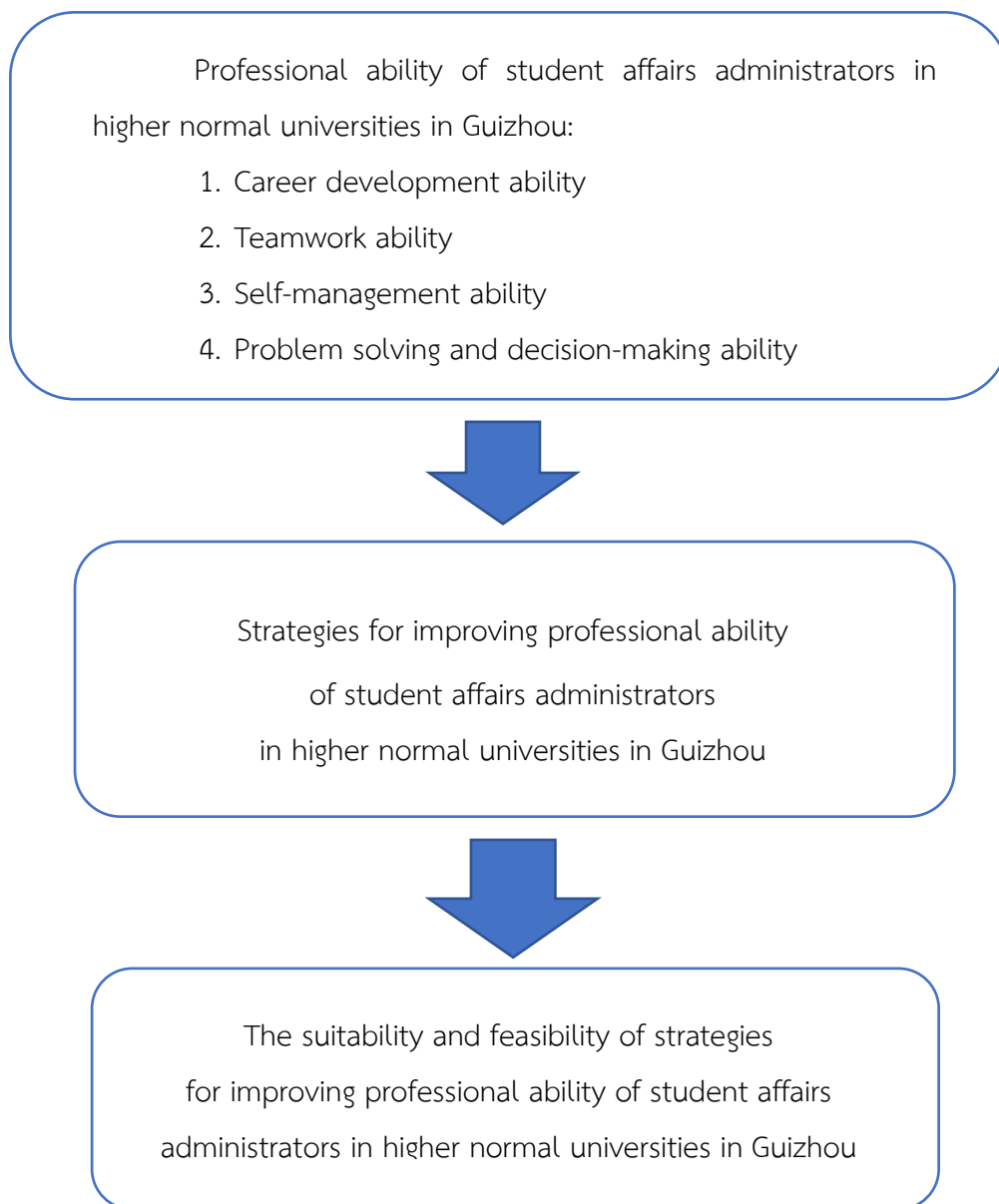


Figure 1.1 Research Framework

Chapter 2

Literature Review

The research in improving the professional ability of student affairs administrators in higher normal universities in Guizhou the researcher was analyzed documents, concepts, theories, and researches related to the professional ability of student affairs administrators. The details are as follows:

1. Concept of Education Administration
2. Concept of Professional Ability
3. Concept of Student Affairs Administrator
4. Context of Higher Normal University
5. Related Research.

Concept of Education Administration

Frederick Taylor (1949) proposed that education administration is the process of using scientific methods and techniques to improve the efficiency of educational organizations and school operations, ensuring the achievement of educational objectives and enabling students to attain optimal learning outcomes. D.E.Orlosky (1989) proposed that educational management is a combination of management science and education. He holds that management involves the application of rational understanding to organized activities. In modern industrialized societies, various organizations and their management have significant permeability. Therefore, management is a broad and universal activity, with certain aspects differing in various fields such as business, public relations, healthcare, education, and other professions. Consequently, we can regard management as a rational behavior that combines general principles with universal and specific elements.

Japanese scholar Yoshio Ando (1981) emphasizes in his book "School Management" that school management should be regarded as the management of school education. Educational management involves not only the management of

material resources and facilities but also the management of educational plans and activities.

Chinese scholar Zhang Fuquan proposed in the book "Modern Educational Management" that educational management is a specific field of social management. To fulfill the functions of educational management, one needs to consider the most general and common functions in various fields of social management. Educational management is also about cultivating individuals of a certain standard as its goal and outcome. Due to the differences in the object of management, tasks, means, and the nature of processes and laws determined by educational science, it differs from other fields of social management.

Chen Xiaobin (2008) proposed that educational management is the science that studies the process and laws of educational management. According to the characteristics of the management object in education, it can be broadly categorized as comprehensive and narrow. Comprehensive educational management takes the management of the entire national education system as its research object. Narrow educational management focuses on the research of specific types of school organizations as its object.

Shao Chen (2022) proposed that 'Putting people first' is the fundamental requirement of higher education administration, an important guarantee for achieving educational management objectives, and the fundamental condition for cultivating qualified talents.

Peng Yinyi (2023) proposed that education administration is an extremely important task within the higher education system, guided by established talent development goals, maintaining the normal order of teaching, and balancing the dual functions of administrative and academic management.

Yan Hongxiao (2023) proposed that education administration refers to the long-term and process-oriented management of student ideological and political education, values guidance, class construction, career planning, and employment and entrepreneurship guidance. In this process, various means and resources are employed to effectively regulate student behavior, safeguard student rights, improve the educational quality of the school, and better serve talent development.

Zhang Tiantian (2023) proposed that education administrator has become an essential component of the higher education management system and a crucial aspect in the process of improving the quality of talent development.

Luo Man (2023) proposed that Higher education management is a necessity for the development of higher education and a requirement for the high-quality development of universities. The diversified and popularized development of higher education provides an opportunity for student education management under the new situation. By optimizing and improving educational management, enhancing management capabilities, it can provide strong support for the development of higher education, create a favorable environment for the sustainable development of universities, and effectively enhance the overall strength of universities.

Guo Lining (2023) proposed that education administrator is the fundamental work that ensures the normal conduct of all teaching activities in schools and serves as an important support for talent cultivation and moral education. It possesses dual functions, including both administrative management and academic management of the school. Integrating ideological and political education into school education management plays a promotional role in fully implementing the people-oriented management philosophy and carrying out the fundamental task of cultivating virtues and talents.

Li Mingsheng (2023) proposed that universities need to enhance the effectiveness of education management, comprehensively optimize the education management system, and implement the national educational policies. They should also involve college students in school education management work.

In conclusion, education administration refers to the process of organizing, planning, coordinating, supervising, and evaluating various activities and resources within educational institutions, schools, or educational systems. Its goal is to ensure the effective implementation of educational activities to achieve the expected educational objectives and quality requirements. The purpose of education management is to achieve students' self-management and self-service. Contemporary educational concepts place more emphasis on student-centered approaches, highlighting humanistic spirit and care, with a fundamental focus on nurturing

individuals. It stresses the diversification and subjectivity of education, requiring genuine attention to students' actual needs in conducting relevant educational management work and providing personalized development opportunities for students.

Concept of Professional Ability

Definition of Professional Ability

Pu Qingping (2011, p.97) mentioned that the professional ability of student affairs administrator includes career development ability, problem solving and decision-making ability and self-management ability.

Li Shuanggui (2009, p.27) mentioned that the composition of the professional ability of student affairs administrator includes self-management ability, teamwork management ability and problem solving and decision-making ability.

Zeng Yachun (2022) proposed that professional ability refers to an individual's capacity to guide various specific tasks and career development in the course of engaging in diverse professional activities.

Zhang Hongru (2011, p.117) pointed out that the professional ability of counselors can be divided into career development ability, teamwork ability and self-management ability.

Ma Xiaohong (2013, p.73), based on the classification of counselors' job responsibilities, divided student affairs administrator's professional abilities into career development ability, self-management ability and teamwork ability.

Liu Lili and Yue Dongliang (2011, p.62) proposed that the professional ability should include three parts: career development ability, teamwork ability, self-management ability.

Liu Hongchao (2019) proposed that the professional ability include teamwork ability, career development ability and problem solving and decision-making ability.

Delworth and Hanson (1989, p.43) put forward that problem solving and decision-making ability, guidance, consultation and suggestion, project development, budget, self-management ability are necessary competencies for student affairs workers.

Pope R L. and Reynolds A L. (1997, p.266-277) put forward that the core competencies of student affairs managers include: career development ability, teamwork ability, problem solving and decision-making skills, self-management ability, evaluate ability, multicultural ability.

Reynolds (2011, p.364) applied Delphi research methods to conduct multiple rounds of surveys of junior and mid-level student affairs professionals through the American College Personnel Association (ACPA). And asked experts engaged in student assistance work to summarize the 28 most important assistance skills of student affairs professionals. These include listening, building good relationships with students, teaching, asking questions, providing challenges and support, honesty, problem solving and decision-making, learning about school and community resources and online, patience, empathy, self-awareness, support and empowerment, giving feedback, written and oral communication, active participation, multicultural competence, referrals, mentoring, advice, reprogramming, goal setting, and crisis management management, supervision, counseling, mentoring, conflict resolution, assertiveness, assessment, etc., and identified 22 helping skills that professionals need to strengthen

Table 2.1 The results of the synthesis of professional ability

Author Professional ability	Career development ability	Teamwork ability	Self-management ability	Problem solving and decision- making ability
Pu Qingping (2011)	√		√	√
Li Shuanggui (2009)		√	√	√
Zeng Yachun(2022)	√			
Zhang Hongru (2011)	√	√	√	
Ma Xiaohong(2013)	√	√	√	
Liu Lili & Yue Dongliang (2011)	√	√	√	
Liu Hongchao (2019)	√	√		√
Delworth &Hanson (1989)			√	√
Pope R L.& Reynolds A L. (1997)	√	√	√	√
Reynolds(2011)				√
Total	7	6	7	6

According to table 2.1, the researchers analyzed and synthesized documents, concepts, theories, and researches related to professional ability of student affairs administrators, which consisted of Pu Qingping (2011) ; Li Shuanggui (2009) ; Zeng Yachun (2022) ; Zhang Hongru (2011) ; Ma Xiaohong (2013) ; Liu Lili & Yue Dongliang (2011) ; Liu Hongchao (2019) ; Delworth &Hanson (1989) ; Pope R L.& Reynolds A L. (1997) ; Reynolds(2011) . The researchers selected corresponding professional abilities based on the standards , to use as a framework for research in this study. By selecting professional abilities with a frequency of 6 or more. Which can be synthesized in 4 professional abilities as follows: 1) career development ability, 2) teamwork ability, 3) self-management ability, and 4) problem solving and decision-making ability.

In a word, the professional ability of student affairs administrators refers to the prerequisite for the work of student affairs administrators in normal universities, which is the sum of the necessary and required abilities in order to complete the duties of the post and meet the needs of the career, including career development ability, teamwork ability, self-management ability and problem solving and decision-making ability.

Theories of Professional Ability of Student Affairs Administrators

The Comprehensive Development Theory of Marxist Man

The 'German Ideology' (1864) marks the preliminary formation of the comprehensive development theory of Marxist man, while the publication of the 'Outlines of Political Economy Critique' and 'Capital: Critique of Political Economy' signifies the maturity of the comprehensive development theory of Marxist man. Under the call of the times, the founders of Marxism thoroughly analyzed the state and needs of human development, the connection between individuals and social historical development in different historical stages. Drawing on the outstanding ideas of their predecessors and establishing the materialist conception of history and the theory of surplus value, they eloquently discussed a series of issues related to human nature, human needs, and comprehensive development. They established the theory of comprehensive development of man and expounded the practical significance of human comprehensive development in breaking through developmental limitations and promoting the construction of an ideal society in the future, transforming the examination of comprehensive human development from speculation into a science.

In conclusion, accurately understanding and grasping the Marxist theory of comprehensive human development is helpful for us to deeply study the needs of career development of student affairs administrators in colleges and universities, and to explore the paths and strategies for enhancing the professional capabilities of student affairs administrators from the combination of theory and practice.

Human Resource Management Theory

Human Resource Management is the sum of mechanisms, systems, processes, and technical methods used to effectively develop, reasonably utilize, and scientifically manage the unique resource of human capital within an organization

based on the development needs of both the organization and individuals. Modern Human Resource Management emerged from the practical processes of modern enterprise management. It divides human management into six major modules: human resource planning, recruitment and deployment, training and development, performance management, compensation and benefits management, and labor relations management, all of which are aligned with organizational strategic goals and employee career development needs. Student affairs administrators in higher education institutions are an important part of the faculty and management team, responsible for the education, management, service, and guidance of college students. From the perspective of human resource management, student affairs administrators should be considered an integral part of the higher education institution's human resource management. Their recruitment and selection, assessment and evaluation, management, and training can all draw upon methods used in human resource work analysis. The theory of human resource management, centered around "job analysis," provides a new perspective and important theoretical support for studying the career development of student affairs administrators in colleges and universities.

In conclusion, the six major modules of modern human resource management can be flexibly applied to the career development management process of student affairs administrators. Currently, there is a need to assess the status of student affairs administrators, and based on factors such as personnel composition, age structure, knowledge structure, and career planning requirements, comprehensive planning should be undertaken to build an efficient and professional team of student affairs administrators.

Career Development Theory

Career Development Theory was proposed by American psychologist Donald Super. He is one of the important scholars in the field of vocational psychology. Super began to develop this theory in the late 1950s and early 1960s, continuously refining and expanding it over the following decades. His Career Development Theory explores the various stages and turning points individuals go through in the process of career development, as well as how personal interests, values, and abilities influence their

career choices and development. This theory has had a profound impact on career counseling, guidance, talent management, and other related fields.

In conclusion, by drawing insights from career development theory, we can delve into exploring the career prospects of student affairs administrators, analyze various factors that influence their career trajectories, and explore mechanisms and strategies to enhance their professional capabilities in higher education institutions. Individual career planning is essential, but when it comes to planning the career and long-term prospects of student affairs administrators, it may require actions and support at the societal level.

Career Development Ability

Lin Weiyi (2017, p.135) proposed that the unsound management and assessment mechanism for the student affairs administrators at the university level affects improvement of the career development ability.

Xiao Yongqiang (2014, p.137) pointed out that factors such as low occupational social status, diversified disciplinary background, relatively weak professional foundation, and incomplete counselor security mechanism affect the development of the student affairs administrator's professional ability.

Zeng Yachun (2021, p.140) pointed out that at the college level, factors such as vocational ability training and assessment incentive policies, school communication mechanism and team environment are closely related to counselors' vocational ability.

Wu Qiongzong (2018) proposed effective ways to improve the professional ability of student affairs administrators from three aspects: access mechanism, evaluation mechanism and training mechanism.

Li Zhongjun (2014) proposed that the vocational ability building of student affairs administrators should pay attention to four dimensions: career access, career assessment, training and development, and the withdrawal of student affairs administrators. In addition, specific strategies for the vocational capacity building of student affairs administrators are also discussed from micro perspectives, such as team building, new media environment and vocational ability competition.

Li Lin (2015) put forward countermeasures to improve the professional ability of university student affairs administrators from the three key points of accurately grasping the role positioning of university student affairs administrators' grievances, focusing on the all-round improvement of the quality of university student affairs administrators, and improving the scientific level of university student affairs administrators' work.

Liu Dandan (2017) systematically proposed the path to improve the professional ability of student affairs administrators from three aspects: system, platform and carrier.

Li Pingquan (2015) proposed that education and management for student affairs administrators can be strengthened from aspects such as selection, training, planning, and policy system guarantee, aiming to enhance their vocational abilities to the greatest extent possible.

Ashley Tull and Linda Kuk (2016) pointed out that universities should provide appropriate support to student affairs administrators, supporting and encouraging their professional training and development. This can lead to better services and management provided to students and help achieve the development goals of student affairs managers.

Tong Zemin (2017) proposed that in the construction of the student affairs management personnel team, emphasis should be placed on the five aspects, strict entrance control, strengthened cultivation, attention to utilization, smooth exit, and rigorous assessment. The strict entrance control serves as a guarantee, while the cultivation and utilization aspects are crucial stages. The assessment serves as an important basis, and the smooth exit control represents a crucial bottom line.

Zhang Jingjuan (2017, p.34) applied interdisciplinary theory analysis method to analyze the problems of student affairs administrators professionalization from the applied teacher professional elements theory and the applied manager professionalization competency model theory, and put forward the problems and solutions of student affairs administrators professionalization from the aspects of career development, industry organization construction, university system, work management system, work operation mechanism.

In conclusion, the career development ability of student affairs administrators is one of the key aspects of their professional ability, and it is influenced by various factors such as the assessment and evaluation mechanisms, incentive systems, professional structure, career advancement pathways, and policy implementation within the higher education institutions.

Teamwork Ability

Jia Demin (2015) pointed out in the research that a large amount of student affairs-related work, complex administrative workload, and high turnover of student affairs administrators all restrict the full play and improvement of their professional abilities. Schools need to consider rational quantification and standardization of the work boundaries for student affairs administrators. At the same time, it promotes the teamwork capability of student affairs administrators because teamwork is essential when working in a student affairs team. They need to collaborate closely with other team members to collectively address student issues and provide comprehensive support and services.

He Dengyi (2013) proposed that, due to the lack of long-term identification with this profession and the absence of considering it as a career, student affairs administrators have experienced a fading of their professional beliefs and a loss of professional spirit. Therefore, the college should strengthen the creation of an environment that fosters the professional identity of student affairs administrators. Teamwork helps strengthen the cohesion and cohesiveness of student affairs administrators' teams. A positive collaborative atmosphere and team spirit can foster mutual support among members, as they work together towards common team goals, promote a sense of professional identity, and ultimately enhance the professional ability of student affairs administrators.

Yan, J. L. (2022) proposed that ,uneven resource allocation: Some colleges may have more resources and support, while others may have relatively limited resources. This could lead to differences in training and development opportunities for student affairs administrators. Teamwork capability facilitates information sharing and helps compensate for uneven resource distribution. Through teamwork, student affairs administrators can share student situations, issues, and solutions, enabling a

better understanding of students' needs. As a result, they can provide more effective and personalized counseling, ultimately enhancing the professional competence of student affairs administrators.

Yong L, Jianbin D & Xue Z. (2020) proposed that, teamwork among student affairs administrators can enhance their overall professional abilities. Collaboration can involve members with diverse backgrounds and specialties, with some excelling in academic counseling and others in psychological counseling, for example. Through teamwork, student affairs administrators can integrate their respective professional skills to provide students with comprehensive support.

Ya, M., & Fan, X. G. (2018) proposed that, effective teamwork can improve the efficiency of guidance counselors. Through division of labor and collaboration among team members, they can better handle the challenges of daily work and respond more quickly to the needs of students.

Zhang Tiantian (2023) proposed that ,teamwork not only benefits students but also has a positive impact on the personal and professional development of student affairs administrators. Through interactions and collaborations with team members, student affairs administrators can learn from others' experiences and knowledge, thereby enhancing their own professional capabilities.

Peng Yinyi (2023) proposed that, in some universities and schools, student affairs administrators form specialized teams to collaborate in handling student issues, organizing student activities, and providing counseling support. Teamwork can enhance their work efficiency, effectively address challenges faced by students, and better meet students' needs.

Luo Man(2023) proposed that, with the continuous changes in the educational environment, students' needs are also evolving, and the teamwork capability of student affairs administrators is continuously evolving as well. The application of modern technology has provided more convenience for teamwork, such as using online collaboration tools and communication platforms, which enable more efficient sharing of information and collaboration.

He Denyi (2018, p.86-90), through an empirical analysis of the career development of student affairs administrators, proposed that the career development of student affairs administrators has positive aspects and team construction has achieved certain results, such as "continuous improvement of professional quality, continuous optimization of team structure, continuous improvement of system and mechanism, continuous innovation of education means and continuous improvement of construction environment. However, there are also negative aspects, such as student affairs administrators' work content system constantly' generalized , low professional status, low professional salary, occupation unattractive, unstable team, unreasonable structure and other problems. On this basis, it is proposed to build student affairs administrators' professional development system and student affairs administrators' scientific management system.

Cejudo J. (2017, p.359) proposed that the professional abilities that student affairs administrators pay most attention to in professional practice are co-existence management ability, teamwork ability and the ability to deal with social relations.

Li Mingsheng (2023) proposed that, teamwork can optimize resource utilization, as each team member can divide the work according to their own expertise and abilities, fully leverage individual strengths, improve work efficiency, and avoid resource waste.

In conclusion, improving the teamwork ability of student affairs administrators can effectively improve work efficiency, strengthen problem-solving abilities, provide more comprehensive and personalized support, promote team cohesion, and have a positive impact on individual professional development. This is crucial for meeting the diverse needs of students and elevating the level of student affairs management.

Self-Management Ability

Kretovics M. (2002, p.918) states that in addition to requiring a master's degree, self-learning ability and computer ability are the two most important vocational competencies for student affairs workers

Luo Yong et al. (2020, p.78) pointed out that at the level of individual counselors, college counselors' individual characteristics, such as knowledge, skills, self-concept, traits and motivation, are related to vocational abilities.

Yakaboski T, Perozzi B. (2018) conducted a survey on 101 American student affairs administrators. 90% of the respondents believed that student affairs administrators should be capable of cross-cultural communication, and 85% believed that student affairs administrators should be culturally diverse in consulting methods and skills

Pedersen (2011) proposed that , in today's society, it should be imperative for student affairs administrators to improve their self-management ability level in their career.

Wang Shuyi and Liang Zhongjun (2012) proposed that focusing on the factors that influence the development of vocational abilities of counselors in vocational colleges, it is necessary to guide and promote counselors to continually enhance their self-awareness, learn advanced theoretical knowledge, and improve their knowledge reserves. This will deepen their professional identity in the counselor role and consequently promote a significant improvement in the quality of counselor development in vocational colleges.

Xiao Jinbo (2018) proposed that research ability plays an important role for student affairs administrators.

Pu Yuhua (2015) proposed that, as student affairs administrators, after making this career choice, they should take responsibility for their decision. The quality of student affairs management work is closely related to the individual work attitude of the student affairs administrators engaged in this field. The professional value of student affairs administrators lies in serving students, serving the country, and achieving the goals of the school. Caring for students and the development of the school is the key to the professional ideal of student affairs administrators and is a manifestation of professional ethics.

Xu Xin (2022) proposed that student affairs administrators should strengthen future planning construction. The stability of the student affairs administrator team is closely related to the overall stability of student work in a school. Therefore, it is particularly important to enhance future vision planning at the professional level of student affairs administrators.

Li Hanye (2017) proposed that ,self-management ability helps student affairs administrators in planning and managing their own career development. Being able to self-assess, set goals, and formulate action plans enables them to better achieve their career objectives and make appropriate career decisions.

Shao Chen (2022) proposed that, student affairs administrators may face pressure and demands from multiple sources, including students, parents, and faculty. Possessing self-management ability can help them effectively cope with the pressure, remain calm and balanced, and avoid excessive anxiety and stress.

Pu Yuhua (2015) proposed that , self-management ability enables student affairs administrators to self-motivate and maintain enthusiasm and positivity towards their work. This helps them maintain an efficient work attitude and better serve students and educational institutions.

Chen Chunlian proposed that , self-management ability helps student affairs administrators adhere to professional ethics and principles, as well as clarify their job responsibilities. Self-discipline and self-supervision enable them to follow professional standards and provide students with honest and responsible services.

In conclusion, self-management ability is crucial for student affairs administrators. It helps them in planning and managing their career development, improving work efficiency, coping with various pressures, self-motivation, continuous learning, professional growth, and adhering to professional ethics. Self-management empowers them to better handle daily challenges, maintain composure and a positive attitude, and provide high-quality services to students and educational institutions. By continuously strengthening their self-management abilities, student affairs administrators can achieve greater success in their professional careers.

Problem Solving and Decision-Making Ability

Yang Bingfeng (2016) proposed that, student affairs administrators face a wide range of issues, encompassing students' academic, personal, and psychological aspects. Therefore, they need diverse problem-solving abilities to flexibly address different types of challenges.

Huang Yan (2022) proposed that ,problem-solving ability requires student affairs administrators to possess keen insight, accurately analyze the root causes and influencing factors of problems, and find the most suitable solutions.

Wei Zhaolan (2019) proposed that ,one of the goals of student affairs administrators is to promote student development and success. Problem-solving ability enables them to identify the obstacles students face and assist them in overcoming challenges to achieve personal and academic goals.

Qu Jinde (2018) proposed that, having problem-solving ability enables student affairs administrators to better handle student feedback and complaints. By actively addressing issues, they can improve students' perception of the school and its services, enhancing students' sense of belonging to the institution.

Zhang Chengmei (2021) proposed that, student affairs administrators are responsible for the well-being and happiness of students. By resolving student issues, they can create a positive learning and living environment, thereby increasing students' happiness and satisfaction.

Hao Zhenwei (2020) proposed that, sometimes, student affairs administrators may face emergency situations, such as sudden physical discomfort or urgent psychological distress of students. Problem-solving ability enables them to make quick decisions and take appropriate measures to ensure the safety and well-being of students.

Wang Haitao (2019) proposed that , student affairs administrators serve as a crucial bridge between students and the school. Possessing problem-solving ability enables them to better understand students' needs and provide personalized services, thus enhancing the quality of service and the reputation of the school.

Xu Feng (2022) proposed that , student affairs administrators often face limited resources such as time, budget, and manpower. They need to make decisions among multiple demands and allocate resources sensibly to maximize meeting the needs of students.

Li Hui (2020) proposed that , student affairs administrators may encounter various challenges and difficulties in their daily work. They need to have decision-

making ability to address these challenges, find the best solutions, and ensure students receive timely support and services.

Cao Chengcheng (2021) proposed that, while assisting students in problem-solving, student affairs administrators also need to make guiding decisions to promote students' personal and academic development. This includes helping students make career choices, participate in student activities, and other related decisions.

Zhang Ziyun (2021) proposed that, the decisions of student affairs administrators also need to align with the overall goals and vision of the school. They need to consider the school's mission and values in their work and make decisions that are most beneficial to the school.

Ostroth D. (1981, p8) proposed that interpersonal ability, organizational and managerial competence, problem-solving ability are the most important professional competence.

In conclusion, the problem-solving and decision-making abilities of student affairs administrators are of paramount importance and evident in their roles. In their work, they encounter a diverse array of complex student issues and situations, necessitating rapid problem analysis and effective solutions to meet the diverse needs of students. Moreover, they often face limited resources such as time, budget, and manpower, requiring decision-making skills to allocate resources sensibly and maximize meeting student needs. Additionally, they must handle emergency situations like sudden physical discomfort or urgent psychological distress, where decisive action is crucial to ensure student safety and well-being. Furthermore, while assisting students in resolving problems, they must make guiding decisions to foster students' personal and academic development, including helping with career choices and involvement in student activities. All these decisions also need to align with the school's overarching goals and vision; hence, they must consider the school's mission and values and make decisions that best benefit the institution. In conclusion, the problem-solving and decision-making abilities of student affairs administrators play a vital role in their work, enabling them to provide comprehensive support and services to students, fostering their growth and success.

Concept of Student Affairs Administrator

"The concept of 'Student Affairs' originated from the United States and is an integral part of higher education administration.

Fang Wei (1994, p.48) proposed that student Affairs work refers to the management of non-academic or extracurricular activities of students.

You Minhui (2008, p.12) proposed that, in the field of higher education, 'Student Affairs' and 'Academic Affairs' are mutually corresponding concepts, a viewpoint widely recognized in academia. In China, the concept of Student Affairs is generally synonymous with the concept of student work.

Li Xiaonan (2019) proposed that, practitioners of student affairs refer to those who work in the student affairs departments of higher education institutions, responsible for providing extracurricular education and, in some cases, also taking up responsibilities in academic education and services.

NASPA (2012) proposed that, student Affairs Administrator refers to employees working in the field of student affairs, providing services and support to students in higher education institutions.

Theodore K. Miller, Roger B. (1991) proposed that Student Affairs Administrator, Student Affairs Staff, Student Affairs Professional, Student Affairs Practitioner and Student Service Professional can be used interchangeably. Student Affairs Professionals are those individuals who hold at least one master's degree in student affairs, counseling, or higher education administration. They possess membership in one or more student affairs professional associations and adhere to the ethical and professional standards of those associations. They are responsible for the extracurricular education of students in post-secondary education. This category includes traditional staff members, ranging from entry-level residence hall directors and student activities advisors to mid-level department directors and senior student affairs administrators. Their formal education, especially through training and work experiences, allows them to have a clear understanding of the purpose of student affairs management and a strong commitment to the growth and development of college students.

In China, student affairs work refers to the education, management, and service activities that directly impact students and are carried out by specialized institutions and personnel. It is purposeful, planned, and organized, aiming to develop, nurture, and enhance students' political, ideological, moral, psychological, and character qualities, as well as guiding them towards correct behavior.

In 2014, the "Professional Competency Standards for Higher Education Student Affairs Administrators (Interim)" (Education Thought and Politics [2014] No. 2) proposed that university student affairs administrators are professionals responsible for carrying out student work in higher education institutions. They should undergo systematic cultivation and training, possess good professional ethics, and master comprehensive professional knowledge and skills. This document further clarifies that counselors are not just a position but a profession.

The Order No. 43 of the Ministry of Education of the People's Republic of China states that, student affairs administrators are the backbone of ideological and political education for college students. They are the organizers, implementers, and guides of daily ideological and political education and management work in higher education institutions. Counselors should strive to become life mentors for students' growth and success, as well as trusted friends to guide them in leading a healthy lifestyle.

Zeng Yachun (2021) proposed that, student affairs administrators should possess a firm political belief and good political qualities themselves. They should excel in guiding students' ideological development, constantly improving their ideological level, and guiding them to establish correct political views, life values, and beliefs. They should have strong abilities in handling routine affairs, demonstrating patience in student management tasks, efficiently handling matters, and delivering quality work. Basic knowledge of mental health is necessary to provide guidance and education on students' psychological well-being. Possessing good psychological qualities, they should remain calm and timely in handling various unexpected events involving students, without being significantly affected by their own psychological state. They should also have the basic ability to provide career planning and employment guidance, helping students establish the right perspective on their careers

and guiding them through the uncertainties during the graduation season, among other responsibilities.

In other words, professionals engaged in the direct management of student affairs, apart from academic affairs management, within higher education administrative positions, are considered student affairs administrators."

In conclusion, student affairs administrators are the individuals responsible for all the work related to the growth and development of students outside the formal classroom setting in higher education institutions.

Context of Higher Normal University

He Juling (2020) proposed that currently, the positioning of higher normal universities in terms of training objectives is relatively low. After several years of education, they can only cultivate prospective teachers or "qualified graduates," but they are unable to produce qualified teachers.

Chen Shijian (2023) proposed that, during the process of comprehensive development, although normal universities claim to maintain the characteristics of teacher education, teacher education has objectively been weakened to varying degrees. The advantageous position of teacher education is facing numerous practical challenges, which in turn affects the high-quality development of teacher education.

Zhao Guoxiang (2020) proposed that, teacher education has a strong public nature, and the development of normal universities cannot be detached from the policy environment of prioritizing the development of the education cause, safeguarding the status of teachers, and revitalizing teacher education.

Li Guang (2017) proposed that as an important link between higher education and basic education, normal universities need to not only cater to the needs of basic education but also shoulder the development tasks of higher education. They should meet the essential requirements of teacher education in different eras in terms of scientific research, talent cultivation, and social service, while clarifying the essence and nature of normal universities.

Wei Yi (2021) proposed that, increasing the standards for the training of normal university students is a key measure for enhancing the capacity to supply high-quality teaching resources in the new era.

In conclusion, higher normal universities face issues such as unclear educational positioning, ambiguous development responsibilities, and a lack of distinct teacher education characteristics. Therefore, this study aims to start from the student affairs administrators in higher normal universities, striving to contribute to the intrinsic development of higher normal universities by focusing on the cultivation of their vocational abilities.

Concept of Higher Normal University

Shi Yiyun (2022) proposed that, a higher normal university is an institution of higher education that focuses on the development of teacher education, takes the mission of nurturing teachers, and simultaneously cultivates talents in various fields such as science, engineering, and humanities.

Cihai (1998) proposed that specialized institutions for cultivating various levels and types of teachers. This includes normal universities, normal colleges, and normal vocational schools.

Tian Xuechao (2018) proposed that ,in China, there are many educational institutions that are part of the teacher training and development system, including normal universities, normal colleges, normal vocational schools, secondary normal schools, education colleges within comprehensive or multi-disciplinary universities, teacher training departments, and teacher refresher schools, among others. However, the category of normal colleges is much smaller and generally refers to normal universities, normal colleges, normal vocational schools, and secondary normal schools. Higher normal colleges specifically refer to normal universities and normal colleges that specialize in training teachers with specialized qualifications and above.

Shi Zhongying (2021) proposed that teacher education is the cornerstone of the development of the education cause and the fundamental mission of normal universities. Taking teacher education as its core mission is the foundation of establishing the positioning of normal universities. Therefore, adhering to the centrality of teacher education, fostering a multidisciplinary synergy to form a composite

discipline of teacher education, creating a nurturing environment for the healthy development of teacher education, and concentrating resources to enhance the quality and strength of teacher education are essential foundations for normal universities to establish their positioning in the new era.

Hao wenwu (2018) proposed that The construction of first-class teacher education in normal universities is a widespread and enduring educational need in society.

In conclusion, higher normal education serves as the foundation of the entire education system and the specialized institution for cultivating advanced teacher education talents in our country. As the main force in cultivating basic education teachers, higher normal universities play an irreplaceable role and directly undertake the crucial task of supplying qualified teacher resources for basic education. The role of higher normal education is indispensable in promoting social and educational modernization, nurturing teacher resources, and elevating the overall education level of the country.

Related Research

Muller K, Grabsch D, Moore L. (2018, p.57) conducted a study on the factors affecting the vocational ability of student affairs workers and pointed out that different gender, education level, degree type and other factors have different impacts on the vocational ability of student affairs workers.

Menne J M. (1978, p.550) pointed out that there are mainly 12 factors affecting the professional competence of counselors, which are professional ethics, self-awareness, personal characteristics, listening and communication, testing skills, counseling and understanding, behavioral science, social consciousness, counseling techniques, professional certificates, counselor training and vocational guidance. In addition, factor analysis method was used to make a quantitative analysis of the 12 factors, and it was found that there were significant differences in different working environments, theoretical orientation, majors or degrees, years of working as counselors and other aspects.

Li Honggang and Li Hongbo (2020) point out the path to enhance the vocational competence of student affairs administrators from the perspective of comprehensive collaboration.

Peng Xiaobei et al. (2016), by comparing the professional core competence of university affairs managers at home and abroad, put forward the construction measures of core competence as follows: improve self-learning ability, enhance interpersonal communication ability, develop innovative and creative ability, strengthen organizational management ability, enrich vocational guidance ability and have psychological education ability.

Liu Hongchao's research (2019) based on the theoretical foundation of student affairs administrators' vocational ability development, and guided by the practical needs and actual issues in the development of their vocational abilities, this study examines the historical development of the student affairs administrators' profession, analyzes the current status and underlying reasons for the vocational ability development of student affairs administrators, and puts forward suggestions to improve their professional abilities.

In Xu Feng's (2022) research, the development of evaluation criteria for student affairs administrators' vocational abilities was conducted to understand the current status of their vocational abilities. Through analyzing the reasons for the existing problems, strategies were ultimately proposed to enhance their vocational abilities.

Su Yajie (2019, p.6) pointed out that many theorists tried to conduct a systematic and in-depth analysis of the ability of college counselors based on specific colleges or various empirical investigations, providing useful enlightenment on how to improve or improve the status quo of the ability of college counselors. However, in terms of the analysis of the current situation of the counselors' vocational ability, the overall ability of the counselors, the difference of the counselors' ability structure and work capacity and emphasis in different types of colleges and universities, the influence of the counselors' different life and work conditions on the improvement of their vocational ability, in what sense and from what perspective, What kind of

standard to evaluate the strength of the counselor's ability still needs to be further studied.

In conclusion, the focus of attention in the academic community mainly revolves around three aspects. First, it concerns the requirements and content of vocational abilities for student affairs administrators. Second, it delves into the paths for cultivating and the trends in developing the vocational abilities of student affairs administrators. Third, the emphasis of the research lies in how to perceive the issue of vocational abilities for student affairs administrators from different perspectives. Regarding the current state of research in China, although there have been continuous emergence of research findings concerning the vocational abilities of college counselors, there is still a need to break through in terms of research perspectives. Many scholars tend to blindly adopt practices from universities in the United States and the United Kingdom, overlooking the significant differences in the vocational settings and job requirements of student affairs administrators between domestic and foreign universities. This may result in a deviation between theory and practice. In terms of research content, there is still a need for in-depth exploration of the idealized demands for the competence structure of student affairs administrators and the analysis of practical job capabilities. The investigation into various factors that hinder the development of their vocational abilities has not yet formed clear perspectives. Consequently, although research on the vocational abilities of student affairs administrators has gradually deepened, and the number of research outcomes has increased, the theoretical depth and originality of the research are evidently lacking. The research angles are not sufficiently innovative, and in-depth exploration of many theoretical and practical issues is still insufficient. Particularly, there are few studies that explore the characteristics, functional value, and structural system of the vocational abilities of student affairs administrators from a broad perspective. Moreover, the combination of theory and practice to explore the development patterns of counselor's vocational abilities is not common. Thus, theoretical discussions and empirical validations are still areas where the academic community needs to work together diligently.

Chapter 3

Research Methodology

To empirical study on the professional competence and influencing factors of student affairs administrators in higher normal universities, the researchers have the following procedures:

1. The Population / The Sample Group
2. Research Instruments
3. Data Collection
4. Data Analysis

The Population / The Sample Group

The Population

The population of this research was 1,135 administrators of student affairs from 12 higher normal universities in Guizhou.

The Sample Group

According to the Krejcie and Morgan sampling table (1970), the sample group for this research consisted of 291 administrators from 12 universities in Guizhou. Proportional sampling was employed, and sample random sampling was also utilized by drawing from higher normal universities.

Table 3.1 Sampling table

Number	Higher normal universities in Guizhou	Population	Sample group
1	Guizhou Normal University	236	72
2	Zunyi Normal College	107	28
3	Xingyi Normal University for Nationalities	87	20
4	Kaili University	91	20
5	Qiannan Normal University for Nationalities	96	34
6	Liupanshui Normal College	83	20
7	Guizhou Normal College	101	24
8	Guiyang Preschool Normal College	56	10
9	Tongren Preschool Normal College	81	18
10	Qiannan national preschool normal college	82	20
11	Bijie Preschool Normal College	61	15
12	Liupanshui Preschool Normal College	54	10
Total		1,135	291

The Interviewee

This interview group for providing information is designed to propose strategies for improving the professional ability of student affairs administrators at Guizhou Normal University. It includes three university administrators, two administrators from secondary colleges, one director of the Student Affairs Department, and three senior student affairs administrators, a total 9 people.

Evaluation

This research objectives development strategies for student affairs administrators in Guizhou Province's higher normal colleges based on existing literature, preliminary interview findings, and survey results. Additionally, the suitability and feasibility of these strategies were assessed through individual interviews with high-level and mid-level administrators, as well as experienced student affairs administrators from Guizhou higher normal universities, a total 9 experts.

Research Instruments

Questionnaire

The instrument to collect the data for objective one, to study the current situation of professional ability of student affairs administrators in Guizhou higher normal universities was questionnaire. The questionnaire designed in four following aspects: 1) career development ability , 2) teamwork ability , 3) self-management ability , 4) problem solving and decision-making ability. The questionnaire was provided into two parts:

Part 1: Survey about personal information of respondents, there are 10 questions.

Part 2: Survey about the current situation of professional ability of higher normal universities in Guizhou. There are 9 questions for career development ability, 10 questions for teamwork ability, 11 questions for self-management ability ,12 questions for problem solving and decision-making ability, total 42 questions .

The criteria for data interpretation based on five-point Likert's scale (Rensis Likert , 1932), as follows:

5 express the level of professional ability of student affairs administrators were at strongly high level

4 express the level of professional ability of student affairs administrators were at high level

3 express the level of professional ability of student affairs administrators were at medium level

2 express the level of professional ability of student affairs administrators were at low level

1 express the level of professional ability of student affairs administrators were at low level

The data interpretation based on five-point Likert's scale (Rensis Likert, 1932), as follows:

4.50 – 5.00 express highest level

3.50 – 4.49 express high level

2.50 – 3.49 express medium level

1.50 – 2.49 express low level

1.00 – 1.49 express lowest level

Constructing a Questionnaire Processes

The construction process of questionnaire was as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and researches related to professional ability of student affairs administrators.

Step 2: Constructing the questionnaire about the current situation of professional ability of student affairs administrators in Guizhou normal universities.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by three experts. The index of objective congruence (IOC) was 0.67 to 1.00.

Step 4: Revise the questionnaire based on the experts' suggestions.

Step 5: The questionnaire was distributed to 30 student affairs administrators in higher normal universities in Guizhou for try-out. The reliability of the questionnaire was obtained by Conbach's Alpha Coefficient, the reliability was 0.930.

Step 6: The questionnaire was applied to 291 student affairs administrators in higher normal universities in Guizhou.

Structured Interview

The instrument to collect the data for objective two. The construction process of interview were as follows:

Step 1: Constructing the interview outline about the strategies of improving the professional ability of student affairs administrators in Guizhou normal universities.

Step 2: The researcher invited a total of nine high-level and mid-level leaders, as well as experienced student affairs administrators from Guizhou higher normal universities, to conduct interviews and propose strategies for improving the professional ability of student affairs administrators.

Evaluation Form

The instrument to collect the data for objective three. The researcher invited a total of nine high-level and mid-level leaders, as well as experienced student affairs administrators from Guizhou normal universities, to evaluation an suitable and feasible study on strategies to improve the professional ability of student affairs administrators. The data interpretation for average value based on Rensis Likert (1932). The data interpretation are as follows:

4.50 – 5.00 express highest level

3.50 – 4.49 express high level

2.50 – 3.49 express medium level

1.50 – 2.49 express low level

1.00 – 1.49 express lowest level

Data Collection

The data collection for objective 1: to study the current situation of improving professional ability of student affairs administrators in higher normal universities in Guizhou, as follows:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring collecting the data from 291 student affairs administrators in higher normal universities in Guizhou.

Step 2: The researcher distributed the questionnaire to 291 student affairs administrators in higher normal universities in Guizhou. A total of 289 questionnaires were collected, with a response rate of 99.31%.

The data collection for objective 2: to develop the strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou, as follows:

Step 1: The researcher created the interview questionnaire.

Step 2: The researcher sent invitation letters to the interviewees who participated in proposing strategies.

Step 3: The researcher conducted interviews with 9 participants, each lasting no less than 30 minutes.

The data collection for objective 3: to evaluate the suitability and feasibility of strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou, as follows:

Step 1: The researcher created an evaluation form regarding strategies for improving the professional abilities of student affairs administrators in Guizhou higher Normal Universities.

Step 2: The researcher invited experts to fill out the evaluation form.

Step 3: The researcher summarized and analyzed the results of the evaluation form.

Data Analysis

The data analysis in this research, the researcher analyze the data by package program, as follows:

Step 1: The personal information of the respondents was analyzed by frequency and percentage.

Step 2: The current situation of professional ability of student affairs administrators in Guizhou higher normal universities was analyzed by mean value and standard deviation.

Step 3: The structured interview about strategies for improving the professional ability of student affairs administrators in Guizhou higher normal universities was analyzed by content analysis.

Step 4: The evaluation of the suitability and feasibility of improving the professional ability of student affairs administrators in Guizhou higher normal universities was analyzed by mean value and standard deviation.

Chapter 4

Results of Analysis

This research was to study the strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou. The objectives of this research were 1) to study current situation of professional ability of student affairs administrators in higher normal universities in Guizhou, 2) to develop the strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou, 3) to evaluate the suitability and feasibility of strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou. The data analysis result can be presented as follows:

1. Symbol and Abbreviations
2. Presentation of Data Analysis
3. Results of Data Analysis

The details are as follows:

Symbol and Abbreviations

- n refers to sample group
 \bar{X} refers to mean value
SD. refers to standard deviation

Presentation of Data Analysis

Part 1: The personal information of the respondent presented the data in the form of frequency and percentage.

Part 2: The analysis results about the current situation of improving professional ability of student affairs administrators in higher normal universities in Guizhou. Presented the data in the form of average value and standard deviation.

Part 3: The analysis results about the interview contents about the strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou.

Part 4: The analysis results about the evaluation of the suitability and feasibility of strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou. Presented the data in the form of mean value and standard deviation.

Results of Data Analysis

The researcher analyzed the data in 4 parts as follows:

Part 1: The personal information of the respondent presented the data in the form of frequency and percentage.

Table 4.1 Basic information statistics

(n=289)

	Personal Information	Frequency	Percentage
Gender	male	102	35.29
	female	187	64.71
	Total	289	100
Educational background	Bachelor's degree	41	14.19
	Master's degree	235	81.31
	Doctor's degree	13	4.50
	Total	289	100
Age	Under 30 years old	67	23.19
	30-40 years old	188	65.05
	Over 40 years old	34	11.76
	Total	289	100
Professional title	Teaching assistant	29	10.03
	lecturer	174	60.21
	associate professor	67	23.19
	professor	19	6.57
	Total	289	100

Table 4.1 (Continue)

(n=289)

	Personal Information	Frequency	Percentage
Rank	None	19	6.57
	Associate section level	58	20.07
	Department level	145	50.17
	Deputy department level	67	23.19
	Total	289	100
Major	Ideological and political education, pedagogy, psychology, sociology, etc	58	20.07
	Liberal arts other	174	60.21
	Science and Engineering	57	19.72
	Others		
	Total	289	100
Work experience	3 year and below	32	11.07
	3-5 years	70	24.22
	5 to 10 years	102	35.29
	10 years and above	85	29.42
	Total	289	100
Current number of students	200 and below	102	35.29
	200-400	102	35.29
	400 and above	85	29.42
	Total	289	100
Salary	50,000 and below	29	10.03
	50,000-100,000	193	66.79
	100,000-200,000	67	23.18
	Total	289	100

Table 4.1 (Continue)

(n=289)

	Personal Information	Frequency	Percentage
Career expectations	Transfer from school	21	7.27
	Administrative administrator	96	33.22
	teacher	105	36.33
	Student affairs administrator	67	23.18
	Total	289	100

According to Table 4.1, among the 289 student affairs administrators who participated in the survey, there were more females than males, accounting for 64.71% and 35.29%, respectively. In terms of educational background, the majority held a master's degree at 81.31%, followed by a bachelor's degree at 14.19%, while only 4.50% held a doctoral degree. Regarding age, the largest proportion of student affairs administrators, at 65.05%, fell within the 30-40 age range, followed by 23.19% below the age of 30, and 11.76% aged 40 and above. In terms of professional titles, lecturers were the highest, accounting for 60.21%, and 50.17% held the position of associate researcher. In terms of current positions, 19 student affairs administrators did not hold any relevant position, accounting for 6.57%. In the terms of major, 174 student affairs administrators had backgrounds in other humanities disciplines, accounting for 60.21%, and 19.72% had backgrounds in science and engineering, was in the lowest level. Regarding work experience, 11.07% of student affairs administrators had worked for one year or less, 24.22% had worked for 3-5 years, 35.29% had worked for 5-10 years, and 29.42% had worked for over 10 years. In terms of the number of students they were responsible for, 35.29% of student affairs administrators had a student load of 200 or fewer, 35.29% had a student load of 200-400, while 29.42% had a student load exceeding 400. In terms of annual income, the majority of student affairs administrators fell within the range of 50,000 to 100,000 RMB, accounting for 66.79%. In terms of career expectations, 7.27% of student affairs administrators expressed a desire to transfer out of the school, 33.22% aspired to engage in other administrative positions, 36.33% wished to transition into teaching positions, and only 23.18% expressed a desire to continue in their current profession.

Part2: The analysis result about the current situation of professional ability of student affairs administrators in higher normal universities in Guizhou. Presented the data in the form of mean value and standard deviation.

The questionnaire used in this survey was created by the author, and the options were designed with reference to relevant literature and the results of structured interviews. The questionnaire is divided into two sections: the first section includes basic personal information; the second section involves a survey on the situation of professional ability of student affairs administrators in higher normal universities in Guizhou. For specific details of the survey questionnaire, please refer to Appendix C.

This study distributed 291 questionnaires and collected 289 responses, resulting in a response rate of 99.31%.

Descriptive statistics

There are 4 aspects and 42 items in this study. All scales used Likert 5 scale, with a maximum value of 5 and a minimum value of 1. The items are shown in the Table 4.2-4.5.

Table 4.2 The mean value and standard deviation of the current situation of improving professional ability in four aspects

Professional ability of student affairs administrators in Guizhou higher normal universities	\bar{X}	S.D.	Level	Order
Career development ability	3.53	1.11	high	2
Teamwork ability	3.57	1.06	high	1
Self-management ability	3.40	0.91	medium	4
Problem solving and decision-making ability	3.44	0.90	medium	3
Total	3.50	0.96	high	

According to table 4.2, found that the current situation of professional ability in four aspects was at high level ($\bar{X} = 3.50$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was

teamwork ability ($\bar{X} = 3.57$), followed by career development ability ($\bar{X} = 3.53$), problem solving and decision-making ability ($\bar{X} = 3.44$), and self-management ability was the lowest level ($\bar{X} = 3.40$).

Table 4.3 The mean value and standard deviation of the current situation of professional ability in career development ability

	Career development ability	\bar{X}	S.D.	Level	Order
1	The school determine the corresponding administrative level according to the actual performance and working years of student affairs management personnel, and enjoy the same level of treatment	3.49	1.08	medium	5
2	Middle-level cadres in the universities have working experience as student affairs administrators.	3.45	1.09	medium	6
3	Student affairs administrators study off-duty or provide tuition support for on-the-job doctoral degree programs	3.50	1.06	high	4
4	The school provides opportunities and financial support for student affairs administrators to participate in various trainings	3.58	1.03	high	1
5	The student affairs administrators business training held by the school is highly targeted and effective	3.56	1.02	high	3
6	The school often invites well-known experts to carry out special training for student affairs administrators	3.57	1.05	high	2

Table 4.3 (Continue)

	Career development ability	\bar{X}	S.D.	Level	Order
7	Student affairs administrators who perform well in practical work can receive various easy and commendations	3.44	1.25	medium	7
8	The annual performance assessment of the school pays attention to the actual work performance of student affairs administrators	3.43	1.24	medium	8
9	The school promote student affairs administrators who perform well in practical work as middle-level cadres	3.40	1.20	medium	9
Total		3.53	1.11	high	

According to table 4.3, found that the current situation of professional ability in career development ability was at high level ($\bar{X} = 3.53$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was the school provides opportunities and financial support for student affairs administrators to participate in various trainings ($\bar{X} = 3.58$), followed by the school often invites well-known experts to carry out special training for student affairs administrators ($\bar{X} = 3.57$), and the school promote student affairs administrators who perform well in practical work as middle-level cadres was the lowest level ($\bar{X} = 3.40$).

Table 4.4 The mean value and standard deviation of the current situation of professional ability in teamwork ability

	Teamwork ability	\bar{X}	S.D.	Level	Order
1	The student affairs administrators have a good team relationship and are united and cooperative	3.52	1.10	high	5
2	Compared with other student affairs administrators, the workload is roughly the same	3.49	1.04	medium	8
3	When the student administrators work so good, the leader will praise them in time	3.50	1.01	high	7
4	In the face of major tasks or complex problems, the college's student affairs administrators can divide the work and cooperate	3.51	1.17	high	6
5	The student affairs administrators take the initiative to report the work progress to the leader	3.47	1.08	medium	10
6	Leaders take the initiative to care about the student administrator's life and work difficulties	3.48	1.11	medium	9
7	The college organizes student affairs managers to carry out work case discussions	3.54	1.05	high	2
8	The college organizes key student affairs administrators to introduce work experience	3.53	1.01	high	3
9	The college organize student affairs management personnel to go out for training or investigation	3.60	1.03	high	1

Table 4.4 (Continue)

	Teamwork ability	\bar{X}	S.D.	Level	Order
10	When the student affairs administrators first started, the leaders would arrange experienced student affairs administrators to serve as induction tutors	3.53	1.02	high	4
Total		3.57	1.06	high	

According to table 4.4, found that the current situation of professional ability in teamwork ability was at high level ($\bar{X} = 3.57$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was the college organize student affairs management personnel to go out for training or investigation ($\bar{X} = 3.60$), followed by the college organizes student affairs managers to carry out work case discussions ($\bar{X} = 3.54$), and the student affairs administrators take the initiative to report the work progress to the leader was the lowest level ($\bar{X} = 3.47$).

Table 4.5 The mean value and standard deviation of the current situation of professional ability in self-management ability

	Self-management ability	\bar{X}	S.D.	Level	Order
1	The student affairs administrators buy or borrow books on management, psychology, pedagogy, career planning and employment guidance in the library and use them in their work	3.44	1.05	medium	4
2	The student affairs administrators watch the news regularly to understand and master the latest situation at home and abroad	3.43	1.04	medium	5

Table 4.5 (Continue)

	Self-management ability	\bar{X}	S.D.	Level	Order
3	Student affairs administrators have actively led or participated in research projects related to student affairs management	3.50	1.08	high	3
4	Student affairs administrators affirm the significance of specialized training	3.42	1.06	medium	6
5	Student affairs administrators affirm the significance of academic research ability	3.30	1.05	medium	9
6	The student affairs attach great importance to each training of student affairs management	3.35	1.08	medium	8
7	The student affairs administrator is very clear about their job responsibilities	3.28	1.04	medium	10
8	Student affairs administrators will utilize online platforms and modern technological means to carry out their work	3.55	0.67	high	1
9	Student affairs administrators strengthen the construction of their professional sense of belonging	3.54	0.76	high	2
10	Student affairs administrators have a strong desire for further education and academic advancement	3.27	0.67	medium	11
11	Student affairs administrators possess self-management abilities	3.40	0.54	medium	7
Total		3.40	0.91	medium	

According to table 4.5, found that the current situation of professional ability in self-management ability was at medium level ($\bar{X} = 3.40$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was student affairs administrators will utilize online platforms and modern technological means to carry out their work ($\bar{X} = 3.55$), followed by student affairs administrators strengthen the construction of their professional sense of belonging ($\bar{X} = 3.54$), and student affairs administrators have a strong desire for further education and academic advancement was the lowest level ($\bar{X} = 3.27$).

Table 4.6 The mean value and standard deviation of the current situation of professional ability in problem solving and decision-making ability

	Problem solving and decision-making ability	\bar{X}	S.D.	Level	Order
1	The student affairs administrators recognize the importance of problem-solving in student affairs management	3.57	1.05	high	1
2	When handling student issues, student affairs administrators take specific steps or approaches to solve the problems	3.52	1.04	high	6
3	Student affairs administrators have experience dealing with complex or urgent student issues	3.56	1.08	high	2
4	Student affairs administrators can scientifically summarize and describe their process of handling student issues.	3.50	1.06	high	7
5	When making decisions, student affairs administrators typically gather relevant information and data beforehand.	3.49	1.05	medium	8
6	Student affairs administrators tend to discuss and seek input from others when making decisions	3.53	1.08	high	5

Table 4.6 (Continue)

	Problem solving and decision-making ability	\bar{X}	S.D.	Level	Order
7	Student affairs administrators are clear about the specific scenarios in student affairs management where they need to make important decisions, and they explain how they make these decisions	3.24	1.04	medium	11
8	Student affairs administrators can balance the need to make decisions quickly with the need to carefully weigh the pros and cons	3.20	0.67	medium	12
11	Student affairs administrators continuously innovate scientific approaches to problem-solving in their work	3.40	0.54	medium	9
12	Student affairs administrators can anticipate risks in advance and take preventive interventions	3.25	0.78	medium	10
Total		3.44	0.90	medium	

According to table 4.6, found that the current situation of professional ability in problem solving and decision-making ability was at medium level ($\bar{X} = 3.44$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was The student affairs administrators recognize the importance of problem-solving in student affairs management ($\bar{X} = 3.57$), followed by Student affairs administrators have experience dealing with complex or urgent student issues ($\bar{X} = 3.56$), and student affairs administrators can balance the need to make decisions quickly with the need to carefully weigh the pros and cons was the lowest level ($\bar{X} = 3.20$).

Part3: The analysis result about the interview contents about the strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou

Table 4.7 Personal information of interviewee

Interviewee	Education background	Interview Date	Interview Time
Interviewee 1	Position: Vice Principal Education: Doctor's degree Work experience: 25 years	June 18 th 2023	9:00am GMT+8 30 minutes
Interviewee 2	Position: Vice Principal Education: Doctor's degree Work experience: 27 years	June 20 th 2023	9:00am GMT+8 30 minutes
Interviewee 3	Position: Vice Principal Education: Master's degree Work experience: 29years	June 21 th 2023	9:00am GMT+8 30 minutes
Interviewee 4	Position: Secretary of the Secondary College Education: Doctor's degree Work experience: 17 years	June 25 th 2023	9:00am GMT+8 30 minutes
Interviewee 5	Position: Minister of Student Affairs Education: Master's degree Work experience: 29 years	June 25 th 2023	10:00am GMT+8 30 minutes
Interviewee 6	Position: Deputy Secretary of the Secondary College Education: Master's degree Work experience: 15 years	June 25 th 2023	11:00am GMT+8 30 minutes
Interviewee 7	Position: Director of Student Affairs Education: Master's degree Work experience: 12 years	June 25 th 2023	1:00pm GMT+8 30 minutes

Table 4.7 (Continue)

Interviewee	Education background	Interview Date	Interview Time
Interviewee 8	Position: Student Affairs Administrator Education: Master's degree Work experience: 13 years	June 25 th 2023	2:00pm GMT+8 30 minutes
Interviewee 9	Position: Student Affairs Administrator Education: Master's degree Work experience: 11 years	June 25 th 2023	3:00pm GMT+8 30 minutes

Interviewee 1

1. How to improve the career development ability of student affairs administrators in Guizhou higher normal universities?

I think that develop a comprehensive professional development plan: Create a well-structured professional development plan tailored to the specific needs and goals of student affairs administrators. This plan should encompass training programs, workshops, seminars, and conferences focusing on relevant areas such as student counseling, program management, leadership skills, and diversity and inclusion.

2. How to improve the teamwork ability of student affairs administrators in Guizhou higher normal universities?

I think that provide mentoring and coaching: Establish mentoring and coaching programs where experienced administrators can provide guidance and support to junior staff members. Mentoring relationships can help develop specific skills, provide guidance on professional growth, and offer valuable insights based on their own experiences.

3. How to improve the self-management ability of student affairs administrators in Guizhou higher normal universities?

I think that to further enhance the professional abilities of student affairs administrators, it is important to address the participation and coverage of training, considering the diverse roles that administrators hold. In situations where it is challenging to coordinate training sessions due to conflicting schedules, innovative training approaches and increased frequency of training sessions can be implemented to ensure comprehensive coverage.

4. How to improve the problem solving and decision-making ability of student affairs administrators in Guizhou higher normal universities?

I think that schools and colleges should develop and organize relevant training courses and development plans to ensure the participation of student affairs administrators in training and learning, particularly emphasizing the enhancement of their abilities in handling emergencies and making decisions.

Interviewee 2

1. How to improve the career development ability of student affairs administrators in Guizhou higher normal universities?

I think that lead the diverse professional development of student affairs administrators. Universities should establish a dynamic target system for cultivating professional abilities. Pursuing diversified development is the necessary path to stabilize the backbone team, establish professional identity, and accomplish experience accumulation and succession. Schools should help each student affairs administrator establish a unique and hierarchical career development plan based on different stages of career development, different levels of professional development, different professional backgrounds, and different aspirations for career prospects. This guidance will facilitate the dynamic and diversified development of professional abilities for student affairs administrators.

2. How to improve the teamwork ability of student affairs administrators in Guizhou higher normal universities?

I think that colleges should establish and innovate communication platforms for student affairs administrators. Regular weekly meetings, bi-monthly summary meetings, and monthly summary meetings should be held to facilitate the exchange of work experiences, insights, and challenges.

3. How to improve the self-management ability of student affairs administrators in Guizhou higher normal universities?

I think that student affairs administrators should actively and proactively improve their educational qualifications, broaden their theoretical knowledge, and expand their professional perspectives. By doing so, they can apply more scientifically and effectively methods in their work and lead by example to motivate students to study diligently and strive for continuous improvement.

4. How to improve the problem solving and decision-making ability of student affairs administrators in Guizhou higher normal universities?

I think that schools and colleges should provide practical opportunities as much as possible for student affairs administrators to engage in real-world work and apply problem-solving and decision-making abilities.

Interviewee 3

1. How to improve the career development ability of student affairs administrators in Guizhou higher normal universities?

I think that student affairs administrators should be encouraged to pursue further education in relevant fields of student affairs while working, and they should be provided with time and financial support for this purpose.

2. How to improve the teamwork ability of student affairs administrators in Guizhou higher normal universities?

I think that college should establish a mentorship mechanism where experienced student affairs administrators with longer work experience provide one-on-one guidance to newly recruited staff members.

3. How to improve the self-management ability of student affairs administrators in Guizhou higher normal universities?

I think that student affairs administrators should Allocate one's work time effectively to maintain a balance between learning and work. One should not sacrifice learning due to work commitments but rather continuously enhance their work abilities through continuous learning.

4. How to improve the problem solving and decision-making ability of student affairs administrators in Guizhou higher normal universities?

I think that student affairs administrators should actively seek professional guidance and consultation when facing challenging and difficult-to-solve problems. Valuable problem-solving and decision-making experience can be obtained from experienced mentors or leaders.

Interviewee 4

1. How to improve the career development ability of student affairs administrators in Guizhou higher normal universities?

I think that school should establish a performance evaluation system: Implement a performance evaluation system to assess the professional abilities and achievements of student affairs administrators. Regular evaluations can identify areas for improvement and provide constructive feedback for individual growth and institutional development.

2. How to improve the teamwork ability of student affairs administrators in Guizhou higher normal universities?

I think that colleges should assign work responsibilities to each student affairs administrator in a fair manner, ensuring that their workload is as balanced as possible. In situations of emergencies or increased temporary tasks, coordination should be made to ensure the team works together to accomplish the tasks.

3. How to improve the self-management ability of student affairs administrators in Guizhou higher normal universities?

I think that student affairs administrators should to clarify one's job responsibilities. Many student affairs administrators are not aware of what they should do and how to do it.

4. How to improve the problem solving and decision-making ability of student affairs administrators in Guizhou higher normal universities?

I think that student affairs administrators often find it challenging to strike a balance between making decisions quickly and taking time for careful consideration when dealing with issues. It is indeed a difficult aspect to manage. To achieve this balance, it is crucial to first understand the urgency of the problem, prioritize tasks and issues based on their importance and urgency, and then establish a decision-making process. Overall, finding this balance requires a strong combination of the student affairs

administrators' innate responsiveness and the accumulation of fundamental skills in their everyday work. Enhancing practical experience and participating in relevant training are also essential factors to master this ability.

Interviewee 5

1. How to improve the career development ability of student affairs administrators in Guizhou higher normal universities?

I think that establishing a system for a professional ability handbook for student affairs administrators can be beneficial. This system would clearly define the professional competencies required for student affairs administrators and provide a framework for more precise management and development of these professionals.

2. How to improve the teamwork ability of student affairs administrators in Guizhou higher normal universities?

I think that colleges should create an environment where student affairs administrators can develop a sense of identification with their positions. As direct supervisors of student affairs administrators, secondary colleges should help establish a sense of identification with the college and the position through measures such as recognition and rewards, and fostering a caring and supportive atmosphere.

3. How to improve the self-management ability of student affairs administrators in Guizhou higher normal universities?

I think that professional training for student affairs administrators is highly important as it can enhance their professional competence, adapt to changing student needs, improve service quality, enhance career development opportunities, and maintain competitiveness in the field.

4. How to improve the problem solving and decision-making ability of student affairs administrators in Guizhou higher normal universities?

I think that student affairs administrators should continuously strengthen their theoretical and practical learning and innovate in problem-solving approaches and methods.

Interviewee 6

1. How to improve the career development ability of student affairs administrators in Guizhou higher normal universities?

I think that establishing initiatives such as an "Excellence Studio for Student Affairs Administrators" or a "Home for Student Affairs Administrators" can foster team cohesion, facilitate the exchange of best practices, build a professional social network, provide career development support, and enhance the industry identity of student affairs administrators. Ultimately, these initiatives can improve team collaboration, enhance work quality, and promote the professional development of individuals and the entire team.

2. How to improve the teamwork ability of student affairs administrators in Guizhou higher normal universities?

I think that colleges should encourage the professional development of student affairs administrators and provide resources and support. Many colleges are reluctant to allow student affairs administrators to participate in training because it may take up work time. This mindset is detrimental to the professional development of student affairs administrators.

3. How to improve the self-management ability of student affairs administrators in Guizhou higher normal universities?

I think that student affairs administrators should receive enhanced training in the field of mental health education. Mental health education should be treated as a long-term and continuous training program. In recent years, there have been frequent incidents of severe events caused by abnormal student mental health. This reflects the need for improvement in the abilities of student affairs administrators in the field of mental health education.

4. How to improve the problem solving and decision-making ability of student affairs administrators in Guizhou higher normal universities?

I think that schools and colleges should regularly organize case study activities to enable student affairs administrators to learn and analyze different cases, gaining valuable experience and insights from them.

Interviewee 7

1. How to improve the career development ability of student affairs administrators in Guizhou higher normal universities?

I think that schools should optimize the incentive mechanisms for student affairs administrators, taking into consideration factors such as material rewards, motivation, goals, and personal development.

2. How to improve the teamwork ability of student affairs administrators in Guizhou higher normal universities?

I think that colleges should establish a knowledge-sharing platform: Create a platform for knowledge sharing that encourages student affairs administrators to share their experiences, teaching materials, lesson plans, and other resources. These resources can be collected and compiled for the purpose of team experience sharing and reference, ultimately enhancing the overall professional competence of the team of administrators.

3. How to improve the self-management ability of student affairs administrators in Guizhou higher normal universities?

I think that student affairs administrators should engage in continuous learning to promote professional development. They should actively participate in relevant training courses, academic conferences, seminars, and other activities to continuously update and expand their knowledge and skills. By reading professional books, studying literature, and staying informed about industry trends, they can keep their professional knowledge in student affairs management up to date.

4. How to improve the problem solving and decision-making ability of student affairs administrators in Guizhou higher normal universities?

I think that schools and colleges should establish timely and effective feedback mechanisms to assess and provide feedback on the problem-solving and decision-making abilities of student affairs administrators. Additionally, they should compile guidelines on how to make decisions in relevant situations, facilitating learning for new members and less experienced managers in the field of student affairs.

Interviewee 8

1. How to improve the career development ability of student affairs administrators in Guizhou higher normal universities?

I think that schools should broaden the career development pathways for student affairs administrators by providing opportunities for them to work or study in important departments or positions within the school. By offering these opportunities, schools can demonstrate to student affairs administrators that there are future prospects for their professional growth.

2. How to improve the teamwork ability of student affairs administrators in Guizhou higher normal universities?

I think that Colleges should pay attention to the student-to-staff ratio of student affairs administrators and recruit graduate students from the college who have experience in student affairs to expand the team of qualified personnel. By increasing the size of the team with relevant skills and qualifications, and reducing the proportion of part-time student affairs administrators, colleges can promote the healthy and stable development of the student affairs team.

3. How to improve the self-management ability of student affairs administrators in Guizhou higher normal universities?

I think that student affairs administrators should make effective career planning and make necessary adjustments at the right time.

4. How to improve the problem solving and decision-making ability of student affairs administrators in Guizhou higher normal universities?

I think that individual student affairs administrators should take the initiative to engage in continuous learning, keeping an eye on the latest industry trends and best practices. By doing so, they can constantly improve their problem-solving and decision-making abilities.

Interviewee 9

1. How to improve the career development ability of student affairs administrators in Guizhou higher normal universities?

I think that schools, when recruiting, should prioritize optimizing the gender and disciplinary ratio of student affairs administrators. It is not conducive to the

development of the student affairs team if there is a higher proportion of women than men or a higher proportion of humanities majors than science majors among student affairs administrators.

2. How to improve the teamwork ability of student affairs administrators in Guizhou higher normal universities?

I think that colleges should provide opportunities for interdisciplinary collaboration by encouraging student affairs administrators from their own college to collaborate with teachers and staff from other colleges or departments on projects such as career services, counseling, cultural and sports activities, and more. Through interdisciplinary collaboration, student affairs administrators can gain knowledge and experience from different fields, allowing them to provide comprehensive support and guidance to students.

3. How to improve the self-management ability of student affairs administrators in Guizhou higher normal universities?

I think that the enhancement of professional abilities for student affairs administrators requires a strong emphasis on theoretical knowledge. Many student affairs administrators tend to focus more on practical aspects and neglect theoretical foundations, which can hinder their ability to find efficient working methods.

4. How to improve the problem solving and decision-making ability of student affairs administrators in Guizhou higher normal universities?

I believe that student affairs administrators have a weak ability to anticipate risks and potential problems. Often, they tend to address issues only after they occur, without proactively foreseeing and preventing them. Therefore, student affairs administrators should strengthen their training and learning efforts to cultivate better anticipatory skills. They can engage in frequent communication and exchange of ideas with experienced colleagues in the field of student affairs to gain insights. Moreover, continuous reflection and analysis of past work experiences will contribute to enhancing their ability to anticipate and handle potential challenges more effectively.

Table 4.8 Strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou

Strategies for improving professional ability of student affairs administrators	How to
Improving professional ability in career development ability	<ol style="list-style-type: none"> 1. Developing comprehensive development plans for student affairs administrators. 2. Establishing a performance evaluation mechanism for student affairs administrators. 3. Establishing a system for a professional ability handbook for student affairs administrators. 4. Establishing initiatives such as an "Excellence Studio for Student Affairs Administrators" or a "Home for Student Affairs Administrators" . 5. Optimize the incentive mechanisms for student affairs administrators, taking into consideration factors such as material rewards, motivation, goals, and personal development. 6. Broaden the career development pathways for student affairs administrators by providing opportunities for them to work or study in important departments or positions within the school. 7. Optimizing the alignment between student affairs administrators and their professional roles. 8. The school should thoroughly study and implement various policies related to student affairs administrators issued by the government to ensure effective implementation.

Table 4.8 (Continue)

Strategies for improving professional ability of student affairs administrators	How to
	<p>9. During recruitment, it is essential to optimize the professional structure of the student affairs management team.</p> <p>10. When establishing the Student Affairs Management Office in the college, a dedicated person shall be appointed to be in charge, and relevant regulations and systems shall be formulated.</p>
Improving professional ability in teamwork ability	<ol style="list-style-type: none"> 1. Establishing mentorship and counseling programs. 2. Establishing and innovating communication and exchange platforms for student affairs administrators. 3. Creating an environment that fosters job identity. 4. Provide opportunities for interdisciplinary collaboration by encouraging student affairs administrators from their own college to collaborate with teachers and staff from other colleges or departments on projects such as career services, counseling, cultural and sports activities, and more. 5. Optimizing the organizational environment for the growth of student affairs administrators. 6. Strictly implement the relevant documents and guidelines issued by the school concerning student affairs management.

Table 4.8 (Continue)

Strategies for improving professional ability of student affairs administrators	How to
	<p>7. College leaders should conduct scientific planning and rational distribution of student affairs work to avoid imbalances and irrational phenomena in workload distribution.</p> <p>8. The college should collaborate with the university to jointly conduct student affairs administrators' training, and allow colleges with professional advantages to undertake the training in batches.</p> <p>9. The college should strengthen the communication and collaboration between student affairs administrators and other faculty members in the college.</p> <p>10. The college should actively recommend outstanding student affairs administrators to work in the school's administrative departments, thereby broadening their career development paths.</p>
Improving professional ability in self-management ability	<p>1. Strengthening theoretical learning and optimizing the allocation of time for learning and work.</p> <p>2. Actively and voluntarily participate in relevant training programs for student affairs management and keep a record of experiences and reflections.</p>

Table 4.8 (Continue)

Strategies for improving professional ability of student affairs administrators	How to
	<p>3. Actively and proactively pursue higher education degrees.</p> <p>4. Clarify the job responsibilities of student affairs administrators.</p> <p>5. Make effective career planning and make necessary adjustments at the right time.</p> <p>6. Strengthening the construction of self-professional identity and working together with the college to create a professional identity environment.</p> <p>7. Enhance the self-management ability of student affairs administrators, strengthen capacity building, continuously self-regulate, and perform their duties effectively.</p> <p>8. Student affairs administrators should utilize online platforms and modern technological means to gather and organize new educational management resources and information, enabling broader communication and enhancing their professional abilities.</p>
Improving professional ability in problem solving and decision-making ability	<p>1. Schools and colleges should develop and organize relevant training courses and development plans to ensure the participation of student affairs administrators in training and learning, particularly emphasizing the enhancement of their abilities in handling emergencies and making decisions.</p>

Table 4.8 (Continue)

Strategies for improving professional ability of student affairs administrators	How to
	<p>2. Schools and colleges should provide practical opportunities as much as possible for student affairs administrators to engage in real-world work and apply problem-solving and decision-making abilities.</p> <p>3. Student affairs administrators should actively seek help when facing challenging and difficult-to-solve problems.</p> <p>4. Student affairs administrators need to master the ability to discern the appropriate situations for quick responses and those that require careful consideration before reacting.</p> <p>5. Student affairs administrators should continuously strengthen their theoretical and practical learning and innovate in problem-solving approaches and methods.</p> <p>6. Schools and colleges should regularly organize case study activities to enable student affairs administrators to learn and analyze different cases, gaining valuable experience and insights from them. Schools and colleges should establish timely and effective feedback mechanisms to assess and provide feedback on the problem-solving and decision-making abilities of student affairs administrators.</p>

Table 4.8 (Continue)

Strategies for improving professional ability of student affairs administrators	How to
	<p>7. Student affairs administrators should take the initiative to engage in continuous learning, keeping an eye on the latest industry trends and best practices.</p> <p>8. Student affairs administrators should improve their ability to anticipate risks and potential problems.</p>

According to table 4.8, the researcher provided the Strategies for improving professional ability of student affairs administrators in four aspects, which contain 37 measures. There are 10 measures for improving career development ability, 10 measures for improving teamwork ability, 8 measures for improving self-management ability ,and 9 measures for improving problem solving and decision-making ability.

Part 4: The analysis result about the evaluation of the suitability and feasibility of strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou. Presented the data in the form of average value and standard deviation.

Table 4.9 Personal information of Experts

Experts	Education background	Evaluate Date	Evaluate Time
Expert 1	Position: Secretary of the school Education: Doctor's degree Work experience: 30 years	July 14 th 2023	9:00am GMT+8 30 minutes
Expert 2	Position: Vice Principal Education: Doctor's degree Work experience: 31 years	July 14 th 2023	9:40am GMT+8 30 minutes
Expert 3	Position: Minister of Student Affairs Education: Master's degree Work experience: 18 years	July 14 th 2023	10:20am GMT+8 30 minutes
Expert 4	Position: Minister of Student Affairs Education: Doctor's degree Work experience: 17 years	July 14 th 2023	11:00am GMT+8 30 minutes
Expert 5	Position: Deputy Minister of Student Affairs Education: Master's degree Work experience: 29 years	July 14 th 2023	11:40am GMT+8 30 minutes
Expert 6	Position: Secretary of the Secondary College Education: Master's degree Work experience: 20 years	July 14 th 2023	1:00pm GMT+8 30 minutes
Expert 7	Position: Deputy Secretary of the Secondary College Education: Master's degree Work experience: 18 years	July 14 th 2023	1:40pm GMT+8 30 minutes

Table 4.9 (Continue)

Experts	Education background	Evaluate Date	Evaluate Time
Expert 8	Position: Student Affairs Administrator Education: Master's degree Work experience: 13 years	July 14 th 2023	2:20pm GMT+8 30 minutes
Expert 9	Position: Student Affairs Administrator Education: Master's degree Work experience: 11 years	July 14 th 2023	3:00pm GMT+8 30 minutes

According to table 4.9, the researcher invited a total of nine high-level and mid-level administrators, as well as experienced student affairs administrators from Guizhou higher normal universities, to evaluation an suitable and feasible study on strategies to improve the professional ability of student affairs administrators.

Table 4.10 The mean value and standard deviation of the evaluation of the suitability and feasibility of strategies for improving professional ability of student affairs administrators in four aspects

Strategies for improving professional ability of student affairs administrators	suitability			feasibility		
	\bar{X}	S.D.	level	\bar{X}	S.D.	level
Improving professional ability in career development ability						
1. Developing comprehensive development plans for student affairs administrators.	4.05	0.80	high	4.15	0.73	high
2. Establishing a performance evaluation mechanism for student affairs administrators.	4.20	0.72	high	4.07	0.66	high
3. Establishing a system for a professional ability handbook for student affairs administrators.	4.27	0.91	high	4.73	0.47	highest
4. Establishing initiatives such as an "Excellence Studio for Student Affairs Administrators" or a "Home for Student Affairs Administrators" .	4.91	0.30	highest	4.36	0.67	high
5. Optimize the incentive mechanisms for student affairs administrators, taking into consideration factors such as material rewards, motivation, goals, and personal development.	4.44	0.67	high	4.36	0.81	high

Table 4.10 (Continue)

Strategies for improving professional ability of student affairs administrators	suitability			feasibility		
	\bar{X}	S.D.	level	\bar{X}	S.D.	level
6 Broaden the career development pathways for student affairs administrators by providing opportunities for them to work or study in important departments or positions within the school.	4.45	0.69	high	4.46	0.69	high
7 Optimizing the alignment between student affairs administrators and their professional roles.	4.37	0.76	high	4.39	0.76	high
8 The school should thoroughly study and implement various policies related to student affairs administrators issued by the government to ensure effective implementation.	4.46	0.71	high	4.36	0.81	high
9 During recruitment, it is essential to optimize the professional structure of the student affairs management team.	4.37	0.56	high	4.16	0.85	high

Table 4.10 (Continue)

Strategies for improving professional ability of student affairs administrators		suitability			feasibility		
		\bar{X}	S.D.	level	\bar{X}	S.D.	level
10	When establishing the Student Affairs Management Office in the college, a dedicated person shall be appointed to be in charge, and relevant regulations and systems shall be formulated.	4.28	0.71	high	4.45	0.67	high
Total		4.45	0.67	high	4.45	0.72	high
Improving professional ability in teamwork ability							
1	Establishing mentorship and counseling programs.	4.43	0.66	high	4.45	0.65	high
2	Establishing and innovating communication and exchange platforms for student affairs administrators.	4.75	0.59	highest	4.43	0.63	high
3	Creating an environment that fosters job identity.	4.16	0.85	high	4.47	0.72	high
4	Provide opportunities for interdisciplinary collaboration by encouraging student affairs administrators from their own college to collaborate with teachers and staff from other colleges or departments on	4.46	0.71	high	4.47	0.72	high

Table 4.10 (Continue)

Strategies for improving professional ability of student affairs administrators	suitability			feasibility		
	\bar{X}	S.D.	level	\bar{X}	S.D.	level
projects such as career services, counseling, cultural and sports activities, and more.						
5 Optimizing the organizational environment for the growth of student affairs administrators	4.42	0.57	high	4.69	0.59	highest
6 Strictly implement the relevant documents and guidelines issued by the school concerning student affairs management.	4.44	0.67	high	4.36	0.81	high
7 College leaders should conduct scientific planning and rational distribution of student affairs work to avoid imbalances and irrational phenomena in workload distribution.	4.45	0.69	high	4.46	0.69	high
8 The college should collaborate with the university to jointly conduct student affairs administrators' training, and allow colleges with professional advantages	4.37	0.76	high	4.39	0.76	high

Table 4.10 (Continue)

Strategies for improving professional ability of student affairs administrators		suitability			feasibility		
		\bar{X}	S.D.	level	\bar{X}	S.D.	level
	to undertake the training in batches.						
9	The college should strengthen the communication and collaboration between student affairs administrators and other faculty members in the college.	4.20	0.72	high	4.07	0.66	high
10	The college should actively recommend outstanding student affairs administrators to work in the school's administrative departments, thereby broadening their career development paths.	4.27	0.91	high	4.43	0.47	high
Total		4.46	0.68	high	4.43	0.72	high
Improving professional ability in self-management ability							
1	Strengthening theoretical learning and optimizing the allocation of time for learning and work.	4.46	0.72	high	4.45	0.64	high

Table 4.10 (Continue)

Strategies for improving professional ability of student affairs administrators	suitability			feasibility		
	\bar{X}	S.D.	level	\bar{X}	S.D.	level
2 Actively and voluntarily participate in relevant training programs for student affairs management and keep a record of experiences and reflections.	4.49	0.63	high	4.47	0.75	high
3 Actively and proactively pursue higher education degrees.	4.45	0.63	high	4.69	0.59	high
4 Clarify the job responsibilities of student affairs administrators.	4.71	0.62	highest	4.66	0.69	high
5 Make effective career planning and make necessary adjustments at the right time.	4.70	0.63	high	4.82	0.61	highest
6 Strengthening the construction of self-professional identity and working together with the college to create a professional identity environment.	4.27	0.91	high	4.43	0.47	high
7 Enhance the self-management ability of student affairs administrators, strengthen capacity building,	4.46	0.72	high	4.65	0.64	high

Table 4.10 (Continue)

Strategies for improving professional ability of student affairs administrators		suitability			feasibility		
		\bar{X}	S.D.	level	\bar{X}	S.D.	level
	continuously self-regulate, and perform their duties effectively.						
8	Student affairs administrators should utilize online platforms and modern technological means to gather and organize new educational management resources and information, enabling broader communication and enhancing their professional abilities.	4.49	0.63	high	4.47	0.75	high
Total		4.47	0.65	high	4.45	0.71	high
Improving professional ability in problem solving and decision-making ability							
1	Schools and colleges should develop and organize relevant training courses and development plans to ensure the participation of student affairs administrators in training and learning,	4.45	0.63	high	4.69	0.59	high

Table 4.10 (Continue)

Strategies for improving professional ability of student affairs administrators		suitability			feasibility		
		\bar{X}	S.D.	level	\bar{X}	S.D.	level
	particularly emphasizing the enhancement of their abilities in handling emergencies and making decisions.						
2	Schools and colleges should provide practical opportunities as much as possible for student affairs administrators to engage in real-world work and apply problem-solving and decision-making abilities.	4.71	0.62	highest	4.66	0.69	high
3	Student affairs administrators should actively seek help when facing challenging and difficult-to-solve problems.	4.70	0.63	high	4.82	0.61	highest
4	Student affairs administrators need to master the ability to discern the appropriate situations for quick responses and those that require careful consideration before reacting.	4.27	0.91	high	4.43	0.47	high

Table 4.10 (Continue)

Strategies for improving professional ability of student affairs administrators	suitability			feasibility		
	\bar{X}	S.D.	level	\bar{X}	S.D.	level
5 Student affairs administrators should continuously strengthen their theoretical and practical learning and innovate in problem-solving approaches and methods.	4.46	0.72	high	4.65	0.64	high
6 Schools and colleges should regularly organize case study activities to enable student affairs administrators to learn and analyze different cases, gaining valuable experience and insights from them.	4.45	0.63	high	4.69	0.59	high
7 Schools and colleges should establish timely and effective feedback mechanisms to assess and provide feedback on the problem-solving and decision-making abilities of student affairs administrators.	4.71	0.62	highest	4.66	0.69	high
8 Student affairs administrators should take the initiative to engage in continuous learning, keeping an eye on the latest industry trends and best practices.	4.70	0.63	high	4.82	0.61	highest

Table 4.10 (Continue)

Strategies for improving professional ability of student affairs administrators		suitability			feasibility		
		\bar{X}	S.D.	level	\bar{X}	S.D.	level
9	Student affairs administrators should improve their ability to anticipate risks and potential problems.	4.27	0.91	high	4.43	0.47	high
Total		4.48	0.72	high	4.65	0.64	high

According to table 4.10, the suitability and feasibility of strategies for improving professional ability of student affairs administrators in four aspects were at high level with the values between 4.00 and 5.00, which means the strategies for improving professional ability of student affairs administrators are suitability and feasibility.

Chapter 5

Conclusion Discussion and Recommendations

The aims of the present study include 1) to study current situation of professional ability of student affairs administrators in higher normal universities in Guizhou, 2) to develop the strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou, 3) to evaluate the suitability and feasibility of strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou. The sample group in this research were 291 student affairs administrators in higher normal universities in Guizhou. The Interview groups were 9 High-level administrators and student affairs administrators in higher normal universities in Guizhou. The research instruments were documents analysis, questionnaire, and structured interview. The statistic to analyze the data were percentage, average value, and standard deviation.

The details are as follows.

Conclusion

The research in the strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou. The researcher summarizes the conclusion into three parts, details as follows:

Part 1: the current situation of improving professional ability of student affairs administrators in higher normal universities in Guizhou.

Part 2: the strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou.

Part 3: the suitability and feasibility of strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou.

Part 1: the current situation of improving professional ability of student affairs administrators in higher normal universities in Guizhou

The current situation of improving professional ability in four aspects was at high level . Considering the results of this research aspects ranged from the highest to

lowest level were as follow: the highest level was teamwork ability, followed by career development ability, problem solving and decision-making ability, and self-management ability was the lowest level .

The current situation of professional ability in career development ability was at high level . Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was the school provides opportunities and financial support for student affairs administrators to participate in various trainings , followed by the school often invites well-known experts to carry out special training for student affairs management personnel , and the school promote student affairs managers who perform well in practical work as middle-level cadres was the lowest level .

The current situation of professional ability in teamwork ability was at high level . Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was the college organize student affairs management personnel to go out for training or investigation, followed by the college organizes student affairs managers to carry out work case discussions, and the student affairs administrators take the initiative to report the work progress to the leader was the lowest level.

The current situation of professional ability in self-management ability was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was student affairs administrators will utilize online platforms and modern technological means to carry out their work, followed by student affairs administrators strengthen the construction of their professional sense of belonging, and student affairs administrators have a strong desire for further education and academic advancement was the lowest level .

The current situation of professional ability in problem solving and decision-making ability was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was The student affairs administrators recognize the importance of problem-solving in student affairs management, followed by Student affairs administrators have experience dealing with complex or urgent student issues , and student affairs administrators can

balance the need to make decisions quickly with the need to carefully weigh the pros and cons was the lowest level.

Part 2: the strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou

The strategies for improving professional ability of student affairs administrators in four aspects, which contain 37 measures. There are 10 measures for career development ability, 10 measures for teamwork ability, 8 measures for self-management ability, 9 measures for problem solving and decision-making ability.

For career development ability, there are 10 measures for improving professional ability of student affairs administrators in higher normal universities in Guizhou as follow:

1. Developing comprehensive development plans for student affairs administrators.
2. Establishing a performance evaluation mechanism for student affairs administrators.
3. Establishing a system for a professional ability handbook for student affairs administrators.
4. Establishing initiatives such as an "Excellence Studio for Student Affairs Administrators" or a "Home for Student Affairs Administrators" .
5. Optimize the incentive mechanisms for student affairs administrators, taking into consideration factors such as material rewards, motivation, goals, and personal development.
6. Broaden the career development pathways for student affairs administrators by providing opportunities for them to work or study in important departments or positions within the school.
7. Optimizing the alignment between student affairs administrators and their professional roles.
8. The school should thoroughly study and implement various policies related to student affairs administrators issued by the government to ensure effective implementation.

9. During recruitment, it is essential to optimize the professional structure of the student affairs management team.

10. When establishing the Student Affairs Management Office in the college, a dedicated person shall be appointed to be in charge, and relevant regulations and systems shall be formulated.

For teamwork ability, there are 10 measures for improving professional ability of student affairs administrators in higher normal universities in Guizhou as follow:

1. Establishing mentorship and counseling programs.

2. Establishing and innovating communication and exchange platforms for student affairs administrators.

3. Creating an environment that fosters job identity.

4. Provide opportunities for interdisciplinary collaboration by encouraging student affairs administrators from their own college to collaborate with teachers and staff from other colleges or departments on projects such as career services, counseling, cultural and sports activities, and more.

5. Optimizing the organizational environment for the growth of student affairs administrators.

6. Strictly implement the relevant documents and guidelines issued by the school concerning student affairs management.

7. College leaders should conduct scientific planning and rational distribution of student affairs work to avoid imbalances and irrational phenomena in workload distribution.

8. The college should collaborate with the university to jointly conduct student affairs administrators' training, and allow colleges with professional advantages to undertake the training in batches.

9. The college should strengthen the communication and collaboration between student affairs administrators and other faculty members in the college.

10. The college should actively recommend outstanding student affairs administrators to work in the school's administrative departments, thereby broadening their career development paths.

For self-management ability, there are 8 measures for improving professional ability of student affairs administrators in higher normal universities in Guizhou as follow:

1. Strengthening theoretical learning and optimizing the allocation of time for learning and work.
2. Actively and voluntarily participate in relevant training programs for student affairs management and keep a record of experiences and reflections.
3. Actively and proactively pursue higher education degrees.
4. Clarify the job responsibilities of student affairs administrators.
5. Make effective career planning and make necessary adjustments at the right time.
6. Strengthening the construction of self-professional identity and working together with the college to create a professional identity environment.
7. Enhance the self-management ability of student affairs administrators, strengthen capacity building, continuously self-regulate, and perform their duties effectively.
8. Student affairs administrators should utilize online platforms and modern technological means to gather and organize new educational management resources and information, enabling broader communication and enhancing their professional abilities.

For problem solving and decision-making ability, there are 9 measures for improving professional ability of student affairs administrators in higher normal universities in Guizhou as follow:

1. Schools and colleges should develop and organize relevant training courses and development plans to ensure the participation of student affairs administrators in training and learning, particularly emphasizing the enhancement of their abilities in handling emergencies and making decisions.
2. Schools and colleges should provide practical opportunities as much as possible for student affairs administrators to engage in real-world work and apply problem-solving and decision-making abilities.

3. Student affairs administrators should actively seek help when facing challenging and difficult-to-solve problems.

4. Student affairs administrators need to master the ability to discern the appropriate situations for quick responses and those that require careful consideration before reacting.

5. Student affairs administrators should continuously strengthen their theoretical and practical learning and innovate in problem-solving approaches and methods.

6. Schools and colleges should regularly organize case study activities to enable student affairs administrators to learn and analyze different cases, gaining valuable experience and insights from them.

7. Schools and colleges should establish timely and effective feedback mechanisms to assess and provide feedback on the problem-solving and decision-making abilities of student affairs administrators.

8. Student affairs administrators should take the initiative to engage in continuous learning, keeping an eye on the latest industry trends and best practices.

9. Student affairs administrators should enhance their ability to anticipate risks and potential problems.

Part 3: the suitability and feasibility of strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou

The suitability and feasibility of strategies for improving professional ability of student affairs administrators in four aspects were at high level with the values between 4.00 and 5.00, which means the strategies for improving professional ability of student affairs administrators are suitability and feasibility.

The suitability and feasibility of strategies in career development ability was high. Among them, the measure of establishing initiatives such as an "Excellence Studio for Student Affairs Administrators" or a "Home for Student Affairs Administrators" showed the highest level of suitability. The measure of establishing a system for a professional competence handbook for student affairs administrators demonstrated the highest level of feasibility.

The suitability and feasibility of strategies in teamwork ability was high. Among them, the measure of establishing and innovating communication and exchange platforms for student affairs administrators demonstrated the highest level of suitability. The measure of optimizing the organizational environment for the growth of student affairs administrators showed the highest level of feasibility.

The suitability and feasibility of strategies in self-management ability was high. Among them, the measure of clarify the job responsibilities of student affairs administrators demonstrated the highest level of suitability. The measure of making effective career planning and making necessary adjustments at the right time showed the highest level of feasibility.

The suitability and feasibility of strategies in problem solving and decision-making ability was high. Among them, the measure of Schools and colleges should provide practical opportunities as much as possible for student affairs administrators to engage in real-world work and apply problem-solving and decision-making abilities demonstrated the highest level of suitability. The measure of Student affairs administrators should actively seek help when facing challenging and difficult-to-solve problems showed the highest level of feasibility.

Discussion

The research in the strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou. The researcher summarizes the discussion into 3 parts, details as follows: Part 1: the current situation of professional ability of student affairs administrators in higher normal universities in Guizhou. Part 2: the strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou. Part 3:the suitability and feasibility of strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou.

Part 1: the current situation of improving the professional ability of student affairs administrators in higher normal universities in Guizhou

Improving the professional ability of student affairs administrators in Guizhou higher normal university is at career development ability, teamwork ability, self-

management ability and problem solving and decision-making ability. Based on the research results, showed that the level of the current situation of teamwork ability was the strongest among the four abilities, followed by the career development ability. The related to the research of Zeng Yachun (2022,p136) , in terms of professional ability: Career development and teamwork have a very limited impact on professional ability and does not produce a significant influence.

In career development ability , it was found that the mean value of the school provides opportunities and financial support for student affairs administrators to participate in various trainings was the highest. This is because it is an undeniable fact that professional competence training can effectively enhance the professional abilities of student affairs administrators. Theoretically, student affairs management involves various aspects. It is not only the practical application of information methods but also an evaluation approach for student work. It serves as a means to influence student behavior and an opportunity to strengthen teacher-student communication. Some researchers have explored the developmental paths of outstanding student affairs administrators in higher education institutions. To become an excellent student affairs administrator, it is crucial to prioritize on boarding education, optimize organizational environment, and improve development mechanisms. Therefore, it is evident that on boarding training plays a vital role in the growth of student affairs administrators. Related to Zhuang Yingying' concept (2017,p18) , universities in accordance with the requirements of relevant policies and documents from the education administration department, have developed specific implementation plans for professional competence training, assessment and evaluation, and commendation for counselors based on their own circumstances. These plans are continuously adjusted and reviewed through practical experiences and feedback.

In teamwork ability, it was found that the mean value of the college organize student affairs administrators to go out for training or investigation was the highest. This is because normal universities attach great importance to the role of peer support in the construction of student affairs administrators' team. They adopt a mentoring approach to assist and guide new members in their role transition, helping them quickly adapt to and excel in their work. Related to the research of Li Zhongjun (2014,

p.67) ,the perspective of team building can enhance the professional competence of student affairs administrators.

In self-management ability, it was found that the mean value of student affairs administrators will utilize online platforms and modern technological means to carry out their work was the highest .This is because student affairs administrators can acquire relevant disciplinary knowledge, theoretical frameworks, and professional background, providing them with a solid theoretical foundation for their work. Theoretical learning helps student affairs administrators gain in-depth understanding of principles and concepts in fields such as education, psychology, sociology, enabling them to better comprehend students' needs, behaviors, and development. Additionally, theoretical learning cultivates analytical thinking, problem-solving skills, as well as important abilities in innovation and leadership among student affairs administrators. Related to the research of Owens D, Bodenhorn N, Bryant R M (2010,p12),student affairs administrators need to provide culturally diverse guidance and support to meet the needs of different students, which requires them to possess multicultural competence.

In problem solving and decision-making ability, it was found that the mean value of the student affairs administrators recognize the importance of problem-solving in student affairs management was the highest. This is because student affairs administrators believe that solving problems is highly important for several reasons. Firstly, problem-solving ability enables them to better meet students' needs and provide comprehensive support and assistance, thus gaining students' support and recognition. Secondly, effectively solving problems contributes to enhancing the reputation and image of schools or educational institutions, attracting more trust from students and parents. Additionally, problem-solving improves work efficiency, streamlining processes and saving time and resources. Timely problem-solving can prevent issues from escalating, reducing unnecessary troubles and losses. Most importantly, strong problem-solving skills are crucial for the career development of student affairs administrators, enhancing their competitiveness and career opportunities in the workplace. In summary, student affairs administrators consider problem-solving to be crucial for students' well-being, the reputation of educational

institutions, and their personal career advancement. Related to the research of Qu Jinde (2018) , having problem-solving ability enables student affairs administrators to better handle student feedback and complaints. By actively addressing issues, they can improve students' perception of the school and its services, enhancing students' sense of belonging to the institution.

Part 2: the strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou.

According to the research findings, in the strategies to improve the professional ability of student affairs administrators in Guizhou higher normal universities, emphasis should be placed on developing a career development plan and performance evaluation in career development ability. In teamwork ability , efforts should be focused on establishing a positive team environment and effective communication mechanisms for student affairs administrators. In self-management ability, it was observed that the participation of student affairs administrators in training programs was inadequate, and their recognition of training was relatively low. Therefore, efforts should be concentrated on enhancing individual capabilities, innovating training formats, and fostering a sense of professional belonging. In problem solving and decision-making ability , it was observed that student affairs administrators have a weak ability to make correct and effective decisions, thus, there is a need to enhance their problem-solving and decision-making abilities by improving their responsiveness, practical skills, anticipatory skills, and other relevant aspects.

In career development ability, this study proposed 10 measures as follow: developing comprehensive development plans for student affairs administrators, establishing a performance evaluation mechanism for student affairs administrators, Establishing a system for a professional competence handbook for student affairs administrators, establishing initiatives such as an Excellence Studio for Student Affairs Administrators or a Home for Student Affairs Administrators, optimize the incentive mechanisms for student affairs administrators, taking into consideration factors such as material rewards, motivation, goals, and personal development, broaden the career development pathways for student affairs administrators by providing opportunities for them to work or study in important departments or positions within

the school, optimizing the alignment between student affairs administrators and their professional roles, the school should thoroughly study and implement various policies related to student affairs administrators issued by the government to ensure effective implementation, during recruitment, it is essential to optimize the professional structure of the student affairs management team, when establishing the Student Affairs Management Office in the college, a dedicated person shall be appointed to be in charge, and relevant regulations and systems shall be formulated.

This is because, as found in previous research, schools are at a relatively low level in terms of the career development and performance incentives for student affairs administrators. Student affairs administrator are not very satisfied with their prospects for development, promotion opportunities, and incentive policies. Related to He Denyi's research (2018, p86-90) , there are also negative aspects, such as the student affairs administrators' work content system constantly generalized , low professional status, low professional salary, occupation unattractive, unstable team, unreasonable structure and other problems. On this basis, it is proposed to build college student affairs administrators' professional development system and college student affairs administrators' scientific management system. Therefore, in terms of school factors, strategies should be proposed to broaden career development paths, establish career development plans, optimize incentive mechanisms, improve team building, and ensure the implementation of national policies.

Establishing career development plans for student affairs administrators and broadening career development paths, the purposes were to foster their holistic growth and development throughout their careers. Such plans aim to assist student affairs administrators in enhancing their professional competence, cultivating leadership skills, and developing professional attributes. They provide development opportunities and resource support, enabling administrators to fulfill their responsibilities, navigate challenges, and achieve professional success. The plan also contributes to enhancing their abilities in student services, teamwork, cross-cultural communication, and other areas to meet the diverse needs of students and provide them with better support and guidance. That is because, in the construction of the student affairs management personnel team, emphasis should be placed on the five

aspects, strict entrance control, strengthened cultivation, attention to utilization, smooth exit, and rigorous assessment. The strict entrance control serves as a guarantee, while the cultivation and utilization aspects are crucial stages. The assessment serves as an important basis, and the smooth exit control represents a crucial bottom line (Tong Zemin,2017). In summary, the development of comprehensive plans aims to propel the personal and professional growth of student affairs administrators, enhancing their contributions and impact in their work within the educational institution. Establishing a performance evaluation mechanism for student affairs administrators. The purpose of establishing a performance evaluation mechanism for student affairs administrators is to assess performance, provide motivation and rewards, identify development needs, optimize resource allocation, improve work quality, and promote personal growth. Through this mechanism, the work performance of administrators can be comprehensively and objectively evaluated, exceptional performance can be recognized and rewarded, and development needs can be identified, providing relevant training and development opportunities. This helps in better resource allocation, enhancing work quality, driving personal career growth, and ensuring the provision of high-quality services and support by student affairs administrators. Related to Hongchao L.'s research (2019,p140) , the use of new technologies to strengthen the construction of the process evaluation system, removing the influence of subjective factors, and exploring a more objective assessment and evaluation system aimed at promoting the professional stability, work level, and effectiveness of student affairs administrators, plays a crucial role in enhancing their functional and capacity building. Taking the measurement of core competency levels as the starting point, building a new university student affairs administrators' occupational assessment and evaluation system is an important focal point for educational administrative departments and universities in the context of new challenges.

In improving career development ability ,the school should establishing initiatives such as an "Excellence Studio for Student Affairs Administrators" or a "Home for Student Affairs Administrators" .The purpose is to create dedicated spaces and platforms that promote excellence, collaboration, and professional development

among student affairs administrators. These initiatives aim to provide a supportive and conducive environment for administrators to exchange ideas, share best practices, and enhance their skills and knowledge. Related to Yakaboski T, Perozzi B.'s research(2018) ,they conducted a survey on 101 American student affairs administrators. 90% of the respondents believed that student affairs administrators should be capable of cross-cultural communication, and 85% believed that student affairs administrators should be culturally diverse in consulting methods and skills. By establishing these initiatives, universities and institutions demonstrate their commitment to the growth and success of student affairs administrators, offering them opportunities to engage in continuous learning, networking, and innovative practices. These initiatives also foster a sense of belonging and community among administrators, encouraging collaboration and the exchange of experiences, ultimately leading to the enhancement of their professional capabilities and the improvement of student services and support.

Optimize the incentive mechanisms for student affairs administrators, taking into consideration factors such as material rewards, motivation, goals, and personal development. The purpose of optimizing the incentive mechanisms for student affairs administrators is to enhance their work motivation and enthusiasm, and stimulate their job satisfaction and creativity. By optimizing the incentive mechanisms, it aims to better motivate student affairs administrators to fully utilize their abilities and potentials, thereby improving their work performance and efficiency. Additionally, optimizing the incentive mechanisms can also enhance the professional satisfaction and loyalty of student affairs administrators, encouraging their continuous growth and improvement in their roles. By implementing effective incentive measures, it can attract and retain talented student affairs administrators, thereby building a stable and highly efficient working team and further enhancing the quality and effectiveness of student services. In summary, the purpose of optimizing the incentive mechanisms is to stimulate the work motivation and development potential of student affairs administrators through appropriate incentive measures and strategies, ultimately leading to improved work performance and organizational outcomes. Related to Yajie S.'s research (2019, p.139) ,that was the development of professional abilities for university student affairs

administrators requires a strong support from an effective incentive mechanism. Continuous optimization of the incentive mechanism is needed to fully motivate and stimulate the creativity of student affairs administrators, fostering their intrinsic drive to enhance professional capabilities.

In teamwork ability, this study proposed 10 measures as follow: Establishing mentorship and counseling programs, establishing and innovating communication and exchange platforms for student affairs administrators, creating an environment that fosters job identity, provide opportunities for interdisciplinary collaboration by encouraging student affairs administrators from their own college to collaborate with teachers and staff from other colleges or departments on projects such as career services, counseling, cultural and sports activities, and more, optimizing the organizational environment for the growth of student affairs administrators, strictly implement the relevant documents and guidelines issued by the school concerning student affairs management, college leaders should conduct scientific planning and rational distribution of student affairs work to avoid imbalances and irrational phenomena in workload distribution, the college should collaborate with the university to jointly conduct student affairs administrators' training, and allow colleges with professional advantages to undertake the training in batches, The college should strengthen the communication and collaboration between student affairs administrators and other faculty members in the college,¹⁰ the college should actively recommend outstanding student affairs administrators to work in the school's administrative departments, thereby broadening their career development paths.

This is because, based on the findings from the research, it was observed that Student affairs administrators have a weak ability to establish professional environment recognition and communicate effectively with the college. Therefore, the proposed strategies mainly focus on improving the team environment, enhancing the professional identity of student affairs administrators, strengthening communication and exchange, to promote the enhancement of their professional capabilities.

Establishing mentorship and counseling programs in student affairs administration aims to provide support, guidance, and professional development opportunities. Mentorship programs offer experienced mentors to assist new professionals in adapting to their roles, understanding job requirements, and receiving guidance for personal and career growth. Counseling programs provide psychological counseling, career planning, and problem-solving support to help student affairs administrators overcome challenges, enhance their abilities, and achieve success in their careers. By implementing these programs, the goal is to foster professional growth among student affairs administrators, improve job satisfaction and effectiveness, and enhance the level of student services and support provided by the institution. Overall, the purpose of establishing mentorship and counseling programs is to provide comprehensive support and guidance to student affairs administrators, enabling them to achieve greater success in their professional development. Related to the "Provisional Standards for the Professional Competence of Student Affairs Administrators in Higher Education Institutions" (Teaching, Ideology, and Political Work [2014] No.2) require that guiding instructors assist newly appointed student affairs administrators in establishing correct professional ethics, mastering systematic professional knowledge and skills, clarifying the responsibilities and job content of student affairs administrators, and enhancing their professional confidence and sense of belonging in their roles.

Creating an environment that fosters job identity. Related to He Dengyi's research (2013), due to the lack of long-term identification with this profession and the absence of considering it as a career, counselors have experienced a fading of their professional beliefs and a loss of professional spirit. Therefore, the college should strengthen the creation of an environment that fosters the professional identity of student affairs administrators. The purpose of creating an environment that fosters job identity among student affairs administrators is to help them develop a strong sense of identification and belonging to their profession. By creating such an environment, it aims to ignite the passion and motivation of student affairs administrators towards their profession, enhancing their job satisfaction and engagement. Additionally, fostering job identity can boost their self-esteem and confidence, empowering them to pursue

professional growth and advancement. Such an environment also promotes collaboration and team spirit among student affairs administrators, working together towards providing better support and services to students. Overall, creating an environment that fosters job identity aims to inspire student affairs administrators to develop professional competencies, improve job performance, enhance personal growth, and contribute to the advancement and development of student affairs administrators.

Provide opportunities for interdisciplinary collaboration by encouraging student affairs administrators from their own college to collaborate with teachers and staff from other colleges or departments on projects such as career services, counseling, cultural and sports activities, and more. Related to Yan, J. L.'s research (2022) , uneven resource allocation: Some colleges may have more resources and support, while others may have relatively limited resources. This could lead to differences in training and development opportunities for student affairs administrators. The purpose of encouraging student affairs administrators to collaborate with faculty and staff from other colleges or departments is to promote interdisciplinary collaboration and holistic development. Through such collaboration, there can be enhanced communication and cooperation among different disciplines, facilitating the sharing of knowledge and experiences and providing more comprehensive and diverse student services and support. Additionally, interdisciplinary collaboration can broaden the perspectives of student affairs administrators, enhancing their professional competencies and abilities. By collaborating with other colleges or departments, student affairs administrators can gain expertise and skills from different fields, thereby improving their overall qualities and professional capabilities. Such collaboration also fosters a spirit of teamwork across departments, promoting synergistic work and mutual development among various functional units within the university. Overall, encouraging student affairs administrators to collaborate with faculty and staff from other colleges or departments aims to foster holistic development, interdisciplinary collaboration, and the provision of high-quality student support and services.

Optimizing the organizational environment for the growth of student affairs administrators. The purpose of optimizing the organizational environment for the growth of student affairs administrators is to provide them with a supportive and conducive work environment for their development. By optimizing the organizational environment, a positive learning atmosphere and growth opportunities can be created to inspire student affairs administrators to continuously learn and enhance their abilities. Additionally, optimizing the organizational environment can provide necessary resources and support, including training, guidance, and feedback, to help them succeed in their professional development. By fostering a positive, collaborative, and supportive organizational culture, student affairs administrators can better unleash their potential and achieve personal and professional growth. Relate to Yong L, Jianbin D & Xue Z.'s research (2020) ,the culture and leadership support within the college are crucial for the improvement of student affairs administrators' vocational abilities. Some colleges may place significant emphasis on student affairs work and provide support and encouragement to student affairs administrators. However, in other colleges, such support may be relatively limited.

In self-management ability, this study proposed 8 measures as follow: strengthening theoretical learning and optimizing the allocation of time for learning and work, actively and voluntarily participate in relevant training programs for student affairs management and keep a record of experiences and reflections, actively and proactively pursue higher education degrees, clarify the job responsibilities of student affairs administrators, make effective career planning and make necessary adjustments at the right time, strengthening the construction of self- professional identity and working together with the college to create a professional identity environment, enhance the self-management ability of student affairs administrators, strengthen capacity building, continuously self-regulate, and perform their duties effectively, student affairs administrators should utilize online platforms and modern technological means to gather and organize new educational management resources and information, enabling broader communication and enhancing their professional abilities.

This is because, based on the findings from the research, student affairs administrators have shown low Job responsibility understanding and emphasize on theoretical training. Therefore, in self-management ability, efforts should be made to improve their participation in training, enhance their recognition of professional training, and also strengthen their theoretical learning. They should actively seek to enhance their professional capabilities through various means, such as online platforms and modern technologies.

Strengthening theoretical learning and optimizing the allocation of time for learning and work. The purpose of strengthening theoretical learning and optimizing the allocation of time for learning and work is to enhance the professional competence and abilities of student affairs administrators. By strengthening theoretical learning, they can enhance their understanding and mastery of relevant disciplinary knowledge and theoretical frameworks. At the same time, optimizing the allocation of time for learning and work ensures that student affairs administrators have sufficient time and opportunities for systematic learning and self-improvement. Such efforts contribute to improving their performance and effectiveness in their work and lay a solid foundation for their professional development. Furthermore, strengthening theoretical learning and optimizing time allocation also cultivates the learning ability, time management skills, and self-directed learning skills of student affairs administrators, enabling them to better adapt to job requirements and face challenges. Related to Wang Shuyi and Liang Zhongjun's research (2012), focusing on the factors that influence the development of vocational abilities of counselors in vocational colleges, it is necessary to guide and promote counselors to continually enhance their self-awareness, learn advanced theoretical knowledge, and improve their knowledge reserves. This will deepen their professional identity in the counselor role and consequently promote a significant improvement in the quality of counselor development in vocational colleges. In summary, the purpose of strengthening theoretical learning and optimizing the allocation of time for learning and work is to enhance the professional competence and overall abilities of student affairs administrators, providing support and assurance for their professional development and work performance.

Actively and voluntarily participate in relevant training programs for student affairs management and keep a record of experiences and reflections. Actively and voluntarily participating in relevant training programs for student affairs management and keeping a record of experiences and reflections is aimed at continuously enhancing the capabilities and qualities of student affairs administrators. By actively engaging in training, student affairs administrators can acquire updated knowledge and skills, stay informed about industry trends and best practices. Additionally, keeping a record of experiences and reflections helps deepen their understanding and application of the training content, and enhances their personal development and learning outcomes. Moreover, active participation in training fosters communication and sharing among student affairs administrators, establishing a strong learning network and collaboration platform. Related to Luo Yong's research (2020, p.78), at the level of individual counselors, college counselors' individual characteristics, such as knowledge, skills, self-concept, traits and motivation, are related to vocational abilities. In summary, the purpose of actively participating in relevant training programs and keeping a record of experiences and reflections is to continually enhance the professional competence and capabilities of student affairs administrators, providing them with support and opportunities for career development and job performance.

Actively and proactively pursue higher education degrees. The purpose of student affairs administrators pursuing higher education degrees is to enhance their professional competence and knowledge base, and to increase their own abilities and competitiveness. By pursuing higher education degrees, they can gain deeper academic theoretical knowledge and professional skills, broaden their horizons, and improve their career development opportunities. Additionally, obtaining higher education degrees enables student affairs administrators to better adapt to and address the ever-changing needs of students and the social environment, and provide high-quality student services and support. Related to Pedersen's research (2011), in today's society, it should be imperative for student affairs administrators to improve their multicultural competence level in their career. Overall, pursuing higher education degrees helps student affairs administrators achieve greater success in their careers and make significant contributions to schools and students.

Clarify the job responsibilities of student affairs administrators. The reason for clarifying the job responsibilities of student affairs administrators is to ensure that they have a clear understanding of their roles and responsibilities, enabling them to fulfill their job duties effectively. By clarifying job responsibilities, it helps to avoid task duplication or omission, improving work efficiency and organizational coordination. Additionally, clarifying job responsibilities helps student affairs administrators to better plan and manage their work, ensuring the achievement of work objectives and completion of tasks. Furthermore, clarifying job responsibilities facilitates the establishment of clear performance evaluation standards and indicators, providing student affairs administrators with clear work goals and development directions. Related to Pu Yuhua's research (2015), as student affairs administrators, after making this career choice, they should take responsibility for their decision. The quality of student affairs management work is closely related to the individual work attitude of the student affairs administrators engaged in this field. The professional value of student affairs administrators lies in serving students, serving the country, and achieving the goals of the school. Caring for students and the development of the school is the key to the professional ideal of student affairs administrators and is a manifestation of professional ethics.

Make effective career planning and make necessary adjustments at the right time. The reason for making effective career planning in student affairs administrators is to provide them with a clear direction and purpose in their professional development. By engaging in career planning, administrators can identify their goals, interests, and strengths, and align them with potential career paths in the field of student affairs. This allows them to make informed decisions, set realistic objectives, and take necessary steps to achieve their career aspirations. Effective career planning also helps administrators anticipate future opportunities and challenges, develop relevant skills and competencies, and adapt to changes in the dynamic field of student affairs. Related to Xu Xin's research (2022), student affairs administrators should strengthen future planning construction. The stability of the student affairs administrator team is closely related to the overall stability of student work in a school.

Therefore, it is particularly important to enhance future vision planning at the professional level of student affairs administrators.

In problem solving and decision-making ability, this study proposed 9 measures as follow: schools and colleges should develop and organize relevant training courses and development plans to ensure the participation of student affairs administrators in training and learning, particularly emphasizing the enhancement of their abilities in handling emergencies and making decisions, schools and colleges should provide practical opportunities as much as possible for student affairs administrators to engage in real-world work and apply problem-solving and decision-making abilities , student affairs administrators should actively seek help when facing challenging and difficult-to-solve problems, student affairs administrators need to master the ability to discern the appropriate situations for quick responses and those that require careful consideration before reacting , student affairs administrators should continuously strengthen their theoretical and practical learning and innovate in problem-solving approaches and methods , schools and colleges should regularly organize case study activities to enable student affairs administrators to learn and analyze different cases, gaining valuable experience and insights from them , schools and colleges should establish timely and effective feedback mechanisms to assess and provide feedback on the problem-solving and decision-making abilities of student affairs administrators , student affairs administrators should take the initiative to engage in continuous learning, keeping an eye on the latest industry trends and best practices , student affairs administrators should enhance their ability to anticipate risks and potential problems.

This is because , based on the findings from the research, Student affairs administrators have a weak ability to make correct and effective decisions, thus, there is a need to enhance their problem-solving and decision-making abilities by improving their responsiveness, practical skills, anticipatory skills, and other relevant aspects.

Schools and colleges should actively organize student affairs administrators to participate in training, especially in areas such as emergency response and handling capabilities, risk anticipation skills, and scientific decision-making abilities. The purpose is to enhance the overall competence and professional abilities of student affairs

administrators. Through training, they can better respond to emergencies and challenges, improve their problem-solving and decision-making skills, thus providing more effective support and services to students, increasing work efficiency, and creating a safer and more beneficial learning environment for students and the school. These training programs also contribute to boosting the competitiveness and advancing the personal career development of student affairs administrators, enabling them to make a more positive contribution to serving and developing the students of the school. Related to Li Hui's research (2020) , student affairs administrators may encounter various challenges and difficulties in their daily work. They need to have decision-making ability to address these challenges, find the best solutions, and ensure students receive timely support and services.

Schools and colleges should provide more opportunities for student affairs administrators to gain practical experience. The purpose is to help student affairs administrators apply theoretical knowledge to practical work, enhance their practical skills and abilities. Through practical experience, they can better understand student needs and challenges, accumulate valuable work experience, cultivate problem-solving and decision-making skills, and gradually grow into more experienced and capable professionals in the field of student affairs. Additionally, practical opportunities allow them to gain deeper insights into the school and student community, providing services that are more closely aligned with actual needs, thereby increasing student satisfaction and recognition for the school and college. Related to Cao Chengcheng's research (2021) , while assisting students in problem-solving, student affairs administrators also need to make guiding decisions to promote students' personal and academic development. This includes helping students make career choices, participate in student activities, and other related decisions.

Student affairs administrators should continuously learn and innovate problem-solving and decision-making methods to meet the diverse needs of student affairs. The purpose is to continuously update and expand the problem-solving and decision-making methods of student affairs administrators through learning, to grasp more effective strategies and techniques to meet the ever-changing needs and challenges of students. Continuous learning also helps them gain a deeper

understanding of the latest trends and best practices in the field of student affairs, thereby enhancing the quality and efficiency of their work. Additionally, ongoing learning contributes to boosting the confidence and professional development of student affairs administrators, enabling them to continuously grow and advance in their careers. In conclusion, continuous learning aims to constantly improve the problem-solving and decision-making abilities of student affairs administrators, enabling them to better serve students and educational institutions. Related to Zhang Ziyun's research, the decisions of student affairs administrators also need to align with the overall goals and vision of the school. They need to consider the school's mission and values in their work and make decisions that are most beneficial to the school.

Student affairs administrators should seek help promptly when encountering difficult problems or situations where decisions cannot be made. They should communicate and exchange ideas with experienced seniors and leaders to gain valuable insights and guidance. The purpose is to seek timely assistance from experienced colleagues and leaders, in order to obtain professional guidance and advice, helping them to solve challenging issues and make informed decisions. Through communication and exchange with others, student affairs administrators can gain new perspectives and solutions, thereby enhancing their problem-solving and decision-making abilities. Seeking help promptly also helps prevent issues from escalating and ensures that students receive timely support and services. Related to Qu Jinde's research (2018), having problem-solving ability enables student affairs administrators to better handle student feedback and complaints. By actively addressing issues, they can improve students' perception of the school and its services, enhancing students' sense of belonging to the institution.

Part 3: the suitability and feasibility of strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou.

In **career development ability**, the measure of establishing initiatives such as an "Excellence Studio for Student Affairs Administrators" or a "Home for Student Affairs Administrators" showed the highest level of suitability, the mean value was 4.91, the standard deviation was 0.30. The strategy received a rating of 4.5 or higher

from all 9 experts. That is because establishing an Excellence Studio for student affairs administrators provides a dedicated space and platform for them to concentrate, engage in deep discussions, and share experiences. This concentrated working environment and mechanism for resource sharing facilitate collaboration and learning among student affairs administrators, enhancing their professional expertise and abilities. Additionally, the studio is equipped with various support and training resources, including training courses, professional materials, and case studies, aimed at helping student affairs administrators improve their professional competence and skills. This centralized resource and training mechanism caters to the diverse needs of different administrators, offering them opportunities for continuous learning and development. Furthermore, the student affairs administrators' studio serves as a valuable social and networking platform, fostering interaction and collaboration among administrators. Through discussions, experience sharing, and mutual support, administrators can learn from each other and grow together. This collaborative and cooperative atmosphere stimulates innovative thinking, promotes a positive work environment, and enhances a sense of belonging and team cohesion among the administrators. Overall, the high adaptability of establishing an Excellence Studio for student affairs administrators stems from its provision of a centralized, resource-rich, and collaborative environment, which facilitates the professional development and advancement of administrators. It not only meets their learning and training needs but also promotes interaction and collaboration among administrators, enhancing the overall team's capabilities and work efficiency.

The measure of establishing a system for a professional ability handbook for student affairs administrators demonstrated the highest level of feasibility, the mean value was 4.73, the standard deviation was 0.47. The strategy received a rating of 4.5 or higher from 8 experts. That is because establishing a system for a professional competence handbook provides a feasible and effective approach to document and disseminate the professional knowledge and skills of student affairs administrators. This handbook system can compile and organize best practices, guiding principles, workflow processes, and important information to assist student affairs administrators in addressing various challenges and tasks in their day-to-day work. Through this system,

student affairs administrators can quickly access the necessary information and resources to support their decision-making and actions. Additionally, the system for a professional competence handbook serves as a continuous learning tool to help student affairs administrators enhance their professional competencies and capabilities. By updating and refining the contents of the handbook and integrating it with practical work experiences, the system can adapt to the changing needs of the institution and student affairs, providing practical and viable guidance. Most importantly, establishing a system for a professional competence handbook promotes communication and collaboration among student affairs administrators. They can share their experiences and insights, collectively improving the contents of the handbook and creating a more comprehensive and enriched resource repository. Such collaboration and interaction facilitate learning and growth among student affairs administrators, enhancing the overall team's capabilities and performance. Therefore, establishing a system for a professional competence handbook is the most feasible option as it provides a practical, continuously updated, and collaborative platform to enhance the professional competencies and effectiveness of student affairs administrators.

In **teamwork ability**, the measure of establishing and innovating communication and exchange platforms for student affairs administrators demonstrated the highest level of suitability, the mean value was 4.75, the standard deviation was 0.59. The strategy received a rating of 4.5 or higher from 8 experts. That is because these platforms facilitate seamless communication, enabling administrators to connect, exchange ideas, and share best practices. By utilizing online forums, discussion boards, or regular meetings, administrators can collaborate effectively and solve problems collectively. Secondly, the dynamic nature of these platforms allows for flexibility and responsiveness to changing needs and preferences. Administrators can adapt to evolving circumstances and stay connected regardless of their physical locations or schedules. Lastly, these platforms accommodate diverse communication styles and preferences, promoting inclusivity and active participation. Written discussions, video conferences, and interactive workshops cater to different communication preferences. Overall, these adaptable communication and exchange

platforms empower administrators to enhance their professional competencies, share experiences, and contribute collectively to the improvement of student affairs services and support.

The measure of optimizing the organizational environment for the growth of student affairs administrators showed the highest level of feasibility, the average value was 4.69, the standard deviation was 0.59. The strategy received a rating of 4.5 or higher from 8 experts. This is because optimizing the organizational environment provides favorable working conditions and resource support for student affairs administrators, including appropriate workspaces, equipment, and technological tools. This helps improve work efficiency and quality, facilitating the personal and professional development of administrators. Secondly, optimizing the organizational environment creates a positive work atmosphere and culture that encourages innovative thinking, teamwork, and knowledge sharing. This fosters collaboration and learning among student affairs administrators, enhancing overall performance and capabilities. Additionally, optimizing the organizational environment offers opportunities for career development and advancement, motivating administrators to continuously learn and grow. Lastly, optimizing the organizational environment establishes effective communication channels and feedback mechanisms, enabling administrators to promptly understand and address student needs while providing relevant support and services. In summary, optimizing the organizational environment for student affairs administrators provides them with favorable conditions and support for their growth and development, enabling them to effectively fulfill their responsibilities, achieve goals, and attain excellence.

In self-management ability, the measure of clarifying the job responsibilities of student affairs administrators demonstrated the highest level of suitability, the average value was 4.71, the standard deviation was 0.62. The strategy received a rating of 4.5 or higher from 8 experts. This is because that clarifying job responsibilities can help student affairs administrators have a clear understanding of their roles and tasks, enabling them to better plan and organize their work. This contributes to improved work efficiency and quality, ensuring effective execution of job tasks. Additionally, clarifying job responsibilities helps prevent overlap and confusion of duties, reducing

communication and coordination challenges. This enhances work effectiveness, reduces work conflicts and misunderstandings, and improves team collaboration. Furthermore, clarifying job responsibilities facilitates the establishment of clear performance evaluation criteria and incentive mechanisms, providing student affairs administrators with clear work goals and reward opportunities. This can inspire their work motivation and positivity, driving their personal and professional development. Overall, clarifying job responsibilities for student affairs administrators can enhance work efficiency, reduce work conflicts, and ignite work motivation, thereby improving adaptability and work performance.

The measure of making effective career planning and making necessary adjustments at the right time showed the highest level of feasibility, the average value was 4.82, the standard deviation was 0.61. The strategy received a rating of 4.5 or higher from all 9 experts. This is because that developing career plans helps student affairs administrators clarify their career goals and development directions, enabling them to better plan and organize their work. This contributes to increased work efficiency and quality, ensuring effective execution of job tasks. Secondly, clarifying job responsibilities helps avoid overlap and confusion, reducing communication and coordination challenges. This enhances work effectiveness, reduces conflicts and misunderstandings, and improves team collaboration. Additionally, clarifying job responsibilities facilitates the establishment of clear performance evaluation criteria and incentive mechanisms, providing student affairs administrators with clear work objectives and reward opportunities. This can motivate them and drive their personal and professional development. Overall, clarifying job responsibilities for student affairs administrators improves work efficiency, reduces work conflicts, and fosters work motivation, thus enhancing adaptability and work performance.

In problem solving and decision-making ability, the measure of schools and colleges should establish timely and effective feedback mechanisms to assess and provide feedback on the problem-solving and decision-making abilities of student affairs administrators demonstrated the highest level of suitability, the mean value was 4.71, the standard deviation was 0.62. The strategy received a rating of 4.5 or higher from all 9 experts. This is because timely feedback allows student affairs

administrators to understand their performance and competency levels, enabling them to make necessary adjustments and improvements in their work methods to enhance efficiency and quality. Furthermore, through feedback, student affairs administrators can identify their weaknesses and areas for improvement in problem-solving and decision-making, enabling them to undergo targeted professional training and development to further enhance their professional abilities. Additionally, the feedback mechanism fosters effective communication and collaboration between student affairs administrators and the school or educational institution, helping to establish better working relationships. Lastly, this measure also aids the school or college in monitoring the performance and career development of student affairs administrators, facilitating better talent management and resource allocation decisions. In conclusion, establishing a timely and effective feedback mechanism for assessing and providing feedback on the problem-solving and decision-making abilities of student affairs administrators is a crucial measure with high adaptability that comprehensively improves management levels, enhances professional capabilities, and drives the development of the institution.

The measure of student affairs administrators should actively seek help when facing challenging and difficult-to-solve problems showed the highest level of feasibility, the mean value was 4.81, the standard deviation was 0.65. The strategy received a rating of 4.5 or higher from 8 experts. Through communication and interaction with experienced colleagues and leaders, they can gain valuable problem-solving and decision-making experience, as well as receive professional guidance. This feedback and support help them to better understand their weaknesses and shortcomings, enabling targeted professional training and improvement. Moreover, actively seeking help fosters a positive working relationship with the school or educational institution, promoting effective communication and collaboration. In summary, proactive seeking of help is an effective measure that comprehensively enhances the problem-solving and decision-making abilities of student affairs administrators, strengthens their professional capabilities, and drives school development.

Recommendations

Implications

The research results showed that the recommendations about strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou are as follows:

Career Development Ability

Higher Normal University should optimize the career development and training mechanism for student affairs administrators

1. Optimizing the onboarding training for newly appointed student affairs administrators. The purpose of the training primarily focuses on two aspects. Firstly, to enhance the sense of identification among newly appointed personnel with the school's history, mission, values, and other aspects, enabling them to contribute to the mission of the higher normal university. Secondly, to enhance the professional competencies of student affairs administrators in areas such as educational research, career guidance, and ideological and political education, assisting them in better adapting to their roles. Training Formats: The training combines on-campus training and off-campus professional development, as well as a combination of online and offline training. It integrates theoretical lectures with practical participation and combines scenario simulations with interactive discussions and knowledge sharing.

Training sessions are scheduled on a weekly basis to ensure regular and continuous opportunities for skill development.

2. Enhancing On-the-Job Training for Experienced Student Affairs Administrators. To continuously enhance the professional competence of experienced student affairs administrators, a tiered and categorized on-the-job training program can be provided for non-entry-level personnel. The program can be divided into three categories based on years of work experience in student affairs: 3 years, 5 years, and 10 years or more. Necessary on-the-job training activities will be arranged for each stage to meet the specific needs of administrators at different career levels.

3. Optimize the development of the career plan for student affairs administrators by considering the characteristics and growth of the university. Every year, experts are hired to assess the professional competence of student affairs administrators within the university using scientific methods. They are classified into different levels based on the assessment results, and a career development plan for student affairs administrators in higher education institutions is formulated according to these classifications.

Higher Normal University should broaden the career development pathways for student affairs administrators.

To promote the professionalization, expertise, and career development of student affairs administrators in higher education institutions, it is essential to effectively implement their "dual identity." Universities should actively create conditions to select outstanding personnel from student affairs administrators to serve as middle-level executives and directors of student affairs offices, thereby promoting orderly career advancement within the student affairs management team and recognizing corresponding professional ranks. Emphasis should be placed on establishing separate plans and evaluations for the professional titles of student affairs administrators, reducing the traditional emphasis on research papers and projects, and focusing on performance-oriented evaluations to facilitate the systematic development of senior-level student affairs administrators. Furthermore, greater support should be provided to student affairs administrators in research project applications, curriculum teaching, and project support.

Higher Normal University should optimize incentive mechanisms to ignite the intrinsic motivation of student affairs administrators.

1. Material incentives. Material incentives include salary and benefits. The specific implementation is as follows: Specific measures are established for various aspects such as communication expenses, special on-call fees, overtime allowances, emergency taxi fares, and skill competition rewards. Regarding position promotion and advancement, specific guidelines are developed in accordance with the requirements of "dual-directional promotion" and "separate plan, criteria, and review." These guidelines include encouraging student affairs administrators to enhance their

management position levels by considering factors such as years of service, actual job performance, and professional certification. Moreover, specific evaluation methods are implemented to assess their active involvement in ideological and political education work.

2. Spiritual motivation. University leaders should enhance communication and interaction with student affairs administrators, creating an environment of trust, understanding, and care. By starting from an emotional standpoint, they can convey warmth and ignite the passion of student affairs administrators. Activities such as establishing an "Excellence Studio for Student Affairs Administrators" and conducting selection processes for outstanding student affairs administrators can be implemented. These initiatives can be incorporated into the series of awards for outstanding educational professionals in the university, allowing student affairs administrators to experience the sense of fulfillment and fostering a sense of honor and recognition among them.

Teamwork Ability

1. Higher normal universities and college should provide professional development opportunities. Offering student affairs administrators opportunities for professional training, academic exchanges, and engagement in educational research to continuously enhance their professional knowledge and skills. This helps to strengthen their sense of identity with their professional roles and inspires their enthusiasm for career development.

2. Higher normal universities and college should establish a support network. Promoting communication and collaboration among student affairs administrators, fostering positive colleague relationships and a spirit of teamwork. Regular team meetings, experience sharing, and collaborative projects enhance their sense of belonging and collective identity, creating a supportive and motivating work environment.

3. Student affairs administrators should define clear roles and responsibilities. Clearly defining the job responsibilities and role positioning of student affairs administrators, providing them with clear work objectives and responsibilities that emphasize their importance and contributions within the college. This enhances their

awareness of professional identity and stimulates their sense of responsibility and mission in their work.

4. Higher normal universities and college should timely recognition and acknowledgment of outstanding performance by student affairs administrators through verbal praise, certificates of recognition, promotion opportunities, and other forms of rewards. This boosts their confidence and motivation, enhancing their sense of professional identity and job satisfaction.

Self-management Ability

1. Student affairs administrators should continuous learning and professional development. Participate in training courses, academic conferences, and seminars in relevant fields to continuously update professional knowledge and skills. Read relevant professional literature and books to stay abreast of the latest theories and practices.

2. Student affairs administrators should active participation in professional activities for student affairs administrators, such as attending industry conferences, trainings, seminars, and professional events. Engage in discussions with colleagues to exchange experiences and best practices, and expand your professional network.

3. Student affairs administrators should pursue higher education degrees. Consider enrolling in graduate programs, such as master's or doctoral degrees, in fields related to student affairs, education, counseling, or leadership. These advanced degrees can provide in-depth knowledge and skills necessary for professional growth.

4. Student affairs administrators should clarify their job responsibilities and gain a clear understanding of their roles and duties in student affairs management through various methods, including reviewing relevant documents and policies, attending relevant training seminars, engaging in effective communication with leaders and colleagues, developing work plans, conducting regular evaluations and reflections. By doing so, they can better fulfill their responsibilities, enhance their job performance, and improve work effectiveness.

Problem Solving and Decision-Making Ability

1. The university and college should organize regular professional training, including practical simulations and case studies, to help student affairs administrators master problem-solving and decision-making methods and techniques.

2. The university and college should offer practical opportunities for student affairs administrators to apply theoretical knowledge to real-world scenarios, allowing them to accumulate experience and enhance practical skills.

3. Student affairs administrators should actively seek professional guidance and consultation, obtaining valuable insights and advice from experienced mentors or leaders.

4. The university should strengthen the development of anticipatory skills in student affairs administrators, enabling them to foresee potential challenges and be better prepared.

5. Student affairs administrators should regularly reflect on and summarize their work experiences, understanding strengths and weaknesses, and continuously improve and enhance problem-solving and decision-making abilities.

6. The university and college should develop team collaboration skills among student affairs administrators to work together in problem-solving and decision-making, thus improving collaborative efficiency.

7. The student affairs administrators should keep a close eye on the latest trends and best practices in the industry, continuously learning and innovating to adapt to evolving student needs and challenges.

8. The student affairs administrators should strengthen self-management skills, self-motivation, and goal setting, enabling themselves to better plan career development and improve work efficiency.

Future Researches

1. Due to limitations in the researchers' capabilities, the sample size in this study was small, and the feasibility and suitability of the strategies need further enhancement. The study subjects were also too limited, in the future, research could be conducted on student affairs administrators in higher normal universities or higher education institutions across the country.

2. Future research can explore the influencing factors of the professional ability of student affairs administrators , so as to promote the improvement of their professional ability.

3. The data statistical method in this study was relatively limited. In the future research, factor-based regression analysis can be performed to better understand the relationship between occupational ability and influencing factors.

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Appendixes

Appendix A
List of Specialists and Letters of
Specialists Invitation for IOC Verification

List of Specialists for IOC Verification

Name	Personal background
Wang Ping	Workplace: Guizhou Normal University Position: Minister of Student Affairs Professional title: Professor Education: Master's degree Work experience: 29 years
Wang Guangyan	Workplace: Guizhou Normal University Position: Deputy Secretary of the Secondary College Professional title: Professor Education: Master's degree Work experience: 25 years
Wang Xiang	Workplace: Guizhou Normal College Position: Teacher Professional title: Professor Education: Doctor's degree Work experience: 15 years



Ref. No. 0643.14/ **714**

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request letter for instrument validation

Dear Professor Wang Guangyan, Guizhou Normal University

Attachment 1 questionnaire

Regarding Mrs.Huang Lingyun with student code 6373104117, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving Professional Ability of student affairs administrators in Higher Normal Universities in Guizhou". The thesis committee is as follows:

1. Associate Professor Dr. Tanchakorn Suwancharas Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Patchara Dechhome Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ **713**

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request letter for instrument validation

Dear Professor Dr. Wang Xiang, Guiyang Preschool Education College

Attachment 1 questionnaire

Regarding Mrs.Huang Lingyun with student code 6373104117, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving Professional Ability of student affairs administrators in Higher Normal Universities in Guizhou". The thesis committee is as follows:

1. Associate Professor Dr. Tanchakorn Suwancharas Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Patchara Dechhome Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 715



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request letter for instrument validation

Dear Minister Wan Ping, Guizhou Normal University

Attachment 1 questionnaire

Regarding Mrs.Huang Lingyun with student code 6373104117, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving Professional Ability of student affairs administrators in Higher Normal Universities in Guizhou". The thesis committee is as follows:

1. Associate Professor Dr. Tanchakorn Suwancharas Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Patchara Dechhome Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Korn'.

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Appendix B
Official Letter



Ref. No. 0643.14/736

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear Qiannan Normal University for Nationalities

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Huang Lingyun with student code 6373104117, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving Professional Ability of student affairs administrators in Higher Normal Universities in Guizhou". The thesis committee is as follows:

1. Associate Professor Dr. Tanchakorn Suwancharas Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Patchara Dechhome Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 735



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear Kaili University

Attachment 1. Questionnaires

2. Structured interview

Regarding Mrs. Huang Lingyun with student code 6373104117, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving Professional Ability of student affairs administrators in Higher Normal Universities in Guizhou". The thesis committee is as follows:

1. Associate Professor Dr. Tanchakorn Suwancharas Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Patchara Dechhome Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ 734

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear Minzu Normal University of Xingyi

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Huang Lingyun with student code 6373104117, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving Professional Ability of student affairs administrators in Higher Normal Universities in Guizhou". The thesis committee is as follows:

1. Associate Professor Dr. Tanchakorn Suwancharas Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Patchara Dechhome Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ 733

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear Zunyi Normal University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Huang Lingyun with student code 6373104117, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving Professional Ability of student affairs administrators in Higher Normal Universities in Guizhou". The thesis committee is as follows:

1. Associate Professor Dr. Tanchakorn Suwancharas Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Patchara Dechhome Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ 732

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear Guizhou Normal University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Huang Lingyun with student code 6373104117, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving Professional Ability of student affairs administrators in Higher Normal Universities in Guizhou". The thesis committee is as follows:

1. Associate Professor Dr. Tanchakorn Suwancharas Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Patchara Dechhome Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ 743

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear Guiyang Preschool Education College

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Huang Lingyun with student code 6373104117, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving Professional Ability of student affairs administrators in Higher Normal Universities in Guizhou". The thesis committee is as follows:

1. Associate Professor Dr. Tanchakorn Suwancharas Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Patchara Dechhome Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ 742

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear Qiannan Preschool Education College for Nationalities

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Huang Lingyun with student code 6373104117, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving Professional Ability of student affairs administrators in Higher Normal Universities in Guizhou". The thesis committee is as follows:

1. Associate Professor Dr. Tanchakorn Suwancharas Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Patchara Dechhome Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ 740

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear Bijie Preschool Education College

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Huang Lingyun with student code 6373104117, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving Professional Ability of student affairs administrators in Higher Normal Universities in Guizhou". The thesis committee is as follows:

1. Associate Professor Dr. Tanchakorn Suwancharas Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Patchara Dechhome Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ 739

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear Tongren Preschool Education College

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Huang Lingyun with student code 6373104117, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving Professional Ability of student affairs administrators in Higher Normal Universities in Guizhou". The thesis committee is as follows:

1. Associate Professor Dr. Tanchakorn Suwancharas Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Patchara Dechhome Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ 738

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear Guizhou Education University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Huang Lingyun with student code 6373104117, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving Professional Ability of student affairs administrators in Higher Normal Universities in Guizhou". The thesis committee is as follows:

1. Associate Professor Dr. Tanchakorn Suwancharas Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Patchara Dechhome Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. 0643.14/ 737



Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear Liupanshui Normal University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Huang Lingyunwith student code 6373104117, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving Professional Ability of student affairs administrators in Higher Normal Universities in Guizhou". The thesis committee is as follows:

1. Associate Professor Dr. Tanchakorn Suwancharas Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Patchara Dechhome Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/ 741

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

18 July 2023

Subject Request for data collection

Dear Liupanshui Preschool Education College

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Huang Lingyun with student code 6373104117, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "Strategies for Improving Professional Ability of student affairs administrators in Higher Normal Universities in Guizhou". The thesis committee is as follows:

1. Associate Professor Dr. Tanchakorn Suwancharas Advisor
2. Associate Professor Dr. Niran Sutheeniran Co-advisor
3. Assistant Professor Dr. Patchara Dechhome Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Appendix C
Research Instruments

Questionnaire

Title: Strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou

Explanation

1. This questionnaire is about strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou. The objectives of this research were to study current situation of professional ability of student affairs administrators in higher normal universities in Guizhou, to develop the strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou ,to evaluate the suitability and feasibility of strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou.

2. The questionnaire about strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou, which provided into four parts. Part one is personal information of respondents , part two is survey about school factor for influencing professional ability of normal universities in Guizhou, part three is survey about college factor for influencing professional ability of normal universities in Guizhou, part four is survey about individual factor for influencing professional ability of normal universities in Guizhou ,total 25 questions.

3. Please tick √ in the columns that represent your opinion about the professional ability of student affairs administrators in higher normal universities in Guizhou.

Thank you

Mrs.Huang Lingyun

A doctoral student in Educational administration program
Bansomdejchaopraya Rajabhat University

Basic personal information

Please tick in the columns that represent your opinion

1. Gender

Male Female

2. Education Background

Bachelor's degree Master's degree Doctor's degree

3. Age

Under 30 years old 30-40 years old Over 40 years old

4. Your Professional Title

Teaching assistant Lecturer Associate professor Professor

5. Your Rank

High-level administrator Middle-level administrator

Junior-level administrator None

6. Your Major

Majors related to student work (ideological and political education, pedagogy, psychology, sociology, etc.)

Other liberal arts Other science and engineering

7. Work Experience

3 years and below 3-5 years 5-10 years 10 years and above

8. Current Number of Students

200 and below 200-400 400 and above

9. Salary

50000 and below 50000-100000 100000-200000

10. Your Career Expectations

Transferred from school Other Administrator

Teacher Student Affairs Administrator

Improving professional ability of student affairs administrators	5	4	3	2	1
Career development ability					
1. The school determine the corresponding administrative level according to the actual performance and working years of student affairs management personnel, and enjoy the same level of treatment					
2. Middle-level cadres in the universities have working experience as student affairs administrators.					
3. Student affairs administrators study off-duty or provide tuition support for on-the-job doctoral degree programs					
4. The school provides opportunities and financial support for student affairs administrators to participate in various trainings					
5. The student affairs management business training held by the school is highly targeted and effective					
6. The school often invites well-known experts to carry out special training for student affairs administrators					
7. Student affairs administrators who perform well in practical work can receive various easy and commendations					
8. The annual performance assessment of the school pays attention to the actual work performance of student affairs managers					
9. The school promote student affairs administrators who perform well in practical work as middle-level cadres					
Teamwork ability					
10. The student affairs management staff have a good team relationship and are united and					

Improving professional ability of student affairs administrators	5	4	3	2	1
cooperative					
11. Compared with other student affairs administrators, the workload is roughly the same					
12. When the student administrators work so good, the leader will praise them in time					
13. In the face of major tasks or complex problems, the college's student affairs administrators can divide the work and cooperate					
14. The student affairs administrators take the initiative to report the work progress to the leader					
15. Leaders take the initiative to care about the student administrator's life and work difficulties					
16. The college organizes student affairs managers to carry out work case discussions					
17. The college organizes key student affairs administrators to introduce work experience					
18. The college organize student affairs management personnel to go out for training or investigation					
19. When the student affairs administrators first started, the leaders would arrange experienced student affairs administrators to serve as induction tutors					
Self-management ability					
20. The student affairs administrators buy or borrow books on management, psychology, pedagogy, career planning and employment guidance in the library and use them in their work					

Improving professional ability of student affairs administrators	5	4	3	2	1
21. The student affairs administrators watch the news regularly to understand and master the latest situation at home and abroad					
22. Student affairs administrators have actively led or participated in research projects related to student affairs management					
23. Student affairs administrators affirm the significance of specialized training					
24. Student affairs administrators affirm the significance of academic research ability					
25. The student affairs attach great importance to each training of student affairs management					
26. The student affairs administrator is very clear about their job responsibilities					
27. Student affairs administrators will utilize online platforms and modern technological means to carry out their work					
28. Student affairs administrators strengthen the construction of their professional sense of belonging					
29. Student affairs administrators have a strong desire for further education and academic advancement					
30. Student affairs administrators possess self-management abilities					
Problem solving and decision-making ability					
31. The student affairs administrators recognize the importance of problem-solving in student affairs management.					

Improving professional ability of student affairs administrators	5	4	3	2	1
32. When handling student issues, student affairs administrators take specific steps or approaches to solve the problems					
33. Student affairs administrators have experience dealing with complex or urgent student issues					
34. Student affairs administrators can scientifically summarize and describe their process of handling student issues.					
35. When making decisions, student affairs administrators typically gather relevant information and data beforehand.					
36. Student affairs administrators tend to discuss and seek input from others when making decisions					
37. Student affairs administrators are clear about the specific scenarios in student affairs management where they need to make important decisions, and they explain how they make these decisions					
38. Student affairs administrators can balance the need to make decisions quickly with the need to carefully weigh the pros and cons					
39. When solving student issues and making decisions, student affairs administrators consider lessons learned from similar past situations					
40. When encountering complex student affairs management issues and unsure how to resolve them, student affairs administrators seek help or					

Improving professional ability of student affairs administrators	5	4	3	2	1
resources					
41. Student affairs administrators continuously innovate scientific approaches to problem-solving in their work					
42. Student affairs administrators can anticipate risks in advance and take preventive interventions					

Structured Interview

Strategies for improving professional ability of student affairs administrators in higher normal universities in Guizhou

This questionnaire is divided into two parts:

Part 1 : Personal Information

Part 2: How to improve professional ability of student affairs administrators in higher normal universities in guizhou?

Part 1: Personal Information

Interviewer.....Interview Date..... Interview Time.....
 Interviewee.....Gender.....Age.....years old
 Education background.....
 Position.....
 Work place.....

Part 2: How to improve professional ability of student affairs administrators in higher normal universities in Guizhou?

1. How to improve the career development ability of student affairs administrators in Guizhou higher normal universities?
2. How to improve the teamwork ability of student affairs administrators in Guizhou higher normal universities?
3. How to improve the self-management ability of student affairs administrators in Guizhou higher normal universities?
4. How to improve the problem solving and decision-making ability of student affairs administrators in Guizhou higher normal universities?

Appendix D

The Results of the Quality Analysis of Research Instruments

The Index of Objective Congruence (IOC)

Strategies For Improving Professional Ability Of Student Affairs Administrators In Higher Normal Universities In Guizhou

No.	Factors influencing the professional competence of student affairs administrators in Guizhou's higher education normal colleges	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
Career development ability						
1	The school determine the corresponding administrative level according to the actual performance and working years of student affairs management personnel, and enjoy the same level of treatment	1	1	1	1	Valid
2	Middle-level cadres in the universities have working experience as student affairs administrators.	1	0	1	0.67	Valid
3	Student affairs administrators study off-duty or provide tuition support for on-the-job doctoral degree programs	0	1	1	0.67	Valid
4	The school provides opportunities and financial support for student affairs administrators to participate in various trainings	1	1	1	1	Valid
5	The student affairs management business training held by the school is highly targeted and effective	1	0	1	0.67	Valid
6	The school often invites well-	1	1	1	1	Valid

No.	Factors influencing the professional competence of student affairs administrators in Guizhou's higher education normal colleges	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
	known experts to carry out special training for student affairs administrators					
7	Student affairs administrators who perform well in practical work can receive various easy and commendations	1	1	1	1	Valid
8	The annual performance assessment of the school pays attention to the actual work performance of student affairs managers	1	1	1	1	Valid
9	The school promote student affairs administrators who perform well in practical work as middle-level cadres	0	1	1	0.67	Valid
Teamwork ability						
10	The student affairs management staff have a good team relationship and are united and cooperative	1	1	1	1	Valid
11	Compared with other student affairs administrators, the workload is roughly the same	1	1	1	1	Valid
12	When the student administrators work so good, the leader will praise them in time	0	1	1	0.67	Valid
13	In the face of major tasks or complex problems, the college's student affairs	1	1	1	1	Valid

No.	Factors influencing the professional competence of student affairs administrators in Guizhou's higher education normal colleges	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
	administrators can divide the work and cooperate					
14	The student affairs administrators take the initiative to report the work progress to the leader	1	1	1	1	Valid
15	Leaders take the initiative to care about the student administrator's life and work difficulties	1	1	1	1	Valid
16	The college organizes student affairs managers to carry out work case discussions	1	1	1	1	Valid
17	The college organizes key student affairs administrators to introduce work experience	1	0	1	0.67	Valid
18	The college organize student affairs management personnel to go out for training or investigation	0	1	1	0.67	Valid
19	When the student affairs administrators first started, the leaders would arrange experienced student affairs administrators to serve as induction tutors	1	1	1	1	Valid
Self-management ability						
20	The student affairs administrators buy or borrow books on management, psychology, pedagogy, career	0	1	1	0.67	Valid

No.	Factors influencing the professional competence of student affairs administrators in Guizhou's higher education normal colleges	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
	planning and employment guidance in the library and use them in their work					
21	The student affairs administrators watch the news regularly to understand and master the latest situation at home and abroad	1	1	1	1	Valid
22	Student affairs administrators have actively led or participated in research projects related to student affairs management	1	1	1	1	Valid
23	Student affairs administrators affirm the significance of specialized training	1	0	1	0.67	Valid
24	Student affairs administrators affirm the significance of academic research ability	1	0	1	0.67	Valid
25	The student affairs attach great importance to each training of student affairs management	0	1	1	0.67	Valid
26	The student affairs administrator is very clear about their job responsibilities	1	1	1	1	Valid
27	Student affairs administrators will utilize online platforms and modern technological means to carry out their work	1	0	1	0.67	Valid
28	Student affairs administrators strengthen the construction of	0	1	1	0.67	Valid

No.	Factors influencing the professional competence of student affairs administrators in Guizhou's higher education normal colleges	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
	their professional sense of belonging					
29	Student affairs administrators have a strong desire for further education and academic advancement	1	1	1	1	Valid
30	Student affairs administrators possess self-discipline abilities	1	1	1	1	Valid
Problem solving and decision-making ability						
31	The student affairs administrators recognize the importance of problem-solving in student affairs management.	1	1	1	1	Valid
32	When handling student issues, student affairs administrators take specific steps or approaches to solve the problems	1	0	1	0.67	Valid
33	Student affairs administrators have experience dealing with complex or urgent student issues	0	1	1	0.67	Valid
34	Student affairs administrators can scientifically summarize and describe their process of handling student issues.	1	1	1	1	Valid

No.	Factors influencing the professional competence of student affairs administrators in Guizhou's higher education normal colleges	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
35	When making decisions, student affairs administrators typically gather relevant information and data beforehand.	1	1	1	1	Valid
36	Student affairs administrators tend to discuss and seek input from others when making decisions	1	0	1	0.67	Valid
37	Student affairs administrators are clear about the specific scenarios in student affairs management where they need to make important decisions, and they explain how they make these decisions	0	1	1	0.67	Valid
38	Student affairs administrators can balance the need to make decisions quickly with the need to carefully weigh the pros and cons	1	1	1	1	Valid

No.	Factors influencing the professional competence of student affairs administrators in Guizhou's higher education normal colleges	Experts			IOC	Validity
		Expert 1	Expert 2	Expert 3		
39	When solving student issues and making decisions, student affairs administrators consider lessons learned from similar past situations	1	1	1	1	Valid
40	When encountering complex student affairs management issues and unsure how to resolve them, student affairs administrators seek help or resources	1	0	1	0.67	Valid
41	Student affairs administrators continuously innovate scientific approaches to problem-solving in their work	0	1	1	0.67	Valid
42	Student affairs administrators can anticipate risks in advance and take preventive interventions	1	1	1	1	Valid

Appendix E
Certificate of English



This is to certify that

Mrs.Lingyun Huang

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 6th August 2020



(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Accept Research / Full Paper

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JCHR

Acceptance Letter

Dear Author(s): **Huang Lingyun, Tanchakorn Suwancharas, Niran Sutheeniran, Patchara Dechhome**

Paper ID	JCHR_24
Paper Title	Strategies for Improving Professional Ability of Student Affairs Administrators in Higher Normal Universities in Guizhou

This is to enlighten you that the above manuscript was reviewed and appraised by the review committee members of **IFERP** and it is accepted for the purpose of publication in the “**Journal of Chemical Health Risks (JCHR)**”.

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Research Profile

Name-Surname: Huang Lingyun
Birthday: August 15, 1987.
Place of Birth: Guizhou, China.

Educational Background:

- Doctor of Philosophy Program in Educational Administration, Bansomdejchaopraya Rajabhat University, in 2020.
- Master of Public Administration, Guizhou University, in 2011.
- Bachelor of Human Resource Management, Guizhou University, in 2008.

Work Experience:

- Student Affairs administrator, Guizhou Normal University, from 2011 to the present.

Office Location:

- Guizhou Normal University, University City, Guian New District, Guiyang City, Guizhou Province, China.

Current Contact Location:

- 02 Place Apartment, 76 Soi Wat Hiran Ruchi, Hiranruchi, Thon Buri, Bangkok, 10600.