



# Research on The Application of TQM in University Student Affairs Management

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## ABSTRACT

*With the deepening of the popularization and internationalization of higher education, colleges and universities undertake the responsibility of continuously delivering qualified "social people" who learn to seek knowledge, learn to do things, learn to be people, and learn to live together for the development of the country and society. The competition of comprehensive national strength is the competition of talents, so the quality of students' training in colleges and universities is the key issue that various countries are concerned about at present. Because the management of student affairs in colleges and universities involves many aspects such as studies, dormitories, health, safety, employment, culture, politics, law, etc., it plays a vital role in the education and training of students. Therefore, the management of student affairs in colleges and universities is studied by scholars key issue. High-quality student affairs management assumes the function of democratizing and socializing education; it can improve the overall quality and ability of college students in all aspects, and continuously improve the competitiveness of colleges and universities in the entire education market; Optimize configuration and reduce management costs.*

*This paper takes a university in China as the research object, and through the questionnaire survey of college students and interviews with counselors, to understand the current situation of student affairs management in the university, and summarizes the existence of services in the specific implementation process of university student affairs management. The problems of difficult implementation of students' ideas, high cost of students' work communication, and poor management effect. In order to further improve the management of student affairs in colleges and universities, this paper intends to adopt the theory of total quality management, put forward the establishment of a "student-centered" educational service concept, build a service education process of "full education", and implement "whole process participation". It adopts the quality management concept of "continuous quality improvement", introduces the PDCA cycle, optimizes and innovates the rectification strategy of the transaction management mode, and provides a reference for the practical work of student affairs management in colleges and universities.*

**Keywords:** *Student Affairs Management, Total Quality Management, Colleges*

## I. INTRODUCTION

The UNESCO report- "Reflection on Education: The Conceptual Shift to the "Global Common Good"" proposes to regard knowledge and education as the most fundamental common good of the world, based on respect for life and human dignity, beyond narrow utilitarianism and Economism and other ideas of humanistic education, and pointed out that the four pillars of learning put forward in the Delors Report are facing serious threats, especially the two "learning to be a person" and "learning to live together" that best reflect the socialization function of education. big pillar.Ji Min (2017) and others pointed out that my country's colleges and universities are undergoing a transformation from transactional to service-oriented, from practical to oriented, and from management to governance.

## II. RESEARCH METHOD

The main research methods used in this paper are as follows: First: the literature method, by checking the existing domestic and foreign literature on the relevant websites of academic resources, to identify, analyze and organize, and find useful information related to this topic. It becomes the theoretical basis of this paper; second, the questionnaire survey method, according to the purpose and content of the research, design the questions, and send them to the researcher in the form of a questionnaire. After the questionnaire is completed, the questionnaire is collected, sorted and analyzed to obtain the survey data A research method that makes the positions and opinions

expressed by the research more representative and authentic. This study conducted a questionnaire survey on many undergraduates in colleges and universities to gain an in-depth understanding of the satisfaction of college students with the management of student affairs in their colleges and universities. Third, the survey of students' satisfaction with university affairs management. Third, the interview method, the interviewer has an in-depth conversation with the interviewee, so as to obtain detailed information, and can carefully and deeply explore the interviewee's personal experience and real experience. This paper aims to analyze the problems existing in the management of student affairs in colleges and universities through the above three methods and give solutions (Wang Guoguang,2021).

### III. DISCUSSION

#### 4.1 Concept Definition

##### 4.1.1 Student Affairs

"Student affairs" is a concept independent of and corresponding to "academic affairs", and generally refers to the non-academic affairs of the student and the sum of all matters related to the student's extracurricular activities. "Student affairs" comes from the field of higher education in the United States and is a typical American term. Under the influence of the academic model of Humboldt University of Berlin in Germany, teachers in early colonial colleges gradually shifted their energy to scientific research, so that teachers could not take into account the management of students' extracurricular affairs, and administrators appeared to be responsible for student affairs. At the same time, the diversity and complexity of college students have become increasingly prominent, and higher requirements have been placed on student affairs in colleges and universities, making "student affairs" gradually independent from "academic affairs"(Chen Xiaoxi,2018).

##### 4.1.2 University Student Affairs Management

"University student affairs management" originates from the university student affairs management in the United States. It is relative to academic affairs and is a general term for the planning, organization and leadership of colleges and universities for student affairs, generally including non-academic affairs and all student service activities. Student affairs management in colleges and universities is an organizational activity that regulates, guides and serves students through non-academic affairs and extracurricular activities, and promotes their growth and development (Xia Yuqin, 2017).

##### 4.1.3 Total Quality Management Theory

Total quality management is "four comprehensive management": comprehensive, whole process, full participation and comprehensive management (Aobo, 2013). Quality, user, applicability, and long-term interests are four firsts; PDCA cycle, QC group, standardization, and four pillars of quality education and training (Han Juan, 2014).

##### 4.1.4 PDCA cycle theory

The PDCA cycle was first proposed by Dr. Walter Aardman Shewhart in the United States, and was rediscovered by Dr. Deming and brought to Japan for widespread promotion to continuously improve the quality of product production. It is widely used in the product quality management process all over the world (Zhang Yonghu,2016).

#### 4.2 University Student Affairs Management Satisfaction Survey

As a typical representative of the front-line staff of student affairs management, college counselors also play the triple roles of educators, managers and service providers; In 2021, there will be 9 colleges and 1 center, with 12,000 students, including more than 1,0000 undergraduates. It can be seen that the number of college students is the largest, and they are the most direct and extensive recipients of student affairs management. After investigation, it was found that the existing institutions related to student affairs management services in the school are relatively comprehensive, mainly including the President's Office, the Science and Technology Office, the Graduate School, the International Exchange and Cooperation Office, the Finance Office, the Party Committee Office, the Party Committee Propaganda Department, the Academic Affairs Office, and the Party Committee Students Work Department (Student Affairs Office), Admissions Office, Party Committee Security Office (Security Management Office), Assets and Laboratory Management Office, Logistics Management Office, Youth League Committee, Law School and Legal Affairs Center, Comprehensive Archives, East Campus Management Office, School-run enterprise group (scientific research achievement transformation center), library, smart campus and information construction center, study abroad education center. Therefore, this research will focus on the undergraduates and counselors of the university, respectively, using the questionnaire survey method and the interview method to conduct a satisfaction survey of student affairs management.

The questionnaires and interview outlines used in the satisfaction survey were compiled by the author on the basis of the existing research results of relevant survey tools at home and abroad, combined with the research purpose and the current situation of the case universities. After the preliminary preparation of the questionnaires and interview outlines, in order to ensure the content validity of the questionnaire, the compiled questionnaire was discussed and improved many times. In addition to determining the content involved in the questionnaire, the respondents' feelings and opinions after reading the questionnaire were solicited, and further revisions and improvements were made according to their feedback results. Form the final draft.

The questionnaire survey for undergraduates is completed through a professional online questionnaire platform: WeChat applet. The author entered the designed questionnaire into the platform, obtained the questionnaire

link and QR code, and asked undergraduates to answer through QQ and WeChat. 387 answer sheets were actually recovered, 339 were valid answers, and the effective rate of answer sheets was 87%.

The sample situation of the undergraduate questionnaire survey is shown in Table 1. For the interviews with the counselors, the author contacted the counselors of each department in advance. Counselors conduct interview surveys. A total of 30 counselors were interviewed.

**Table 1 The sample situation of the undergraduate questionnaire survey**

Variable	Content	Frequency	Frequency (%)
Sex	Girl	150	44%
	Boy	189	56%
Grade	Grade one	67	20%
	Grade two	90	26%
	Grade three	120	35%
	Grade four	62	19%
Serving as a student leader	Served as a student leader	123	36%
	Not served as a student leader	87	26%
	Not served as a student cadre	129	38%

The satisfaction survey of the questionnaire is scored using the Likert scale. The five-level scale description and corresponding scores are: very satisfied (5 points), satisfied (4 points), general, indifferent, no opinion or not sure (3 points), dissatisfied (2 points), very dissatisfied (1 point).

The results of the questionnaire were input into SPSS19.0 statistical software, and by means of mean analysis, the scores of each item of university affairs management satisfaction were obtained as shown in table 2.

**Table 2. Satisfaction score of student affairs management in colleges and universities**

University Affairs Management Satisfaction Project	Mean	N	Standard deviation
Satisfaction with the comprehensive quality of counselors	3.92	339	0.664
Satisfaction with the counselor's work attitude and style	3.76	339	0.771
Counselor job satisfaction	3.88	339	0.670
Satisfaction of students with course selection guidance	3.60	339	0.730
Graduate Thesis Guidance Job Satisfaction	3.79	339	0.629
Satisfaction with the mobilization of mid-term and final exams and the development of integrity education	3.67	339	0.731
Satisfaction with the organization and development of college students' work-study program, social practice, cultural technology and other activities	3.44	339	0.728
Satisfaction with the health, safety, discipline and other aspects of education management in student dormitories	2.80	339	1.065
Satisfaction with students' mental health education and counseling services	3.01	339	0.949
Satisfaction with the organization and implementation of college awards, grants and other awards and evaluation activities	3.53	339	0.765
Satisfaction with the punishment and education management work of colleges and universities for students who violate the law and discipline	3.61	339	0.725
Satisfaction with the evaluation of poor students and the guidance of students in applying for student loans	3.55	339	0.771
Satisfaction with the safety education and safety management of the class	3.73	339	0.675
Job satisfaction with the guidance and consulting services for graduates' further education, employment, and entrepreneurship provided by their institutions	2.72	339	1.040
Satisfaction with the construction and management of the class style, study style, and characteristic activities of the class	3.77	339	0.698
Satisfaction with the work of political and ideological education in the class and college	3.80	339	0.604
Satisfaction with the selection, training and motivation of student leaders	3.65	339	0.876
Satisfaction with the training and education of student activists for joining the party	3.63	339	0.922
Satisfaction with the development, education and management of student party members	3.72	339	0.911

Through the above-mentioned survey on the student affairs management satisfaction project of the undergraduates in the university, the following conclusions are drawn:

First, the average score of the overall satisfaction score of the undergraduates of the university for the school's various student affairs management work is high, indicating that the undergraduates have a high degree of satisfaction with the student affairs management of the M university. Students are satisfied.

Second, the top three items in the satisfaction score of student affairs management in this university are: satisfaction with the overall quality of counselors, satisfaction with the work ability of counselors, and satisfaction with the work of political and ideological education in the class and college. It can be seen that the college students are generally satisfied with the counselors, and the counselors have high comprehensive quality and strong work ability, which can be unanimously recognized by students.

Third, the implementation effect of some student affairs management work in this university is not satisfactory. The last three items in the satisfaction score of student affairs management are: satisfaction with students' mental health education and counseling and guidance services, and satisfaction with student dormitories. Satisfaction with education management in health, safety, discipline and other aspects, and job satisfaction with guidance and consulting services for graduates' further education, employment, and entrepreneurship provided by their institutions. This shows that colleges' mental health education and counseling work for college students has not met the inner expectations of college students, and has not effectively helped college students to solve daily psychological problems and confusions such as study and life. Through communication with college students in the process of distributing the questionnaires, it is found that the reasons why college students are more satisfied with the health, safety and discipline of the student dormitory and other aspects of education management work, graduates' further education, employment, and entrepreneurship guidance and consulting services are more satisfied. Low, mainly because college students believe that the dormitory hardware facilities, equipment, living conditions and other aspects need to be improved and improved; some graduates feel confused and helpless about life choices such as further education, employment and entrepreneurship: In terms of postgraduate entrance examination and entry, many students think that colleges and universities Graduates provide little help for postgraduate entrance examinations and higher education. Most of the students choose high-priced tutoring institutions in the society, which are costly and stressful. In terms of employment, some students believe that the school's employment guidance lacks pertinence and diversity, and some students reflect that they have experienced careers on the way. In terms of entrepreneurship, some students believe that the number of students covered by the school's entrepreneurship support is very small, and it is difficult for most students to start their own businesses.

The following conclusions can be drawn through the analysis of the satisfaction questionnaire survey of undergraduates and the satisfaction interviews with counselors in this chapter:

First, undergraduates are generally satisfied with the school's student affairs management. The overall quality, work attitude and ability of the counselors were highly evaluated by college students, which was consistent with the teachers' self-evaluation in the counselor interviews. learned through interviews that M

The counselors in colleges and universities are now uniformly training psychological counselors, entrepreneurial counselors, career instructors, etc., and conduct relevant examinations. Only after obtaining certificates can, they provide relevant course guidance to college students. It can be seen that the quality and level of counselors in colleges and universities are constantly improving.

Second, the implementation effect of some student affairs management work in colleges and universities is not satisfactory, such as: mental health education and counseling and guidance services provided to students, education management work on the hygiene, safety, discipline and other aspects of student dormitories, and various colleges and universities. The problems of guidance and consulting services provided by the school for graduates' further studies, employment and entrepreneurship are more prominent.

Third, most of the counselors reported that the daily routine work is very cumbersome, and it is difficult to get away to communicate with the college students; due to the lack of communication between departments, the communication cost of various tasks is very high, and each department of the university sweeps away the snow before the door. An overall view of the overall situation, the university concept of serving students is seriously lacking. Therefore, if colleges and universities want to do a good job in student affairs management and improve students' satisfaction with student affairs management, it is far from enough to rely on front-line counselors.

### **4.3 Student Affairs Management Reform Strategy Based on Total Quality Management Theory**

#### **(1) Establish a "student-centered" educational service concept**

With the marketization of the education industry, college students, who are educational objects and consumers, are not only the "products" of colleges and universities, but also the most direct and extensive "customers" of colleges and universities. Therefore, the concept of student affairs management in colleges and universities must keep pace with the times. In the whole process of education, management and service operation, a "student-centered" educational service concept should be established to demonstrate the serviceability of student affairs management. First of all, managers of student affairs in colleges and universities should establish a new "student-centered" educational service concept. In colleges and universities, students at all levels can vigorously carry out education and publicity work oriented to student growth and development through campus broadcasts, campus network platforms, special lectures, etc. The staff truly care about students' study and life, safeguard the interests of students, Caring for student development. If staff at all levels of student affairs management want to implement the "student-centered" educational service concept in their daily lives, they must fully affirm the dominant position of students, put students first, and take students as the starting point for all work and focus on the growth of students. Development as the premise; integrate education and service, provide students with personalized and diversified professional consulting services, respect, care, support and effectively shape students' personalized and diversified development; establish a complete outlook on life for students, see students as whole, developing people.

With great potential for development and their uniqueness, they are all objective existences that are independent of the teacher's consciousness and not dependent on the teacher's will. All in all, the development of student affairs management work and activities in colleges and universities should give full play to the enthusiasm, initiative and creativity of students, and help and guide college students to achieve self-education and self-management. Secondly, colleges and universities should combine the concept of "student-centered" with school culture. Only in this way can the concept of "student-centered" be integrated into the management of student affairs in



colleges and universities, and penetrate into the hearts of staff at all levels of student affairs and college students. Finally, colleges and universities should clarify the needs of college students and their parents for college education services through market research, and identify the types of talents needed for national and social development through policy analysis. Based on the actual situation of the university itself and its students, school leaders formulate appropriate educational goals and plans, and provide high-quality educational services through various student affairs work to meet the needs of college students, students' parents, society and the country, and even surpass them. It is hoped that this is the best choice for colleges and universities to maintain market competitiveness for a long time. Colleges and universities should consider whether running a school should be student-centered and student-serving, provide each student with high-quality educational resources and services, and create an open training system and space for students' individual free development. The platform makes all student affairs work fair, just and open, so as to protect the legitimate rights of students as education consumers, and promote the improvement of students' comprehensive quality and ability. A qualified "social person" who learns to live together.

(2) Adopt the quality management concept of "continuous improvement of quality"

If any university wants to have a long-term foothold in the education industry, it is far from enough to rely on education, scientific research and social services, because the support of educational resources provided by the government and society is very limited. Therefore, colleges and universities must provide high-quality and high-quality educational services to their "customers" to satisfy their "customers" in order to improve their own popularity and reputation. Therefore, the management of student affairs in colleges and universities should adopt the quality management concept of "continuous improvement of quality" in both the staff and the work process, build a scientific quality assurance system, and highlight student affairs.

Management sustainability. College counselors are front-line staff who are involved in all aspects of student affairs management, face the vast number of students, and provide educational services for students. The work quality of counselors will directly affect the implementation effect of student affairs management. Therefore, colleges and universities should continuously improve and perfect the selection and training mechanism of counselors. The recruitment, selection, training and use of college counselors, as well as the management of assessment, should be carried out through professional quality policy review, assessment and revision of quality objectives, internal and external management review, and material analysis and processing, and corrective and rectification measures should be taken to achieve the selection and training of counselors. , continuous improvement of appointment and appraisal work. First of all, colleges and universities should formulate a guiding document for the selection of counselors, so that on the basis of referring to this document, according to the actual situation of the department, each department should strictly follow the plan to publish the recruitment notice- receive registration- review materials- announce qualified personnel List - Written Exam - Interview - Announcement of Reexamination Assessment

List - two-way selection between colleges and interviewers - submission of the proposed admission report - school-level department review - the process of publishing the admission report by the college, and always adhere to the selection principle of "fairness, impartiality and openness". After the selection of counselors is completed, internal and external audits should be carried out in accordance with the corresponding quality policy and quality objectives, problems should be found and improved in time, and corrective measures should be taken in time for major problems such as unqualified personnel. Secondly, colleges and universities should continuously improve the training and appointment of counselors, and provide more opportunities and platforms for exchange and study abroad.

(3) Introduce PDCA cycle to optimize and innovate transaction management mode

By introducing the PDCA cycle theory, the student affairs management work in colleges and universities can make the purpose and pertinence of the student affairs management work stronger. Adjust the specific operation mode of student affairs management in colleges and universities according to the four stages and eight steps of the PDCA cycle mode, so that the student affairs management work goes through rounds of cycles, continuously improves and perfects all aspects of student affairs management work, and promotes college student affairs management. Management moves forward so that the PDCA cycle plays its biggest role in achieving continuous improvement in the quality of student affairs management in colleges and universities. The goal of student affairs management in colleges and universities is the core of the entire school student affairs management process, the main driving force for promoting the management work cycle, and the premise for the formation of the PDCA cycle process system. The first stage: The formulation of various work plans for student affairs management in colleges and universities needs to constantly change according to the national education policy, social environment, the thinking of college students and the needs of growth and development, so the plans need to be constantly updated and improved.

#### IV. CONCLUSION

On the one hand, with the deepening of the popularization of higher education, the transformation and development of society has put forward higher requirements for colleges and universities; on the other hand, colleges and universities are affected by the external environment. , ideological and concepts are constantly changing, and they are more and more daring to pursue fairness, democracy, and the rule of law. Therefore, the management of student affairs in colleges and universities must make corresponding changes to adapt to the changes in the needs of internal and external customers in colleges and universities. Taking a university in Quanzhou as an example, this paper investigates and analyzes the satisfaction of undergraduates and counselors in student affairs management. A total of 837 valid questionnaires were obtained from the satisfaction survey of college students, and 30 counselors were interviewed. The empirical research shows that the main problems of the university's student affairs management are:

the difficulty of implementing the university concept of "serving students", the high communication cost of student affairs management, and the ineffectiveness of student affairs management. The author will combine the theory of total quality management with the management of student affairs, put forward the establishment of a "student-centered" educational service concept, adopt the quality management concept of "continuous improvement of quality", introduce PDCA cycle, optimize and innovate affairs management mode 3 Suggestions. Objectively speaking, the search and cause analysis of some problems in the empirical research of the paper are relatively shallow, and the relevant countermeasures and suggestions and implementation theories are also relatively general. In addition, the introduction of TQM-related theories into college student affairs management may cause some drawbacks, and further research is needed on how to better integrate TQM and college student affairs management in the actual operation and operation process. In short, the combination of student affairs management in colleges and universities with the theory of total quality management will be a long-term and challenging topic, which requires further in-depth research and discussion by scholars in the future.

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