



A STUDY ON THE SCIENTIFIC ADMINISTRATION OF STUDENT
ORGANIZATIONS AT SHANGHAI UNIVERSITY

BY

LI LIU

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

ACADEMIC YEAR 2022

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Independent Study Title A Study on the Scientific Administration of Student Organizations at Shanghai University

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Program Master of Education in Educational Administration (International Program)

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Abstract

The purpose of this research is to study the scientific management of student organizations in colleges. The research revealed that the scientific management of student organizations involves the organization's mission, role, structure and mechanism. The organization's mission is to realize the student's responsibility for society; it includes idealistic and practical aspects. The role of an organization depends on its structure. If the structure meets basic needs and demands, it will operate efficiently; if not, a continual restructuring is required in order to maintain its efficiency. Organization members should have interaction with each other in order to reach mutual understanding and cooperation with their colleagues. Finally, the mechanism used by student organizations should be based on self-management through transparency and communication. The study on the scientific management of student organizations in colleges will be a reference for scholars interested in this subject. The purpose of this study is to apply the value orientation theory to analyze the current construction and the future development direction of vocational curriculum in colleges. By studying the above aspects, we can create a scientific and efficient structure for student organizations. The main contents of this research include background information on scientific management of student organizations, a description of the methods used in past studies and the findings of this research. The paper will also discuss future research issues and conclusion.

Keywords: Student Organizations, Leadership skills, scientific management

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Chapter 1

Introduction

1.1 Statement of the Problems

A study on the Scientific Management of Student Organizations in Colleges: Shanghai University researched the current state of student organizations under the management of colleges, and this paper examines different ways to strengthen coaches' leadership skills. The research explores the approach of coaches' leadership skills, which is critical in helping student organizations advance in China. The goal is to introduce a coaching-oriented scientific management model, with a focus on co-construction and sharing coaching and guidance activities between students, students' clubs instructors and administrative cadres.

Through the scientific management of student organizations in colleges, it offers the learners with a comprehensive and well-organized integrated management system, which enables students to experience more practical training in college. Thus, scientific management in colleges can provide guidance to students in organizing and regulating various events such as cultural activities, large scale sports competitions, music contests, festivals etc. It has become a practice that puts emphasis on the quality of learning rather than quantity of learners. Students are able to have variety of activities with flexible schedules that help them prepare for their future life. Scientific management helps colleges build the strong pillars laying

its foundation for a sustainable future by orienting themselves towards their educational mission and offering good advice for effective management.

1.1.1 Background of the study research

The study's goal is to look at Shanghai University's scientific administration of student groups in colleges. Study's objectives are to examine the existing condition of student organizations and their management practices, pinpoint areas for development, and offer ideas for advancing the organizations' scientific management. The study may touch on subjects like planning, assessment, communication, and leadership, among others. Therefore, the study's conclusions may help us better grasp the possibilities and problems faced by student groups at universities and offer helpful advice for enhancing their management techniques.

The data used for this study was obtained from the university confidential database of student organizations, chosen because it was in line with the purpose of the study. Through, the principal researcher. it developed a semi-structured questionnaire and distributed it to the undergraduate students of Shanghai University. The respondents were asked to respond to a series of questions about their experiences with student organizations, including the leadership style and quality of student representatives.

There are many ways in which governments can affect science and research policy in higher education, even those that are not related directly or indirectly to governmental funding such as promotion. The university has experienced rapid

growth in recent years. Enrollment is expected to grow by another 5,000 students during the 2018-2019 academic year, and again by another 20,000 by 2020 (Zhao, 2021). Accordingly, there will be a significant increase in the number of student organizations from 163 at present to over 200 within the next two years. Since last year Shanghai University General Office and Student Affairs Department have joined hands to develop and improve a scientific management model for student organizations in colleges.

Further research finds that there are ways to improve student activities as well as strategies for improving student involvement. There are such as providing students with access to resources on campus, organizing campus-based events, creating learning communities or encouraging faculty members to engage in interactive activities with students. The Shanghai University in China has made great efforts to change the structure of student organizations, which not only has led to their management becoming more scientific, but also improved their efficiency and effectiveness.

Therefore, there are theoretical principles of managing a "Scientific Organization" by making an empirical study on how it is doing on a practical level. Through this way it can establish some general practices for organizing students' organizations as well as provide more insight into what makes this approach work in practice. The study aims to study the management and implement at Shanghai University, the characteristics of the performance of student organizations. Also, the

research study uses Shanghai University as a case study in an attempt to disclose the structure and performance of its student organizations. The analysis is based on interviews with the Vice President for Student Affairs and other relevant persons, including students from different departments, as well as data collected from the school archives. The findings show that although there are many problems regarding the management of students organizations in Shanghai University, such as lack of funds, this situation has gradually been improving. The research shows that there are some major differences between scientific management methods used by Shanghai University compared to those used at other universities.

1.1.2 Problem statement

The following might be used as the problem statement for Shanghai University's study on the scientific administration of student groups in colleges: Despite the vital role that student groups play in the college experience and the growth of future student leaders, there is a paucity of thorough knowledge on the management of these organizations as it is now. By examining the difficulties and prospects of scientifically managing student groups in colleges, with an emphasis on Shanghai University, this research seeks to close this gap. The results of this study will shed light on the best ways to oversee student groups and guide initiatives to improve their administration in universities.

In universities, student organizations play an important role in the college experience, where they are important for developing students' abilities and skills

and fostering their leadership. However, the effective management of these organizations remains a challenge. The complexity of managing student organizations lies in the inherent tension between normative interests of individuals such as individual self-interest and the collective interest of a group or organization. This tension or conflict is further complicated by some special features identified in student organizations. Subsequently, many student leaders have great potential to develop into high-potential business leaders who can make significant contributions to society.

However, through the history of student organizations in colleges, in the old days, most students were from poor families and did not have much money, so they lived in dormitories. They had to be thrifty and prepare their own meals, because if they bought food outside, they would run out of money. The only source of entertainment for them was student organizations. They hoped that their organization would arrange social activities such as dances like ones in the US or Britain.

1.1.3 Research question

The following three research topics might be used in the Shanghai University study on the scientific administration of student groups in colleges:

- 1) What procedures are in place for managing student organizations at colleges today, and especially at Shanghai University?

- 2) What management issues do student groups encounter, and how can they be solved scientifically?
- 3) How can Shanghai University implement the most effective techniques for organizing student groups in colleges?

By following these research questions Shanghai University will manage to conduct an effective and appropriate study on the scientific management of student organizations in colleges. The research will use the questions as a framework to examine the state and present practices of managing student organizations, pinpoint areas for development, and offer best practices for managing them more effectively. The university will be able to contribute to a better understanding of the possibilities and problems faced by student groups in colleges by providing important insights for their management practices by responding to these questions.

1.2 Research objectives

The objectives serve to define the aim and goals of the research and provide the study defined, quantifiable goals to work toward. The research will be able to offer specific suggestions and solutions for enhancing the administration of student groups in universities if these goals are met. This will assist the growth of student leaders and improve the effectiveness and efficiency of student groups.

The research objectives based on these research questions will allow the study to determine the appropriate solutions for scientific student organization

management in colleges. The research will follow aspects of participatory observation, survey and interview will be the methodology used in this study. Research activities will include surveys, interviews of students and relevant administrators, as well as observations of student organizations at Shanghai University. In order to ensure a greater amount of information is collected, surveys and interviews will be conducted multiple times each semester. The research design will consist of two phases: phase one being a preliminary investigation of student groups at Shanghai University; second phase will involve implementing research findings through educational activities designed to improve management practices.

The purpose of the present study is to examine the management of student organizations in colleges. A study is needed because most of the previous studies are conducted on the organization of student groups alone and not in conjunction with faculty leadership and administrative practices. The study will focus on several specific issues that will focus specifically on topics related to organizational finance, membership selection and recruitment, communication within groups, and maintenance activities such as organizing meetings and social events; as well as issues related to individual development within groups.

Research objectives of the study is to explore and analyze the operational model of student organizations in colleges, to provide a reference for the improvement of Shanghai University student organization operation. This research is

a design survey, which purports to reveal the operating mechanism of student organizations in colleges, and to analyze the limitation on student organization activities. The objective of this study is to further understand the influence of sociological factors and organizational environment on student organization performance. The data was collected through questionnaire, interviews and observation in Shanghai University.

The research results show that student organizations in colleges are playing an important role of socializing students. Shanghai University's institutional management to student organizations is effective, the cause of it originates from the rules and regulations, and the management level is clear. Consequently, the study will make some suggestions such as to promote the development of rules and regulations on campus student organization. Also, there is a need to improve the management level for more college professors join the work team in management. Subsequently, to strengthen management through increasing funds and improving the reward mechanism for outstanding organizations. In addition, it will propose that more efforts should be made by the government to implement relevant laws and policies to improve the overall development of higher education in China.

1.3 Conceptual Framework

A conceptual framework for Shanghai University's study on the scientific management of student groups in colleges might show the links and associated factors that are present in the study's setting. The framework may demonstrate the

relationships between and influences on the independent and dependent variables. The conceptual framework for this study could, for instance, include elements like the current management practices for student organizations, the difficulties these organizations face, the best management strategies for student organizations, and the results of putting these strategies into practice, such as efficiency, effectiveness, and satisfaction.

The conceptual framework gives the theoretical underpinnings of the study a visual representation and aids in elucidating the connections between the variables under investigation. The study would be in a better position to make insightful findings and give suggestions for enhancing the scientific administration of student groups in universities if it has a defined conceptual framework.

1.4 Research hypothesis

The following might be the research hypotheses for Shanghai University's study on the scientific administration of student groups in colleges:

Hypothesis 1: The optimal methods for managing student groups scientifically and how they are now practiced in universities differ significantly.

Hypothesis 2: By using scientific management techniques in student groups at colleges, efficiency, effectiveness, and stakeholder satisfaction are increased.

Hypothesis 3. The use of scientific management techniques will enable student groups to successfully solve the management difficulties they encounter.

These hypotheses might serve as a starting point for using empirical research

techniques to investigate and confirm the study's main assertions and premises. The study will be able to assess the veracity of its assertions and offer evidence-based insights on the scientific management of student groups at universities by testing these hypotheses.

The study will first present a six-step scientific management approach used to analyze the situation in college student groups and determine the principles they should follow. The first step is to carry out an analysis of the current state of affairs so that it can be compared with the ideal state. The second step is to define clearly the characteristics of a college student group that are necessary for scientific management. The third step is to construct a standard model for scientific management based on these characteristics, consisting of three parts: 1) defining action plans for each group, 2) clarifying the role of leadership in the organization, and 3) standardizing other related procedures and management policies. The fourth step is to observe and analyze the scientific management of student groups at Shanghai University institutions, based on the standard model. The fifth step is to apply the scientific management of student groups at Shanghai University institutions to solve three professional problems that have recently emerged in college student groups: supporting research teams, structuring study options and groups, and effectively managing decision-making processes. The final step is to propose a theoretical framework for scientific management of student groups that can be used across all colleges in China.

1.5 Limitation and scope of the study

While conducting the research to determining the limitation and scope of the study on the scientific administration of student groups in colleges at Shanghai University, there are crucial factors to take into account. The research's scope range might be as follows: schools' emphasis on student societies, particularly at Shanghai University. Analyzing the situation and methods used in managing student organizations today through identifying of management issues that student groups encounter. Examining the most effective methods for scientifically running student groups. The evaluation of the results of putting these methods into practice, such as effectiveness, satisfaction, and efficiency.

The limitations of the research may include: The research may have been restricted to a particular university, making it unlikely that the results could be applied to other locations or institutions. The complexity and diversity of student groups and their management techniques may not be well captured by the research. The study could rely on student groups' self-reported data, which could be biased and have other restrictions. The time and resources available for performing the investigation may be restricted for the research. Therefore, it is crucial to recognize the scope and constraints of the study since doing so helps to define the suggestions for future research and provides context for the study's results and conclusions.

1.6 Research terminology

1. The research terminologies that could be relevant for the study on the scientific management of student organizations in colleges at Shanghai University are:

2. Student organizations: are clubs, groups, or organisations run by students that function in a collegiate setting.

3. Management: is the term used to describe the procedures and methods used to direct, plan, and oversee the activities of student groups.

4. Scientific management: is a methodical, fact-based approach to managing student groups that is founded on the ideas and concepts of management science.

5. Efficiency: describes a student organization's capacity to fulfill its missions while wasting as little time, money, and labor as possible.

6. Effectiveness: describes a student organization's capacity to meet its objectives while also providing value to its constituents and other stakeholders.

1.7 Research benefit and significant

The research conducted at Shanghai University on the scientific administration of student groups in colleges has both theoretical and practical implications. The study can contribute to the growth of new information and understanding about the scientific administration of student groups in colleges, for example, which is of theoretical value. The study can pinpoint the most effective methods for running student groups scientifically, confirm those methods, and lay the groundwork for

more studies in this field. The research can help with the creation of fresh management models and theories for student groups.

On the other hand, the practical significance are, in order to improve the administration of student groups in universities and create more effective, efficient, and fulfilling experiences for students, staff, and other stakeholders, the research can offer specific, doable recommendations. The study can assist the development of student leaders and potential managers by increasing knowledge of the value of scientifically managing student groups. Other comparable groups, such as community organizations, professional associations, and non-profit organizations, may benefit from the study's findings and lessons. College administrators, student leaders, educators, and anyone who are interested in enhancing the administration and efficacy of student groups in colleges may find the study's conclusions helpful.

Chapter 2

Theory and Literature Reviews

The following chapter covers the literature review, which is an in-depth review of existing literature, research studies, and other relevant materials related to the topic of the study. The goal of the literature review is to give a thorough assessment of the field's current state of knowledge, identify research gaps, and present a theoretical foundation for the investigation. The present study's design, methodology, and analysis should be informed by the literature review, which should offer an exhaustive and critical assessment of the prior research on the subject. The literature evaluation ought to serve as a foundation for formulating research hypotheses and identifying potential topics of further study.

In the case of the study on the scientific management of student organizations in colleges at Shanghai University, it presents the situation of student groups in colleges. Thus, this includes their formation, structure, operations, and management techniques, is one of the major topics covered in the literature study. The difficulties in managing student groups, including resource shortages, a lack of support, and trouble recruiting and keeping members. How management science ideas and principles may be used to benefit student organizations. The approach, results, and suggestions from earlier studies on the management of student groups. Use of technology, good communication, and data-driven decision-making are

among the top practices for scientifically managing student groups.

2.1 Concepts and Theories

In a study on the scientific management of student organizations in colleges at Shanghai University, there are several concepts and theories that could be relevant and useful to consider and some examples include: Management science, which is a subfield of management that seeks to increase the efficacy and efficiency of organizational decision-making processes through the use of quantitative and analytical techniques. The study of organizational behavior focuses on how the behaviors and attitudes of individuals and groups inside organizations impact the effectiveness of such organizations. Recruitment, training, performance management, and employee relations are all part of human resource management, which is concerned with managing people inside businesses. Process management places a strong emphasis on the creation, use, and enhancement of business procedures inside companies with the aim of increasing their effectiveness, efficiency, and adaptability. Managing resistance to change and fostering organizational effectiveness are key components of the planning and implementation of change in companies, which is the subject of the research area known as "change management."

The formation of research hypotheses, the design of research methodologies, and the interpretation of research findings can all be influenced by these concepts and theories, which can also serve as a theoretical framework for

the study. Applying these ideas and theories to the particular setting of student groups at universities might help the study advance knowledge and understanding in these disciplines. This study is a preliminary study to provide an understanding of the theoretical framework, conceptual basis and methodological foundations for the implementation of the theories and concepts relevant to student organizations in colleges. It aims to explore the concepts and theories in order to make explicit their relationship with each other and their practical implications for student organizations in colleges. Through this development process, a set of recommended research questions were generated.

The use of management science provide a theoretical framework for colleges to address the various aspects of management of student organizations, and provide a new perspective on their roles in universities (Zhao, 2021). Shanghai University is chosen for this research because it is one of the leading universities in China, has high diversity among its students in terms of majors, and has a good number of student organizations. Therefore, the administrative body will manage these settings by considering schools and colleges as both producer and consumer entities (Wang & Deng, 2015). Thus, the institutions roles can impact organizational culture and effectiveness, while also determining why certain cases are successful while others are not.

Through exploring how academic institutions can successfully administrate the organizational structures of its student organizations (Tang, Liu, & Li, 2022). There

is a need for universities to managing their student organizations, the theory used is based on *The Logic of Scientific Management* (1902) by Frederick Winslow Taylor, which includes several principals to guide managers on how to optimize business operations. Thus, this will require the use of qualitative research design, as it will be done by the presentation and examination of documentation and direct observation. Since theories are by nature abstractions or concepts that generalize reality, it is important that they have empirical evidence to support the aspects.

Several ideas and theories from management science may be applicable in the context of a research on the scientific administration of student groups in colleges at Shanghai University, including: Optimization of decision-making in complex systems is the subject of operations research, a subfield of management science that includes simulation modeling, network analysis, and linear programming (Niu, Jiang, & Li, 2010). A methodical approach to decision-making, decision analysis offers many objectives, restrictions, and uncertainties. By taking into account a variety of possibilities and weighing their possible implications, it may be utilized to assist companies in making better informed decisions. System dynamics is a management science method that analyzes complicated dynamic systems, including feedback loops and nonlinear interactions, using computer simulation models.

In order to complete projects within their intended scope, on schedule, and within their allocated budget, project management focuses on the planning, carrying

out, and controlling of projects. By including all employees in a process of continuous improvement, Total Quality Management (TQM) places a strong emphasis on customer satisfaction and ongoing progress (Zhao, 2021). The formation of research hypotheses, the design of research methodologies, and the interpretation of research findings can all be influenced by these concepts and theories, which can also serve as a theoretical framework for the study. The study can contribute to the growth of new knowledge and understanding of the scientific management of student organizations by applying these concepts and theories to the particular context of student organizations in colleges.

Organizational behavior may be affected by a variety of elements, including personality, motivation, attitudes, perception, communication, leadership, culture, and group dynamics. Thus, organizations may enhance performance by establishing a more favorable work environment, encouraging better communication and cooperation, and cultivating a culture of continuous improvement by understanding how these variables impact behavior in organizations (Al-Abdulmenem, 2021). Organizational behavior ideas and theories can offer important insights into how to manage student organizations effectively to achieve maximum performance in the context of a research on the scientific administration of student organizations in colleges at Shanghai University.

There is a need to understand organizational behavior and its relationship to student organizations. Thus, this will provide a brief overview of the history of

organizational behavior studies, as well as a description of organizational behavior concepts and theories that are useful in the scientific management of student organizations. Organization studies, which focuses on understanding how people act in organizations, has been recognized by researchers as one of the most dynamic fields of study. Organizational behavior is one area within organization studies that focuses on understanding the actions and attitudes of individuals and groups within organizations, and how they affect organization performance as shown in Figure 1.

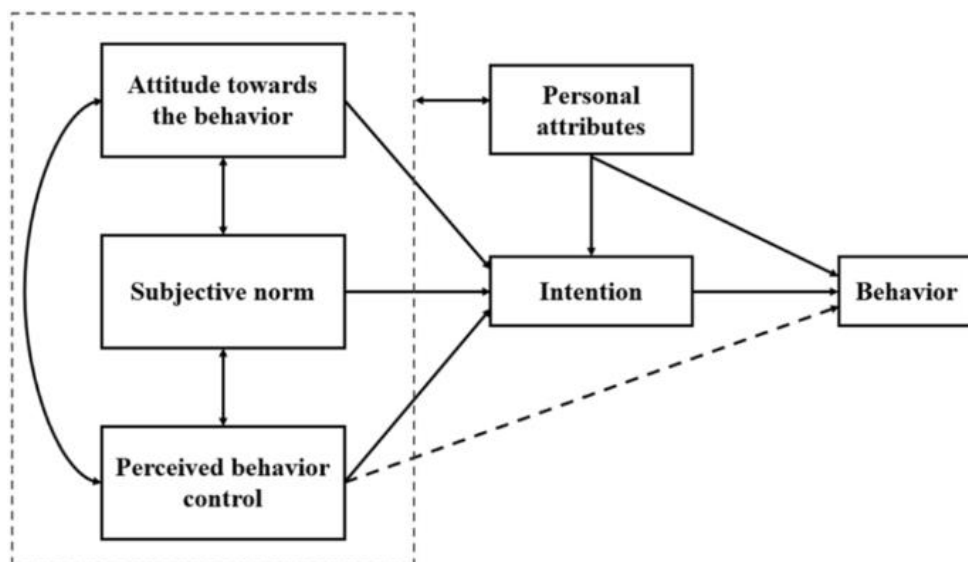


Figure 1.

The term "organizational behavior" was first coined in 1938 by Elton Mayo, who published "Organizational Behavior". He defined it as the study of the factors affecting the behavior of an organization. Over time, organizations have developed many innovations that have helped to enhance their performance; however, these innovations sometimes increase organizational complexity. Hence, this complexity has resulted in more varied and complex organizational behaviors that are often

difficult to study (Li & Guan, 2016). The field of organizational behavior research has developed over time due to the need to understand and manage organizations. Organizations differ in size, culture, structure and other distinguishing characteristics; thus, it is important for the organization to understand how these differences affect how they will perform.

Recruitment, selection, training and development, performance management, compensation and benefits, and employee relations are just a few of the many duties that fall within the purview of human resource management (HRM). Having the appropriate personnel in the appropriate positions and ensuring that workers feel inspired and invested in their work are the two main objectives of HRM. Organizations may boost productivity, increase employee happiness, and accomplish their strategic goals by managing their human resources well (Chen, 2019). Human resource management (HRM) concepts and theories can offer helpful insights into how to manage the human resources within student organizations and how to promote employee attitudes and behaviors that contribute to the success of the organizations in the context of a study on the scientific management of student organizations in colleges at Shanghai University.

Process management seeks to streamline processes and eliminate waste and inefficiencies in order to increase their efficiency, effectiveness, and adaptability (Chen, Zhou & Wu, 2020). Techniques including process mapping, process improvement approaches, and process monitoring and control are also used in

process management. Organizations may boost productivity, boost customer happiness, and accomplish their strategic goals by enhancing their processes. Process management theories and concepts can offer important insights into how to efficiently design, implement, and improve the processes within student organizations and how to ensure that they are in line with the organizations' goals and objectives in the context of a study on the scientific management of student organizations in colleges at Shanghai University.

Change management addresses a number of facets of change, such as reducing opposition to change, effectively communicating change, and enhancing organizational performance (Li, Li, & Zheng 2018,). In order to plan and implement change effectively and efficiently, change management also entails the use of tools and processes. Organizations may achieve their strategic objectives, boost competitiveness, and maintain adaptability in the face of a business environment that is changing quickly by managing change well. Change management concepts and theories can offer helpful insights into how to manage change within student organizations and how to foster a culture of continuous improvement and adaptation in the context of a study on the scientific management of student organizations in colleges at Shanghai University.

2.2 Literature review

The relationship between the management structure and the college's ideological education is an important aspect of the study on the scientific

management of student organizations in colleges at Shanghai University. The management structure describes how student organization management is set up, organized, and carried out. The ideological education students receive at the college refers to the instruction and preparation they receive to form their political and ideological ideas (Lee, Duan & Park, 2016). The idea is that the management structure of student groups may affect how well the college's ideological education is taught, and that adjustments to the management structure can lead to changes or improvements in the ideological education provided by the institution. By investigating this connection, the research hopes to better understand how management structure affects the standard of ideological teaching and to pinpoint the most effective methods for managing student groups in universities scientifically.

The organization of student organizations in colleges is a very important measure that can help in the ideological education of students. By the early 70s, almost all the universities and colleges in China had established an administrative framework for student organizations (Wei & Chen, 2019). There are usually two levels of student organization management: one is related to the district level or at a higher level. The other is responsible for coordinating the activities of all its secondary-level units; and another is connected to colleges or departments, mainly responsible for directing or overseeing its primary-level unit. This double management structure makes it possible for every college to establish its own specific policies and regulations on how college departments can organize students

in educational activities.

The study of this topic is of great importance from a moral and political as well as educational point of view. In the current century, the pattern of student organization administration in Chinese colleges has raised many concerns and difficulties. In order to analyze these difficulties, the research is based on the nature and mechanism of college student organizations (Kwong, 1987). It will explore the relationship between college management structures and student organization management policies. Also, it follow up specific aspects such as recruitment system. The goal is to analyze the relationship between the personnel structure in colleges and its ability to direct student organizations.

Organizational culture refers to the shared values, beliefs, attitudes, and behaviors that characterize an organization and its members. Campus atmosphere refers to the overall tone or mood on a college campus, which can be influenced by factors such as student interactions, the physical environment, and the culture and values of the college community (Chen, Zhou & Wu, 2020). Thus, the organizational culture of student organizations can influence the campus atmosphere, and that changes to the organizational culture can result in improvements or changes to the campus atmosphere. There is a need to gain a deeper understanding of the impact of organizational culture on the campus atmosphere, and to identify best practices for promoting a positive campus atmosphere and enhancing the overall student experience.

N	Valid	30	30
	Missing	0	0
Mean		4.43	0.73
Median		3.00	0.00
Mode		1	0
Std. Deviation		6.913	1.424
Minimum		0	0
Maximum		30	5

Table1

The literature on organizational culture indicates that a positive organizational culture has direct, indirect, and spillover effects. Direct effects are those that are observed in the interactions of individuals within the organization (Al-Abdulmenem, 2021). These include feelings of satisfaction, engagement, and pride in their work. Indirect effects are those that occur among different departments or parts of an organization. These include one department's work having a positive influence on other departments (Wu, 2013). Spillover effects involve individuals or departments outside of the organization – these are often manifested in public relations for the organization, but can also include facilitated connections with individuals from other organizations. This can involve providing opportunities for students from different organizations to interact or collaborate on projects.

The increased campus atmosphere or environmental factors include behavior perceptions of students, the maintenance of public facilities and equipment, the sanitation conditions in classrooms and on campus, the cleanliness of campus grounds, integration of social organizations into campus life, safety on

campus and freedom from crime, level of security for women and children especially their clothing choices. Campus atmosphere encompasses the following: Vitality, which is the number of students moving around, freshness that encompasses physical appearance or bright colors used in displays (Kim et al., 2007). Also, there is warmth that relates to public friendliness, together with informality that is the interaction between students and teachers; informality between student organizations. These four characteristics are all related to an open organizational culture.

The organizational culture of student organizations and their impact on the college atmosphere are important aspects to consider, as we would like the campus and all its facilities to be seen as suitable for students (Xia & Wu, 2018). To attain this goal, we must consider both the positive aspects that can result from a positive organizational culture and negative aspects that may result from a negative or disorganized organization.

Students can be involved in non-profit organizations for different reasons. If an organization wants to make a difference in the world by helping others or promoting a certain cause, students would wish to participate in it because they may have thoughts about how they could improve their own lives by helping others (Jowkar & Rajabali Beglou, 2008). An organization sells goods or services, which is how people make money.

Multiple regression analysis was conducted to test whether there is a

significant relationship between organizational culture and campus atmosphere. Analysis revealed that there are no significant relationships between organizational culture and campus atmosphere, suggesting that the effects of organization culture on campus atmosphere vary across college cultures.

Scientific management refers to the use of systematic and scientific methods to improve the efficiency and effectiveness of management processes in organizations (Xiao, Zhang & Qiu, 2011). Student satisfaction with the school committee refers to the level of satisfaction that students have with the performance and management of the school committee, which is responsible for organizing and managing student organizations and activities (Chan, 2011). The application of scientific management practices in the management of student organizations can influence student satisfaction with the school committee, and improvements to the management practices can result in increased student satisfaction. Thus, it allows us to gain a deeper understanding of the impact of scientific management on student satisfaction and to identify best practices for improving the management of student organizations in colleges and enhancing student satisfaction.

Shanghai University, a higher education institution under the direct jurisdiction of the Ministry of Education, offers an undergraduate education, as well as postgraduate and continuing education programmes. The university also has a long history of research excellence in the natural sciences, engineering sciences and

humanities (Al-Abdulmenem, 2021). In addition to providing services for its own students, the university also collaborates with companies and other universities domestically and internationally to offer training courses and other educational opportunities that supplement the curricula of partner institutions.

The school committee is responsible for organizing and managing student organizations and activities, including the training programmes in non-language subjects such as information technology. Participation in these programmes is on a voluntary basis, but all students are encouraged to participate. Students may claim reimbursement for the cost of tuition for training courses from their employer if they are subsequently employed (Xu, 2018). Students can also, at their own expense, take training courses outside the university and be reimbursed by employers who have signed a cooperation agreement with the university to provide opportunities for supplementary learning through short-term training.

The school committee is led by the head of the student affairs department, and there are also a number of student representatives (Jianhua, 2021). Training courses that are organized by the school committee can be categorized as self-initiated courses and non-self-initiated courses, which are organized and managed by the school committee. Students who take self-initiated courses may take part in all stages of planning and organizing these training programmes, while students involved in non-self-initiated, school committee-led training programmes participate only in activities such as planning, teaching and organizational development.

The principal objective of this study was to investigate the impact of scientific management on student satisfaction with organizations at Shanghai University and to identify best practices for improving scientific management. In the course of the research, some limitations of the study were identified. First, we did not compare student satisfaction with self-initiated and non-self-initiated training programmes. Therefore, there is a possible risk that students may be more satisfied with school committee-run curriculum development than with self-organized activities (Huang et al., 2021). However, it was not possible to carry out such an experiment or survey given the limited resources available for this study. Second, it did not investigate why a majority of students take part in non-self-initiated training programmes administered by school committees. Therefore, it is also possible that they are less satisfied with these training programmes compared with self-initiated courses.

Understanding the motivations and factors that influence student involvement in cocurricular activities is important for student affairs professionals, as it can help them design and implement programs and initiatives that are more likely to engage and benefit students (Hu, Wu & Chen, 2021). Thus, it will allow to explore the reasons why students decide to get involved in student organizations and co-curricular activities. Therefore, this will contribute to the field of student affairs by providing valuable insights and information that can inform the development and improvement of programs and initiatives aimed at promoting student engagement

and success.

The study provides background information, discusses the definitions of student engagement, student participation, and student activities, and briefly discusses how student engagement is measured. To this end, it adapted the selection process among some of the key factors that influence student involvement in co-curricular activities, including the existing literature and findings. Through this, the study will be able to draw general conclusions. With this, a more detailed comparison of these factors can be made. Also, addition of the questionnaire to this investigation allows to obtain a specific insight into the student experience.

Student organizations have always been a part of student life in China, although the number of students officially recognized by colleges and universities have been in decline. According to a 2013 article the total participation in co-curricular activities reached 65 percent. While many of these activities focus on club-specific events or events specific to the field of study or career (Chan, 2011). However, there are some student organizations that aim to promote social activism.

Techniques of scientific management as defined by Frederic Taylor have been widely used by various organizations. Taylor's theories focus on the coordination of human activities. Taylor believed that scientific management improves business efficiency and increases output by reducing human fatigue and mechanical restlessness (Yan, 2018). Taylor's study is about human behavior on the

job, in the context of the workplace, not about how humans react to work.

Taylor believed that industrial efficiency can be improved by understanding human psychology (Gong, 2021). Taylor is the father of Industrial Engineering, but the theories of Scientific Management has been widely applied in management, not only of manufacturing industries, but also in other industries. The purpose of the present research was to study scientific management of undergraduate student organizers.

The current study seeks to identify factors that influence student participation in the three types of student organizations; those that offer social, cultural, and service-oriented activities. The study will utilize both quantitative and qualitative research methods to identify, develop and test a multivariate model to predict whether a given student is likely to take part in a particular student organization e.g. a student organization that provides social, cultural, sports and service-oriented activities. A model that could explain the relationships among variables (dependent variables) will allow researchers to predict the likelihood that a given student will become involved in a particular student organization.

Participating in campus clubs and organizations is a way for students to become more engaged in their education and take an active role in their own development (Al-Abdulmenem, 2021). These activities can provide students with opportunities to develop important skills and competencies, such as cognitive, interpersonal, and practical skills. By applying what they have learned in the

classroom in real-world situations, students can gain hands-on experience and develop a deeper understanding of course material. Additionally, participating in student organizations can foster a sense of community and belonging, as well as provide students with opportunities to network with peers, faculty, and staff. All of these factors can contribute to student success and overall satisfaction with their college experience.

At the same, the college experience has become increasingly competitive, and it is becoming more difficult for students to distinguish themselves from their peers. Because many students treat participation in student organizations as an additional endeavor, academic performance becomes a more salient factor for admission into graduate school or employment opportunities. As a result, college administrators and faculty may perceive that student involvement in campus clubs is a distraction from academic pursuits. Moreover, some administrators may believe that student organizations lack structure or that they compete with other resources for funding e.g., when space or funds are limited. Nevertheless, research has shown that participation in campus clubs and organizations provides numerous benefits to individual members and to their institution as a whole.

"Science", "study", and "scientism" are the three key terms that define and characterize scientific management. These terms underlined the concept of scientific management and originated from the works of Frederick Winslow Taylor, who, in his book "Principles of Scientific Management", encouraged managers to use

new managerial techniques based on an experimental model in place of traditional conceptualization that, according to him, were outdated by a new age that required speed. Among Taylor's principles was one about scientific measure which was built on sensitivity analysis for all variables in the system. Thus, this provided managers with precise criteria for evaluating performance and identifying weaknesses so that corrective actions could be taken.

Scientific management was not a new concept at the beginning of the 20th century; it was first described in detail by Frederick Winslow Taylor, the superintendent of an early 19th-century textile firm, who introduced new principles to increase productivity and efficiency. In fact, scientific management originated from a variety of 19th-century ideas regarding rational organization and efficiency. The study of 'scientific' management was developed in its modern form by Frederick Winslow Taylor. He based his theories on 19th century concepts of rational organization and efficiency as well as empirical data he collected on the time an operator took to complete a given task. According to Taylor, workers must be educated if they were to adopt new methods of work.

Taylor's ideas about scientific management were not new. His career began in mass production, which is a system of manufacture adapted to methods developed by Joseph Jacquard and Peter Durand to weave Jacquard-pulley looms. These inventions by the Frenchmen became popular because they increased productivity greatly. Taylor, thus, borrowed from these notions of rational

organization. In the late 19th century, American firms were already making use of scientific principles in their manufacturing processes (Johnson). Thus, Taylor's introduction of rationalization and efficiency was not entirely new; rather he introduced "scientific management" as a way to make these principles applicable to large-scale organizational structures.

Through exploring the connection between student organization involvement and student development, this study can contribute to the understanding of how these experiences enhance the college experience and contribute to student success. This knowledge can then inform best practices for student organization management and support, ultimately improving the educational outcomes for students. By understanding that good student organization experience and development are central to the college experience, the university can work with student organizations to enhance the learning environment (Dai & Huangfu, 2021). Moreover, creating strong relationships between students and faculty that encourages interaction between students at all levels of the organization is necessary for a productive student development program in the university.

This study examined the relationship between the experience of college student organizations and the four dimensions of student development at Shanghai University (SU) in Shanghai, China. The sample was composed of junior level students enrolled in one of three majors and two colleges at SU. Data were

collected via interview, survey, and observation. Hierarchical multiple regression models were used to test all possible predictors as well as the direct effects on each dimension of development. The study found that both organizational size and club production are positively related to student development through engagement in activities, but this relationship is not moderated by gender. Furthermore, no significant relationship was observed between student support from faculty members and the four dimensions of student development.

In this study, we investigated how student organizations can positively influence students' developmental outcomes by examining their relationship to student engagement and academic success. To address the research question of what factors are associated with student organization involvement and its association with students' academic adjustment at Shanghai University of Technology, we used a cross-sectional survey design.

The student organization, student choice and development, the teacher's support, campus environment, and campus climate/safety were all significantly associated with students' organization involvement. Increasing students' decision-making autonomy was also significantly associated with their organization's member choices. Finally, student feedback indicated that group interaction at the organizational level was an effective way for students to learn about how to improve interpersonal skills.

The study employed a mixed methods approach including interviews with

Shanghai University students who were members of two student organizations in two different colleges. The qualitative analysis involved case studies of student organization members' experiences in six dimensions of student life: participation, leadership, learning, culture change, service and campus life.

2.3 Conceptual framework

A conceptual framework is a structure or map that outlines the key concepts and theories that guide a research study. In the context of "A Study on the Scientific Management of Student Organizations in Colleges at Shanghai University," the conceptual framework provides a roadmap for the researcher's understanding of the topic, identifying key variables and how they relate to each other. The framework will likely include theories of scientific management and its application to student organizations in higher education, as well as factors that impact the success of such management practices.

In the study of student organizations, role theory, social exchange theory, and structural contingency theory have been used as theoretical frameworks (Robertson, 1992). These three approaches are based on the assumption that leadership is derived from committee positions and organizational functions. The approach of leadership research does not examine how these positions are filled or how roles are achieved. First two theories outline how the leader or the coordinator serves as a link between students and the organization. The first position entails high power-role holders that enlist their followers or subordinates to fill their

vacated role. In this case, there is indirect influence from leaders to followers because leaders communicate their ideas through their positions in the organization.

Organized student activity plays the key role in school and college life (Chen, 2011). The leaders of these organizations work very hard to make them prosperous. In order to overcome this problem, some colleges and universities have begun to apply scientific management. Scientific management is an approach that was originally designed as an industrial management technique by Henri Fayol and expanded by other scholars into a collection of managerial principles, techniques, procedures, and guidelines that were meant for effective organization. In management, Fayol stated there is only one principle through which all managers must be guided, which means "to obtain the greatest possible quantity of production with the least possible expenditure.

Despite the wide use of scientific management as a managerial approach in colleges and universities, relatively little research has been conducted on it. Researchers are still exploring the efficacy and effectiveness of this approach. There is no clear picture of how student organizations experience scientific management within higher education. Therefore, we believe this study is warranted to use this approach to explore scientific management in student organizations. However, a clear understanding of what constitutes an organization and how such an organization can be managed is crucial before applying any type of scientific management techniques.

At Shanghai University, there are about 200 student organizations on campus. A lot of them have their own headquarters in the dormitory buildings. They also rent some rooms from the school as club rooms or classrooms to hold meetings and activities. Each organization has its own leader who is responsible for the daily operation of their group. The administration plays an important role in setting guidelines and regulations for student organizations and student governments at school to help organize complicated relationships among students and maintain a peaceful campus life (Cheng et al., 2015). Chen, X. (2019) defined organization as a collection of individuals who, within limits, behave interdependently in ways that are purposive or functional.

In the context of this study, we define student organizations as organizations that are formed and managed by a group of students who share common interests and goals. In order to apply scientific management to student organizations, we must first determine what constitutes an organization. We consider two basic types of student groups: groups with formal membership and groups without formal membership. An organization is a group with formal membership if it has a leader who is responsible for writing up minutes of meetings, recruiting members, and actively pursuing activities (Chen & Wu, 2005). All members must be registered in the organization's records system. In a group without formal membership, there are no leader positions or records system for keeping track of members' relationships with the group.

Understanding the historical background of student organizations on college campuses is important in order to provide context and context-based explanations for the current state of student organizations and their role in students' engagement. Therefore, the information can also help identify patterns and trends in the development and management of student organizations over time, providing insights into what has worked well in the past and what challenges have arisen. Through, studying the historical background can inform the development on scientific management of student organizations in colleges at Shanghai University, as well as inform the interpretation of findings.

The major issue in the construction of the framework is that student organizations are not solely a "formal organization" on campus (Yan, 2018). Therefore, only one term was used to provide a broader understanding of student organizations, which are also often referred to as "student clubs", "student societies", or "student organizations". At present, there are many types of activities that fall under the broad category of student organizations. The main purpose of this study is to provide an insight into the evolution over time. Therefore, it is imperative that this study takes into consideration the evolution not only in terms of the number and type of activities but also types and nature of activities across different time periods and geographic locations.

The study focused on the development of student organizations in colleges at Shanghai University. The university has a prestigious reputation and its history

dates back to 1900. It is also a comprehensive university with both undergraduate and graduate programs, as well as numerous disciplines including sciences, social sciences, arts and literature, medicine and management offering various majors. Its history can be traced back to the late Qing Dynasty (1644-1912) when the first school set up by the government was founded in Shanghai's Yangpu District (western area today) called "Xinzhong Hui Xuexiao" where "Hui Xue" referred to learning for future career preparation.

Student organizations have been present on college campuses since the dawn of public colleges. According to the history of Shanghai University, which was founded in 1909, six students' associations were established in early 1910, namely a Reading Association, an Athletics Association for students interested in sports, a Military Training Association for students who were interested in physical training and drill, a Politics & Law Association, an Arts and Sciences Students Club (which eventually became the student newspaper), and a Medical Students' Society. At that time universities were modeled after European-American models. Western culture had been introduced into China since the Opium War (1839–1842) by Great Britain and other Western countries.

Western universities were modeled after the European-American models. The American higher education was founded on liberal arts colleges, which is reflected in the Chinese Students' Associations name "Politics & Law Association" and the right of students to perform self-government affairs. In addition, the

university's organization was based on a “semi-military” model, meaning that students undergo military training, are required to wear uniforms while on campus (like in a military school), and are governed by a hierarchy of student officers that entails, the president, vice president, secretary and so on. In 1915 Shanghai University merged with another university that was founded in 1910 called the "Shanghai Specialized University".

Literary societies were some of the first student organizations to emerge on college campuses. These societies were focused on fostering intellectual and cultural development among students, and they often organized debates, discussions, and other activities designed to promote the exchange of ideas. The establishment of these early student organizations marked an important milestone in the evolution of higher education, as they provided students with an opportunity to engage in activities beyond the classroom and to develop their social and leadership skills (Bai, 1997). Through the formation of these early literary societies, students were able to gain a sense of community and belonging, as well as develop a deeper appreciation for the value of intellectual engagement.

Overall, the development of student organizations on college campuses has been integral to the evolution of higher education. Yet, there is often very little attention paid to the role that student organizations play in shaping students' academic experiences (Yang, 2018). National and international studies have indicated that students who are actively engaged in campus life are more

academically successful and satisfied with their educational experiences than students who do not participate in any campus activities. Based on these findings, it can be inferred that student organizations play an important role in shaping students' academic experiences.

The research is intended to provide a conceptual framework for the study of student organizations in colleges. To this end, it examines the role that student organizations play in shaping students' experiences on campus. In particular, it offers the impact of student organizations on students' sense of belonging, academic experience, and satisfaction with college. One way that institutions of higher education have sought to generate a sense of community for their students is by creating and fostering social opportunities for both student groups and individual students. One method used by colleges to promote community development among campus-based groups is by creating and supporting student organizations.

As student organizations have evolved into key campus resources, the value of student organizations on college campuses has been widely recognized. Student organizations serve a variety of purposes, including facilitating informal peer interactions among students and providing opportunities for students to develop their leadership and communication skills. The impact that student organizations have on students' academic experiences can be seen through the many benefits that colleges reap from these groups. For example, research suggests that students benefit from activities outside of the classroom, such as educational debates or

intellectual discussions with faculty. Furthermore, research shows that these opportunities enhance students' sense of community and social integration as well as their leadership skills.

Therefore, this research provides insight by examining the relationship between student organizations and students' sense of belonging, academic experience, and satisfaction with college. This is important because colleges have multiple objectives, not just teaching and learning; and there are many complex factors that influence students' academic experiences, including campus-based programs such as student organizations.

The growth of student organizations in Chinese universities has led to an increased focus on the relationship between these organizations and the institutions in which they operate. As student affairs professionals seek to define this relationship, they have faced a number of challenges, such as censorship, control, affiliation, and image. These challenges have been particularly relevant in the context of Chinese universities, where student organizations have a unique role in promoting intellectual and cultural development, as well as fostering a sense of community and belonging among students. Addressing these issues has required student affairs professionals to develop innovative approaches to the management of student organizations, balancing the need for institutional control with the need to support student initiatives and creativity (Chen & Wu, 2005). Therefore, the goal has been to foster an environment in which student organizations can thrive and

make meaningful contributions to the academic and personal development of their members.

In order to achieve this goal, student affairs professionals seek to develop an appropriate academic environment that is conducive to student activities and supports the development of significant and innovative initiatives. One such approach is the implementation of a multi-level system in which governance, management, and programming are separated and independent. Therefore, this system is most effective when well defined roles are assigned to each level: faculty members oversee both the governance process as well as management functions. Office administrators handle organization programming while department heads supervise departmental programs. The executive directors manage university-wide programs carried out by student organizations and the department or school dean manages all student initiatives.

Modeled after the American system, student organizations function in a non-profit making framework with a high degree of self-governance. The administrative support system outlined above provides guidance and direction for student activities. At the same time, it safeguards the university from lawsuits by clarifying responsibilities and affording protection from liability. As a result, this approach can help to ensure that all student initiatives are coordinated with university priorities and services, fostering sustainable growth in student programs and improving overall organizational effectiveness (Bawden, 2001). In order to achieve these goals, there is

also strong emphasis on effective communication between faculty members, professional administrators, and student leaders.

Creating a strong sense of community and belonging among students is also an important function of the management system. Another aspect is to promote student involvement in meaningful activities and initiatives that have a positive impact on academic development as well as personal growth. Hence, there is a framework for professional administrators to maintain effective communication between faculty members, professional administrators, and student leaders. Given the cross-functional nature of the communication process, it is critical that each agency be given equal recognition for its role in maintaining the health and safety of its constituents.

The organizational framework outlined must be balanced with flexibility and adaptability so that the organization can best serve students. While student organizations function in a non-profit making environment, they are also required to have financial sustainability so that they can continue their efforts to promote intellectual and cultural development, foster a sense of community, and support student initiatives. Therefore, student organizations must also balance their missions with the demands of the university. The foundation for effective communication between faculty members, professional administrators, and student leaders is established through policy guidelines outlining roles and responsibilities for each sector of the system as well as clearly defined relationships among them (Chen,

2019). Also important is having clear lines of authority among professionals to ensure that funding sources are not misappropriated by members.

Research has shown that student organizations play an important role in promoting a sense of belonging to an institution, which can in turn support retention efforts. When students feel engaged and connected to their institution, they are more likely to persist and complete their degree, as they see themselves as part of a community with a shared purpose. Conversely, if students do not feel engaged with their classes or with the broader campus community, they may become disengaged and more likely to drop out. Therefore, it is important for institutions of higher education to promote and support student organizations (Borgonjon & Vanhonacker, 1994). Thus, this can play a key role in fostering a sense of belonging and engagement among students, which in turn can lead to higher retention rates.

There are a number of factors that play a role in determining whether or not a student will become engaged with their campus community. For example, students who come from rural areas may find it more difficult to establish themselves on campus because they may be more likely to move back home after the first few semesters. Similarly, whereas students whose parents have college degrees are more likely to attend college themselves and stay in school longer, those who come from lower-income families are less likely to persist through graduation. However, for international students, their home culture can make it difficult for them to assimilate into the local environment if their college does not

offer them adequate support and guidance.

It is therefore important to design strategies that can mitigate the barriers to engagement among students. There are a number of strategies that have been implemented to promote student engagement (Borgonjon & Vanhonacker, 1994). For example, some student organizations have hired their own employees to help organize and promote these activities, while others have partnered with off-campus businesses or community organizations to provide an alternative avenue of engagement. Another strategy that has been used by higher education institutions is the creation of clubs on campuses, which are designed for students who wish to cultivate a sense of belonging and engage in extracurricular activities.

Chapter 3

Research Methodology

The methodological approach to performing research is referred to as research methodology. It entails choosing the best research design, data gathering procedures, and analytic strategies to address a research issue. The term "population" describes the total set of people, things, or events that are being researched. Sampling is the procedure of choosing a portion of the population to take part in the investigation. There are several sampling techniques, including cluster sampling, stratified sampling, and simply random sampling. Variables are features or characteristics that might have varying values depending on the participants or observations in a study. Independent and dependent variables are the two different categories of variables. To see how it affects the dependent variable, the independent variable is changed.

3.1 Population/Sampling Methods/Variables

The population of the study on the Scientific Management of Student Organizations in Colleges: Shanghai University would be the student organizations in Shanghai University. Student groups that are actively participating in the management and administration of their particular organizations are selected for the research using the sampling approach, which can be either convenient sampling or purposive selection. The study's relevant variables can include: Organizational

structure, which is the nature of the organization's leadership, its size, and the roles that its members perform. Management practices entails the rules, guidelines, and techniques applied to efficiently manage the organization. Resource allocation is the process of allocating money, people, and supplies to an organization in order to achieve its goals and objectives. Performance outcomes are indicators of the organization's efficacy and efficiency, such as goal achievement, member satisfaction, and stakeholder perception. Organizational culture deals with the norms, ideals, and values that guide how an organization and its people behave.

Students who study at Shanghai University make up the study's population. Understanding and analyzing the present management strategies employed by these firms with a view to identifying any room for improvement is the goal. The study's conclusions may offer important guidance for enhancing the operation and effectiveness of student groups at Shanghai University and maybe other institutions as well.

Students who study at Shanghai University make up the study's population. Understanding and analyzing the present management strategies employed by these firms with a view to identifying any room for improvement is the goal. The study's conclusions may offer important guidance for enhancing the operation and effectiveness of student groups at Shanghai University and maybe other institutions as well.

The study of a large group of student organizations in colleges is being

undertaken by the researcher. As a result there is realized the following, that the influence of students on their management depends largely on the quality and quantity of information that they receive. According to this, the proper dissemination of information concerning student affairs among students is important to achieving maximum benefits from their efforts.

In order to get a complete picture of the various types and functions of student organizations in colleges this study has been carried out at Shanghai University. Therefore, this university has three major kinds of student groups: Academic associations that is affiliated with faculties, Student unions and cultural societies. The research aims to investigate how student organizations are conceptualized and managed at Shanghai University (SZU) in China, which has historically been a Chinese-English bilingual institution with strong ties to the United States. English is the medium of instruction in most of SZU undergraduate programs, but for Chinese students and sometimes for international students, English is not their primary language. Traditionally, SZU has organized its undergraduate majors into a Chinese-Mandarin orientation that enrolled 913 undergraduates in 2019.

These student organizations can be generally divided into two major types: Instructional student groups and service-oriented student groups. The former are involved in academic and educational, while the latter focus on social and cultural activities. The study's classification of students into freshmen, sophomores and juniors is based on the assumption that educational level is related to the roles

played by the students in each group. Freshmen are leaders or active members of the instructional associations for their respective faculty, and occupy a position of responsibility in this regard. Sophomores lead service-oriented associations who play an important role in organizing seminars and activities to develop social awareness among students.

3.2 Data Collection

Data collection will be through the form of a questionnaire and observation. This questionnaire will ask students the question, "What are your thoughts on the governance of student organizations in your college?" The observation part of the study will be through observing Chinese undergraduates at their respective colleges. Observation includes observations such as what lectures students attend, how much time do they spend with their peers outside of class, and how much time does a typical student spend with faculty or advisors from other departments. The final outcome of this study is to see if there is an improvement in the quality and standardization between universities. If a university has a higher number for all five questions (1-5) then it will be deemed to have better quality than another university with low values for those statistics.

The data collection method for the study will consist of two main techniques: questionnaire and observation. To learn more about the experiences and opinions of Shanghai University students on the existing management procedures in student groups, a questionnaire will be created. Goals of the

organization, leadership, communication, decision-making procedures, and other pertinent topics will probably be included in the questionnaire.

Data will also be gathered through observation, with the researcher seeing how the student groups at Shanghai University operate and manage their affairs. The researcher may get a more thorough awareness of the problem using this technique, which can offer insightful information and a deeper comprehension of the management methods. The researcher will be able to obtain a comprehensive picture of the present status of scientific management in student groups at Shanghai University and pinpoint any areas that require improvement by integrating the information acquired via both questionnaire and observation.

3.3 Instruments/Research Design

The research design for the study will entail the use of a mixed-methods research design. A more thorough grasp of the study issue is made possible by the mixed-methodologies research design, which uses both qualitative and quantitative research methods. In the context of this study, the questionnaire will offer quantitative information about the experiences and opinions of the students regarding the existing management procedures in Shanghai University's student groups. The observation will offer qualitative information on how these firms operate and how they handle management.

A more thorough comprehension of the study issue will be possible because to the triangulation of the data made possible by the mixed-methods approach. The

researcher will be able to approach the study subject from a variety of perspectives thanks to the combination of qualitative and quantitative data, which will present a more comprehensive picture of the situation of scientific management in student organizations at Shanghai University. Overall, a thorough and nuanced grasp of the subject will be provided by the mixed-methods research design, which will also guarantee the validity and dependability of the study's findings.

3.4 Statistics and Data Analysis

The data collected through the questionnaire and observation methods will be analyzed using statistical and data analysis techniques. Depending on the kind and nature of the data gathered, the precise methods employed will vary, however some typical approaches utilized in mixed-methods research include: Using descriptive statistics, you may sum up and explain the fundamental characteristics of your data, such its mean, median, and standard deviation. Using inferential statistics, one may test hypotheses and estimate population parameters while drawing generalizations about a population from a sample. Analyzing qualitative data, such as observations, via the identification of themes and patterns is known as content analysis. To examine the connections between several variables, such as by looking for associations and using regression analyses.

The data analysis will shed light on the existing condition of scientific management in Shanghai University student groups and enable the researcher to pinpoint any areas in need of improvement. The study's results will be presented in

an understandable and succinct manner, and the researcher will be able to make relevant inferences from the data. In order to make sense of the data gathered and respond to the research issues raised by the study, the researcher will benefit from the use of statistical and data analysis tools.

Chapter 4

Data Analysis Result

According to the research questions, the study's goal is to comprehend the existing practices and methods employed for supervising student groups at colleges, with a particular emphasis on Shanghai University. Additionally, it seeks to identify typical management problems experienced by student organizations and investigate possible remedies. Finally, the study aims to comprehend how Shanghai University might put the best methods for managing student groups into practice. These research questions imply that the study is concentrated on enriching the student experience at Shanghai University and other institutions while also enhancing the operation and effectiveness of student groups.

Existing research in the field is mainly concentrated on information, rather than on practical methods to improve student experience. This thesis therefore attempts to connect these two aspects by examining the existing practices and finding a way to improve them. The definition of student groups in Shanghai University, which is a comprehensive definition that takes into consideration both academic and non-academic groups, has been laid out respectively. The major problems encountered by student groups at Shanghai University have also been identified with the help of both surveys conducted among undergraduate students and those administered among graduate students. The discussion of the major

issues points out weaknesses in services provided for student organizations and the use of various measures for improvement of these services.

The results of the surveys conducted among undergraduate students and graduate students point out a few problems in services provided for student groups. From the above statements, some policies for improvement have been proposed. The issue of service delivery has not been studied empirically in previous studies. This thesis attempts to examine the effectiveness of services provided by student organizations by measuring the quality perception of service on two dimensions: effectiveness and efficiency. A field experiment was conducted at Shanghai University. The data collected was analyzed using descriptive statistics, ANOVA and other statistical methods to measure the experimental effect.

In the scholarly literature of management, there is extensive discussion about the effective management of student groups. Most articles focus on assessing and evaluating student programs, with little attention to their actual effects. The present study seeks to fill this gap by examining the current state of student organizations and their systems in the pedagogical context. For the purpose of this study, "student organization" or "student group" refers to any system within an educational institution that attempts to pursue a goal by exerting influence, exchange information or participating in activities. This definition also encompasses a wide range of student groups with different purposes: literary clubs, debate teams or welfare associations can all be classified as "student organizations".

The results of the study shows that the management of student organizations in higher education institutions in Shanghai is remarkably different to the management that is currently practiced in the United States. The Shanghai University study provides some insight into what college students should be doing after graduation to prepare for the workforce. With China's economy growing, this study will provide future employers a better understanding on how to hire and manage young employees for success. College graduates who are not prepared for life after graduation may cause themselves further hardship, or even develop negative coping skills that could lead them into unhealthy habits. The one purpose of higher education would be fulfilled by preparing students with a sound knowledge of their careers and backgrounds as well as training them on how to go forth after graduation and successfully work in their respective fields.

The organization is composed of a committee in charge of the conduct of student activities and one or more student representatives on the Committee. Student organizations at each level are charged with promoting their respective educational objectives while also establishing club memberships and financial activities. Every student organization adopts a constitution that reflects the mission, goals, and aims of its members.

Chapter 5

Conclusions and Discussions

5.1 Conclusions and Discussions

The study's key conclusions, based on the data gathered and examined, are summarized in the conclusion and discussion section. In the conclusion, the main ideas learned from the research will be briefly summarized, along with the consequences of these conclusions for the administration of student groups at Shanghai University and other institutions. The discussion section will offer a more thorough examination of the study's findings, as well as a discussion of its drawbacks and any suggestions for more research. The conversation will help people understand the research findings more thoroughly and provide light on practical ways to use them to enhance the administration of student groups.

The study's conclusion and discussion section will be crucial for summarizing the findings and conveying the major takeaways to practitioners and stakeholders. This section will offer helpful information for promoting student life at Shanghai University and other institutions as well as the operation and effectiveness of student groups.

The study shows that the management of student organizations in colleges is usually very centralized, with one party controlling all the affairs. The author argues that this is related to the lack of participation in student organization

activities, as well as the lack of ability to exercise creativity and initiative. A decentralized and diversified management model for student organizations is suggested (Boscarino-Green, 2022). Where there are many representatives in a team, senior management would be responsible for providing guidance on major decisions and solving problems; but day-to-day operations should be delegated to subordinates who are directly involved with these affairs.

Student groups should be allowed to function autonomously and make choices as long as they do so in accordance with the law and university policy. This strategy can encourage innovation and creativity among student organizations as well as a sense of belonging and community. To make sure that student groups conduct themselves responsibly and ethically, it is crucial for institutions to have clear rules and procedures in place. This could entail demands for fiscal responsibility, dispute resolution, and adherence to legal standards for health and safety.

Additionally, it is critical for colleges to support and resource student organizations to ensure their success and achievement of their objectives. This may involve having access to resources like funds and educational opportunities. As long as it is done responsibly and in accordance with university rules, allowing for independence and autonomy within student groups may generally be advantageous. This strategy may promote an upbeat and vibrant campus community and offer beneficial chances for students to gain leadership expertise

and experience.

Student groups have a significant impact on how kids learn. Students may obtain real-world experience and improve crucial abilities like leadership, communication, and cooperation by taking part in student groups. They may also create networks and relationships with peers and mentors, participate in worthwhile activities that have an effect and are in line with their interests and ambitions. Student groups may also provide students the chance to get involved in problems and causes that are important to them while also helping them feel like they belong on campus.

Students can have a greater grasp of both their academic subject and the larger world by participating in these events. Overall, student clubs may offer beneficial chances for students to develop and learn outside the confines of the traditional classroom and can be crucial to their overall academic and personal growth.

For a number of reasons, it is crucial to promote student organization engagement among all students. First of all, it may encourage inclusivity and diversity on campus by enabling students from various experiences and viewpoints to interact with and learn from one another. Second, institutions may guarantee that student groups represent the variety of their student body by promoting participation from all students. Additionally, this may result in more dynamic and interesting learning opportunities for all interested students as well as a better

feeling of campus community.

Universities may assist solve any possible obstacles or hurdles that might hinder certain students from being active by offering chances for all students to participate (Zhao, 2021). This can entail extending assistance to students with disabilities, being flexible with meeting times and places, or giving student groups the tools they need to expand the diversity of their members and activities. Promoting the involvement of all learners in student groups may, in general, contribute to the development of a more diverse and vibrant student community and can offer worthwhile chances for all students to develop and learn.

5.2 Recommendations

There may be suggestions made to enhance the administration of student organizations at Shanghai University and other colleges based on the research on the Scientific Management of Student Organizations in Colleges: Shanghai University. Based on the study's findings, recommendations might be made regarding the best practices for managing student organizations, typical management challenges they encounter, and the methods employed to handle them.

Examples of possible recommendations include the following: improving student groups' financial openness and accountability provide tools and training for student organization leaders to efficiently run their organizations fostering dialogue and cooperation between student groups and university management putting in place a procedure for settling disputes between student organizations These

suggestions could improve student life at Shanghai University and other institutions by improving the operation and effectiveness of student groups. The recommendations should be presented in a concise and actionable way, and their viability and applicability for implementation should be considered.

The university should make sure that all student groups may function lawfully, safely, and fairly while abiding by all applicable regulations. Thus, this could entail carrying out actions like: delivering instruction and materials on subjects including harassment, diversity and inclusion, and ethical money management assessing and revising rules for student groups on a regular basis. Also, it should provide assistance and tools to aid student organizations in overcoming any difficulties or barriers they may experience

Through encouraging free dialogue between university management and student organizations. These steps can support maintaining a supportive and courteous campus environment while enabling student groups to flourish and offer worthwhile experiences to their members. Universities may further encourage a vibrant and involved student community by supporting and funding student groups. They can also provide students the chance to gain leadership experience and skills.

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