

# Student Development Activities in Chinese Higher Education Institutions: From Assessment to An Enhancement Program

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**Abstract:** This study takes Chinese higher education institutions as an example to investigate students to investigate the student development activities from assessment to strengthening plan, and to explore the influencing factors and current situation of student development activities in Chinese higher education institutions. In addition, on the basis of investigation and analysis, the development plan to enhance students' multifaceted ability. By means of questionnaire analysis and interview, this paper collects, collates and analyzes the relevant data of student development activities in Chinese higher education institutions through a questionnaire survey of 100 teachers and 200 students. This enables local researchers to better understand students' needs and challenges, thereby providing strong support for improving students' developmental experiences and learning outcomes. At the same time, the data analysis results can provide an important basis for formulating targeted strengthening plans and improvement strategies, so as to promote the sustainable development of student development activities in China's higher education institutions.

**Keywords:** Student development activities, Chinese higher education institutions, School's Philosophy, School's Vision, School's Mission, School's Core Values.

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## 1. Introduction

Student development activities refer to the various opportunities and resources provided by schools and universities for students to promote their all-round development. These include a variety of educational and non-educational activities, including academic courses, social activities, cultural experiences, internship opportunities, and leadership training. Student development aims to develop students' cognitive, emotional, social and professional skills so that they can succeed in their future lives and careers.

The quality of education in Chinese higher education institutions is crucial to the country's economic and social development. By improving the quality of education and attracting more students and staff at home and abroad, China can become an important player in the global education field. And student development activities are a key part of improving the quality of education, because they contribute to the overall development of students, not just knowledge transmission. Therefore, studying student development activities can provide strong support for the national development of higher education in China. This study takes Chinese higher education institutions as an example to investigate students to investigate the student development activities from assessment to strengthening plan, and to explore the influencing factors and current situation of student development activities in Chinese higher education institutions. In addition, on the basis of investigation and analysis, the development plan to enhance students' multifaceted ability.

## 2. Statement of the Problem

This study aimed to assess the student development activities in Chinese higher education institutions, the results of which will serve a reference to an enhancement program.

1. How do the respondents assess the student development activities in Chinese institutions of higher learning from the

following aspects:

- 1.1 School's Philosophy
- 1.2 School's Vision
- 1.3 School's Mission
- 1.4 School's Core Values?
2. What is the impact of student development activities in Chinese higher education institutions with regard to the aforementioned variables?
3. Is there a significant difference in the respondents' assessment of the student development activities in Chinese higher education institutions?
4. Is there a significant difference in the respondents' assessment of the impact of student development activities in Chinese higher education institutions?
5. What are the best practices employed in the conduct of student development activities?
6. Based on the findings, what enhanced Student Development Program may be recommended?

## 3. Methodology

This study utilized the descriptive quantitative method with qualitative supplementation. With the rapid development of Chinese higher education, the cultivation of students' comprehensive quality has been paid more and more attention. In order to better understand and promote the student development activities in China's higher education institutions, this study uses a questionnaire survey to explore the current situation, problems and countermeasures in this field, and puts forward corresponding suggestions. The research design is mainly divided into six steps:

Step 1: Check the literature. The primary task of the research is to conduct an in-depth study of the relevant literature in order to understand the current research status of student development activities in higher education institutions, existing problems and proposed solutions. This step will lay the theoretical foundation for the research.

Step 2: Determine the research object and method. On the

basis of understanding the relevant literature, the object of this study is clearly the student development activities of Chinese higher education institutions. In order to obtain comprehensive information, this study chose to adopt a questionnaire survey with students and teachers as the main research objects to understand their feelings and needs in terms of student development activities.

Step 3: Questionnaire design and test. In order to ensure the validity of the questionnaire, this study selected 10 teachers and 10 students to test the preliminary questionnaire. Their feedback helped to improve the content and structure of the questionnaire. At the same time, the contents of the questionnaire were determined through expert discussion, so as to ensure the high reliability and validity of the questionnaire.

The 4: questionnaire survey implementation. Questionnaires were distributed to students and teachers of higher education institutions in Hubei. Through reasonable sample selection and questionnaire distribution, students are encouraged to actively participate and fill out the questionnaire. This step will provide the necessary data support for the study.

Step 5: Data analysis and result verification. Through statistics and analysis of questionnaire data, this study will gain an in-depth understanding of the current situation of student development activities in Chinese higher education institutions. Through the analysis of data, this study will verify the previous research hypothesis and analyze the results. This will help uncover issues and challenges and provide a basis for developing improvement plans.

Step 6: Make suggestions. Based on the research results, this study will propose a program of student development activities from assessment to reinforcement, including measures to improve the curriculum, provide more support and resources, and cultivate students' comprehensive quality. This step aims to provide higher education institutions with concrete directions for improvement to better meet the needs of students and the expectations of society.

### 3.1. Treatment of Data

After the completion of data collection through the survey questionnaires, a range of statistical techniques and methods were employed to examine and answer the specific research inquiries. SPSS version 26 was used in the process of data analysis.

The internal consistency of the set of items was assessed using the Cronbach's Alpha Reliability Coefficient. The resulting values were interpreted in the following manner:

**Table 1.** Cronbach Alpha Reliability Coefficient

Cronbach's Alpha	Interpretation
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$\alpha \geq 0.9$	Questionable
$0.7 > \alpha \geq 0.6$	Poor
$0.6 > \alpha \geq 0.5$	Unacceptable
$0.5 > \alpha$	Excellent

The quantitative items utilized a five-point Likert rating scale ranging from 5 – Strongly agree, 4 – Agree, 3 – Neither agree or disagree, 2 – Disagree, 1 – Strongly disagree to assess the respondent on the student development activities in Chinese higher education institutions, and 5 – Very High, 4 –

High, 3 – Moderate, 2 – Low and 1 Very Low to assess the impact of student development activities in Chinese higher education institutions.

The mean and standard deviation were computed to determine the respondents' assessment and the impact of the respondents on the student development activities in Chinese higher education institutions.

**Table 2.** Likert Scale, Mean Score and Verbal Interpretation of the Assessment of the Respondents on the Student Development Activities in Chinese Higher Education Institutions

Likert Scale	Mean Score	Assessment of the Respondents on the Student Development Activities in Chinese Higher Education Institutions	Impact of Student Development Activities in Chinese Higher Education Institution
5	4.21 – 5.00	Strongly Agree	Very High
4	3.41 – 4.20	Agree	High
3	2.61 – 3.40	Neither Agree or Disagree	Moderate
2	1.81 – 2.60	Disagree	Low
1	1.00 – 1.80	Strongly Disagree	Very Low

## 4. Conclusion

This study conducted a survey on student development activities in Chinese higher education institutions, and the results showed that both teachers and students strongly agreed to investigate the implementation of student development activities in Chinese higher education institutions from four aspects: school philosophy, school vision, school mission and school core values (M=4.64, SD=0.115). In terms of school philosophy, both teachers and students strongly agree that school philosophy is consistent with student development activities. The sample mean value of teachers and students is 4.56, and the sample mean value of students is 4.57. The total mean value is 4.57, and the standard deviation is 0.212. In terms of school vision, teachers and students also strongly agree that school vision is consistent with student development activities. The sample mean of teachers and students is 4.65, and the sample mean of students is 4.62, the total mean is 4.63, and the standard deviation is 0.239. In terms of school mission, teachers and students also strongly agree that school mission is consistent with student development activities. The sample average of teachers and students is 4.55, the sample average of students is 4.58, the total average is 4.57, and the standard deviation is 0.219. In terms of the core values of the school, teachers and students also strongly agree that the core values of the school are consistent with the evaluation of the development of student development activities. The sample average value of the respondents is 4.78 for teachers, the sample average value of the respondents is 4.80 for students, the total average value is 4.80, and the standard deviation is 0.188. In terms of respondents' impact on student development activities of Chinese higher education institutions, students and teachers have high expectations in terms of school philosophy, school vision, school mission and school core values (M=4.50, SD=0.150). There is also some inconsistency in different variables, among which the school philosophy is the highest (M = 4.70, SD = 0.199), followed by the school's core values

(M = 4.68, SD = 0.211), and the school's vision (M = 4.40, SD = 0.211). SD = 0.326) and the school's mission (M = 4.24, SD = 0.351).

Overall, while there's generally strong agreement between teachers and students regarding the alignment of school philosophy, vision, mission, and core values with student development activities, there are varying degrees of consistency among these aspects. School Mission seems to have the least agreement among respondents, suggesting potential areas for further attention or improvement in aligning institutional missions with student development activities in Chinese higher education institutions.

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