

A Guideline of Student Affairs Management in Private Higher Education Institutions in New Normal

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ABSTRACT

The primary objective of this research is to establish guidelines for managing student affairs in order to improve student learning outcomes in the new normal. Since administrators' and student affairs professionals' competencies have the potential to influence students' learning results, student affairs professionals must improve themselves in order to succeed and strengthen their competencies in managing their functions, which would lead in students' successful engagement and learning. To gather detailed data, researchers divided the efforts into two phases. The first phase, researchers investigate the context, issues, and recommendations in student affairs management. To measure the main factor influencing in managing student affairs functions, a survey was performed on the 30 most relevant samples. According to the findings, student clubs and budgeting, as well as technology, are the most influential factors in managing student affairs functions. As analyzed that t value of student clubs and budgeting and technology (0.016) and (0.023) were lower than t table (2.048). Second phase, the result of the interview and evaluation form in measuring the quality of guidelines indicated guideline at very high level (\bar{X} = 4.70, SD = 0.60) means guidelines potentially become effective for student affairs management.

Keywords

Student Affairs Management, Private Higher Education Institutions, New Normal

Introduction

The emerging socio-economic trends of society require an excellent role from the higher education institutions to produce an effective and efficient human resource for contributing at community, national, regional, and international stages [1]. This demand requires higher education institutions to participate in ensuring the quality of the human resource development implementation. For instance, the strategy to provide educational opportunities for the student to expand their potential needs and career interest becomes the priority in managing student development programs. This quality of higher education outcomes depends on the engagement between student affairs and students' desired state.

In response to achieving education reform in higher education that significantly influences human resource development, higher education institutions require to optimize student affairs management as this part is to work closely with the students regarding the process of analyzing the level of suitability of what students obtain to support their learning process and how to meet students' experience with the standard that society wants [3]. This crucial result becomes the practical measure that the student affairs division

in higher education indicated the quality of management would affect students' performance in the workplace. Therefore, shifting the role and function of the student affairs division must be adapted to be a more systematic approach as the academic challenges constantly change from time to time [21].

As an academic challenge in higher education is currently more complex than the previous term, students are no longer critical to obtain such information. It is rather about producing something from what students know is essential [35]. Hence, the function of student affairs management regarding such issue that student needs to develop their mindset, performance, and behavior independently, is shifting its role to be more becoming a supporting system where the matter most is to extend students' opportunities to figure out their exact interest and potential development [19].

In the Thai higher education context, including in private universities, many students are encouraged to participate in many activities because of the regulation or policy formulated by that private higher education to graduate from the program. However, it is assumed not meaningful [16]. Therefore, students let them obtain several points

for a common purpose only. Minimum points collected from involving themselves in the projects, programs, activities, and many agendas are enough to help them indicate their extra-curricular performance where student affairs consider the result. However, the factors that motivate students to participate in many related events are not driven by self-development, a spirit of improvement, community development, and cultural understanding [24]. Therefore, this phase formulated goals and objectives that the student affairs division needs to plan appropriately.

As the functions of the student affairs division strategically emphasize the student potential, several issues then appear to follow this process. First, once students' needs are precisely identified, it becomes another challenge since the student affairs professionals cannot level up their students' needs. For instance, student affairs professionals may lack the necessary competency and skills to engage in student' activities [6]. Second, some student affairs professionals may not understand the purpose of designed activities, programs, and experience or their relationship to practice. Meanwhile, conducive learning environments are essential for the student to explore their desire for better self-improvement. Therefore, the student affairs professional's competency and skills determine the quality of the learning environment process.

Also, the primary notion of the student affairs division is to prepare students for the outside world of higher education for their future endeavors. This aim brings back the beliefs and values of student affairs professionals to decide and perform a service-oriented manner. However, this manner required such personality to have high responsibilities to provide and help the student feel conducive to understanding study and learn. Therefore, to have a massive movement from the division of student affairs, all professionals must be led through the same method and approach.

In the current situation, a new normal learning implementation has occurred so massively different from learning face-to-face in the classroom to be a new approach to a virtual learning process where students attend online meetings from subject one to another subject [14]. Also, interaction among students emerged in a hybrid situation where students shared their ideas

on the online platform and executed them usually as not all students were well prepared with the stuff to go virtually [7]. These new educational phenomena required different approaches in achieving their effectiveness for all students. Therefore, all learning practices have been scaled up in this new normal situation, including the role and function of student affairs management.

A double challenge during the time of the COVID-19 outbreak appeared massively in managing student affairs functions. It became so unpredictable as proposed. For instance, one of the different practices needed is that students' needs are changing into more responsible practices where students sought two dominant issues [7]; first, relief fund is meaningful for students as their parents were severely affected by this pandemic. Second, mutual online learning, where students need a good connection to reach their teacher virtually [14]. These twofold issues become so challenging for student affairs professionals to lead the accommodation process, such as technology skills and financial management.

Through this research, designing developed guidelines for student affairs professionals to adapt or even improve management in any situation, including in the new normal condition, is crucially important. Therefore, this research aims to develop a guideline for student affairs management to benefit students directly and prepare student affairs professionals more become competent. This guideline becomes one of the methods to ensure that the learning and teaching process is conducive to enhancing the quality of their personal development, enhancing social index improvement.

Literature Review

This section is to identify the factors in influencing student affairs management and develop a guideline to enhance student affairs management in private higher education institutions in new normal.

Student Affairs

The importance of student affairs for higher education improvement has become firmly established in the research literature, especially from research into successful and effective the

function and role of student affairs in the context of current education reform [8, 22]. Furthermore, such research has increasingly prioritized factors that enhance student affairs indicated the method to increase students' outcomes that society demands for graduates' contribution to social development [28].

Various researchers have elaborated on numerous associated competencies [11, 20, 26, 30]. They classified the necessary competencies into categories such as student characteristics, higher education institutions' purposes, and personal character. In 2009, organizations like the National Association of Student Personnel Administrators (NASPA) and the American College Personnel Association (ACPA) organized a task force to review and suggest changes to the current student relations competency manuals. These two organizations developed the ten professional competencies listed below: (a) personal and ethical foundations; (b) values, philosophy, and history; (c) assessment, evaluation, and research; (d) law, policy, and governance; (e) organizational and human resources; (f) leadership; (g) social justice and inclusion; (h) student learning association and development; (i) technology; and (j) business [20].

Additionally, [26] discovered that student affairs personnel would possess professionalism, a dedication to the institutional task, dispute solving abilities, decisiveness, enthusiasm, academic encouragement, staff supervision abilities, preparation abilities, and versatility. Scholarly journals, analysis capabilities, and facilities administration received the lowest ratings.

[11] Discovered that student affairs professionals consider leadership, economic administration, staff management, networking, career growth, study and assessment, and student interaction to be necessary skills. Additionally, [30] identified student affairs professionals' competency in terms of a variety of factors, including an appreciation of student development philosophy, job development, knowing how to network, cultivating a sense of professionalism, using technology, developing professional ethics, professional association and alumni participation, and juggling work and personal life. This mode of communication is critical for practitioners to

comprehend the difficulties students encounter through their studies.

In this research, factors in influencing student affairs management were constructed from the competencies analyzed by [12], and several authors [11, 20, 26, 30]. Their suitability to the context of sample of student affairs were used to select the appropriate one as the factors that can influence management of student affairs division. Hence, the factors were synthesized as follows, the policy, human resources, alumni, business partners, student clubs, the budgeting, and technology.

Student Affairs Management

Student affairs management has become a well-defined discipline now and many student affairs professionals are able to execute their responsibilities by implementing the basic functions and principles of management [21]. As the scope of the student affairs division is explicit for the purpose of student's personal development, it is important to understand several aspects starting from managing the different co-curricular activities, providing learning facilities, arranging training and internships, coordinating between other academic and research institutions and industry, developing the publicity and publication material, acting as public relation officer, liaison officer, and as an event manager of different conferences, workshops, excursion trips, and industrial visits [2].

As mentioned previously, functions required different management to implement student affairs programs. Hence, the student affairs division must work based on detailed data related to the student's personal development, match the purpose of the development, have a good rationale for the program, and provide learning desired desirable. All is to align its goals and objectives with the university vision.

This research has outlined the four basic functions of management in the context of student affairs management to provide a guideline for student affairs professionals to implement their tasks efficiently, effectively and in well-defined way.

1. Planning

Planning in student affairs management is aligning the vision of higher education with the

programs, projects, services, and activities for students. This phase takes into account the preliminary studies or gap analysis between what is desirable and how to make any attempt to accomplish them. In this phase, conducting a research about the trends, background and needs analysis of students are supposed to be done in order to design the activities accordingly. It also includes the survey and research from the alumni and industry to align its goals and objectives.

Planning is a behavioral disposition to calculate modals and draw up accurate objectives, claims [33]. Choosing to prepare instead of improvising will lead to various tasks being assigned to other managers to accomplish preset objectives. Accordingly, student affairs professionals are responsible for bringing all of the relevant details in order to execute the road map.

2. Organizing

Organizing student affairs is related to human and material resources adjustment to execute the planning and march toward the desired goals in a synergized manner. The major challenge in organizing student affairs is finding a way to include students in a wide range of events, and also to promote their academic and psychological development. A well-defined understanding of roles, work duties, and coordination between authority and obligation is vital to student affairs [4]. Human resource management principles should be applied in all areas of the students' life to foster their involvement in everything. When it comes to managing student relations functions that have the ability to help accomplish the organization's aims and aid in student success, planning is a crucial component.

3. Doing

Student affairs professionals must possess exceptional teamwork, coordination, and motivational abilities [15]. They can serve as a role model for teamwork, especially for students enrolled in higher education. The division of student affairs truly guides the university and its students toward the value targets of achievement and prestige in all spheres of social and academic pursuits [2]. As a result, the student affairs division must take the lead in all events pertaining

to the development of students. This exercise should be planned and carried out by using human and financial resources to accomplish its priorities and priorities. Student affairs ensures that all suggestions and programs are carried out in line with the direction.

4. Checking

Management's checking feature in student affairs management entails developing professional expectations for all of its functions and operations, measuring real results against standards, and taking appropriate action in the event of a difference. Student affairs professionals conduct and execute a variety of roles to maintain the quality and well-being of students. As a result, standard operating procedures are required to ensure the actions and activities are carried out effectively and on schedule [2]. Additionally, risk assessments and action planning should be sufficiently handled to ensure that the goals of this student affairs management are met.

5. Acting

Acting as a student affairs professional entails ensuring that all adopted plans are carried out, directives are given, and values are developed. Thus, student affairs professional is capable of indicating whether real behavior deviates from standard performance, determining the causes of those anomalies, and assisting in the implementation of corrective measures. According to [5], "acting is a structured exercise that is described as the process of comparing actual results to expectations to ensure appropriate progress and also tracking knowledge obtained in order to contribute to potential future needs." Through carrying out both of the plans, the level of service can be easily assessed in order to identify areas for improvement and evaluation.

New Normal

Similarly, educational institutions are planning for the post-COVID-19 period, which will be marked by a "new normal." This term originated in the business world. It was employed to challenge economists' projection that the economies of developing countries would eventually return to normal after the crisis [10]. This term, once unknown, has recently been popularly used to

describe something that was once new, but has recently gained a lot of interest. For instance, the [36] defined "new normal" as the state of being following a period of extreme and massive change.

Recent publications abound to deal with the multifaceted effects of the COVID-19 epidemic on the new normal era, especially in the areas of schooling, organizational conduct, and the mental and social domains (See, for example, [31] on educational consequences; [25] on organizational impacts; and [34] on psychological and social implications). Additionally, comprehensive study has been conducted on the introduction of an online approach to instructional delivery in the modern standard post-COVID-19 period, such as interactive classrooms and remote learning.

Considering the current standard post-COVID-19, it is important to reconsider education through the lens of student affairs research. It provides glimpses into the future of education in terms of student affairs. To have a positive impact on student affairs functions, student affairs management must consider two critical factors: financial management and the technical capability necessary for successful management.

Conceptual Framework

The conceptual research framework below illustrates principles and theories surrounding various variables that affect student affairs management in private higher education in new normal.

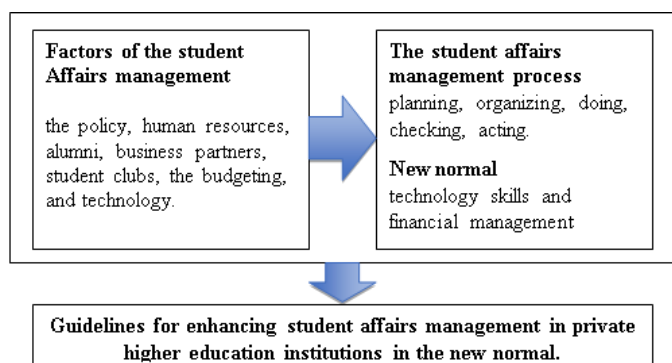


Figure 1. Conceptual Framework

Research Method

In this instance, a sequential mixed methodology was employed, which included the systematic application of methods in such a process method

[17]. The initial quantitative process served as the start to the project, followed by a qualitative data collection period to support the quantitative results. Results from the qualitative research contributed a lot towards quantitative study explaining and contextualizing the evidence [17]. Therefore, this research was carried out in two phases: quantitative research was carried out in the first phase to address the voices and student affairs management in private higher education institutions, while qualitative research was performed in the second phase to better understand the current situation of student affairs management in private higher education institutions. And study creation was the second process in which a sample of student affairs experts and executives were interviewed to gather qualitative evidence, in order to apply results validity by categorization in order to create an acceptable student affairs management guideline in private higher education institutions in the face of a new normal.

Research Population and sample

The respondents comprising of 20 executives and ten student affairs professionals who were from private higher education institutions, resulting in a total of 30 respondents. Due to the fact that the number of populations was limited. Thus, the survey's scope was expanded, which necessitated including all populations as research subjects [37]. There were three additional criteria that they were selected: having at least a bachelor's degree, having at least three years of experience in student affairs production, and being interested in student affairs management.

Research instrument

For the research instrument applied in this research, a survey was applied in for the quantitative phase using questionnaire items in closed-ended questions by analyzing literature reviews of student affairs management. Additionally, data were gathered using Likert-scale queries. The existing frequency of known variables relating to student affairs management was determined using Likert-scale queries. The scale was formatted using a five-point ranking scale, with lowest=1, lowest=2, neither low nor high=3, high=4, and highest=5.

The researcher reviewed a variety of theories, concepts, and research related to student affairs management. The correctness of the content, suggestions, and content validity was done based on the Index of Consistency (IC) [18]. The consistency between the questions and the main idea was calculated between 0.67 to 1.00.

The valid questionnaires were tested on 26 samples and rated to determine the reliability based on Cronbach's alpha coefficient. The final questionnaires completed by the study sample had a 0.739 level of reliability. The research was conducted using a questionnaire developed by the researcher featuring competencies concerning the factors influencing student affairs in private higher education institutions. It was constructed based on an extensive review of literature focusing on the study's scope, which is student affairs management.

In order to gather qualitative evidence, a semi-structural interview was used to interpret the concept entirely. Several researchers recommended this as an instrument. It was made up of certain objects used by the model of student relations administration established by [11, 20, 26, 30].

Data analysis

Data from the questionnaires were analyzed using quantitative data analysis software. Data from part 1, regarding the questionnaire respondents' demographic data, were categorized into position, educational degree, and year of experience before being analyzed for descriptive statistical data, namely a percentage, an average, and the standard deviation. Correspondingly, data from Part 2, with respect to guidelines for student affairs management, were processed and analyzed to reveal the mean and standard deviation. Furthermore, a t-test was also calculated to find out the most factor influencing management.

In analyzing the data, the research had identified themes, patterns, and relationships among codes

and summarized them into categories within the data [27]. Finally, reviewing the categories to confirm the appropriateness and feasibility of data and chose the final types to design guidelines for student affairs management. Subsequently, participants completed an evaluation of their reactions to guideline formation after which the evaluation used the self-assessment techniques [13] that centered on participant reactions.

Research Result

Phase 1

To investigate levels of the factors influencing student affairs management in private higher education institutions in the new normal, an investigation of the overall factors in influencing student affairs management revealed that the factors demonstrated a high level of student affairs management.

As this objective research compared the factors influencing student affairs management in private higher education institutions categorized by position to determine the factor that is the most influential among the factors according to the sample's positions.

As can be seen from table 1, it resulted that the factors influencing student affairs management in private higher education institution in new normal did not vary by position in relation to their functions. Also, the t distribution table values are critical values of the t distribution. The column header are the t distribution probabilities (alpha), which equaled to 0.025 and the degrees of freedom (df) indicated 28. Hence, the result of this phase concluded that there were two factors, namely student clubs and budgeting, and technology indicated as the factors that can make significant influence between the management process by administrators and student affairs professional. As analyzed that t value of student clubs and budgeting and technology (0.016) and (0.023) were lower than t table (2.048).

Table 1. Analysis results of comparing levels of the factors influencing student affairs management, categorized by positions

No	Factors influencing student affairs management	Administrators		Student Affairs Professional		t	Sig 1 tailed
		\bar{X}	S.D.	\bar{X}	S.D.		
1.	the policy	4.36	0.33	4.42	0.35	-1.165	0.122
2.	human resources	4.21	0.33	4.16	0.35	1.000	0.159

3.	alumni	3.87	0.45	3.92	0.47	-0.606	0.272
4.	business partners	3.94	0.47	3.96	0.45	-0.214	0.415
5.	student clubs and budgeting	4.30	0.43	4.16	0.37	2.163	0.016*
6.	technology	4.46	0.39	4.40	0.38	1.995	0.023*
	Average	4.16	0.40	4.18	0.39	0.528	0.167

Phase 2

In order to develop guidelines to enhance student affairs management in private higher education institutions in the new normal, the findings of the study recommend that student affairs management may be effective during new normal circumstances where the most significant factors influencing student affairs management demonstrate a high degree of their functions. It can be seen from the findings that the policy and human resources were significantly identified as the factors constituting a high level of student affairs management.

On the contrary, as demonstrated in the data, alumni appeared to be the factor at the lowest level of student affairs management. Also, there were several aspects that arose that distinguished between administrators and student affairs professionals, such as student clubs and budgeting and technology. In this instance, this research would like to provide recommendations for improving student affairs management across two possible approaches: the strategy to enhance alumni participation, and the second, the strategy to increase student club and budgeting and technology. The aims, targets, benefits, and activities emerged from the interview, and were as follows: objectives, goals, benefits, and activities focused on needs. The keywords that were used were used to plan and create a framework for improving student affairs management.

Also, to achieve the objectives of this management, the guidelines for this student affairs will be developed and conducted using a management development that consists of planning, organizing, doing, checking, and acting.

Guidelines for enhancing alumni engagement in managing student affairs in private higher education institutions in new normal.

- Planning: these guidelines aim to increase alumni participation to contribute to student development.
- Organizing: ask for alumni participation in student affairs development to help students

feel confident to experience life after graduation. Explore alumni perceptions on student affairs development. The time needed for this involvement is about six months.

- Doing: create activities that include establishing multiple alumni channels, involving all successful alumni in the virtual events to share their learning experience, creating transparent feedback, and building effective connections between alumni and students for making good relationships. This involvement can be mutual for students as they will be provided with a chance to expand their networking and have new insight and inspiration.
- Checking: The student affairs division may need to put initiative effort to coordinate and collaborate with alumni for a specific purpose.
- Acting: this can be done by providing alumni with appropriate benefits for their future careers. For instance, give alumni skill development training for them to participate in working.

Guidelines for optimizing student club and budgeting and technology in managing student affairs in private higher education institutions in new normal.

- Planning: these guidelines propose to promote the quality of engagement among student club activities, to provide students with activities, events, and pieces of training to grow up and upgrade their knowledge and skill through student club in the current situation, as well as to prepare students for the better social outcome.
- Organizing: conduct a needs assessment for the student club program to analyze the particular purpose they need to acquire and provide students with many opportunities to improve their technological interest through many trainings and build collaborative events with industries to link student desire and social needs.

- **Doing:** design various programs that share authority with the industries to link and match in terms of budgeting and objectives. Identify the priority for managing the budget efficiently and specifically for required needed development for students. These programs targeted personal student and student affairs professional development regarding technology utilization to run the program and increase the speed of arranging student affairs management.
- **Checking:** Assessment include promoting the abilities of student affairs professionals, giving training virtually for up-to-date skills and knowledge, developing student affairs professional to have high morality and ethics, facilitating technology for searching new knowledge.
- **Acting:** to assess the performance of student affairs professionals and measure its impact on higher education institutions outcomes. This enhancement might require financial issues and material supports from all human resources of the higher education division.

Also, finding from the evaluation form as self-assessment of the 30 samples who were selected purposively revealed that the knowledge that they gained after reading guidelines of student affairs management ranged according to the sequence of

‘the most’ to ‘the least’ respectively resulted all the five components of the guidelines have been interpreted as very high.

Discussion and Conclusion

The result revealed that overall factors that influence student affairs management were at a high level. This result also indicated that higher education institutions have to concern student affairs division requiring compelling subjects to manage. As the most influencing student affairs functions are human resources, effective management depends on the input from the key persons that run the process. Human resources factor determined the quality of management. It showed that enhancement of quality of human resources become prioritized. Therefore, the significance of human resource development occurred to increase the effectiveness of student affairs management.

In relation to this, both administrators and student affairs professional empirically have concerned in the overall student affairs management. This phenomenon is consistent with that posited in the research by [23] preparing student affairs management in well-organized impact on the result or the objective. It indicated straightly the capabilities within human resources.

Table 2. Evaluation Form of guidelines for student affairs management

No.	Components of guidelines	\bar{X}	S.D.	Level of guideline
1	Guidelines provide the mutual implication of student affairs management for students, lecturers, and stakeholders	4.83	0.61	Very High
2	Guidelines estimate the potential roles in achieving the effectiveness of student affairs management	4.79	0.62	Very High
3	Guidelines have adequately allocated fund to support student affairs professional to run their programs	4.75	0.51	Very High
4	Guidelines involve alumni and stakeholders for an effective student affairs function	4.60	0.65	Very High
5	Guidelines are easy to implement as possible to enhance student affairs management	4.22	0.63	Very High
	Average	4.70	0.60	Very High

This phenomenon evidently conceptualizes fulfilled competency required for human resources understand the student needs and implement the programs. [29] Conducted assessment for student affairs professional, it assesses four substantial capabilities, namely: 1) reflective mind, 2)

initiative handling, 3) organizational working ability, and 4) practical movement.

From developing the guidelines, this research proposed particular objectives that targeted twofold of development. The first, alumni as the main factor to increase student affairs

management. The presence of alumni in scaling up the speed of connection and networking among alumni and higher education institutions is beneficial. Hence, these developed guidelines are crucial for enhancing student development through alumni participation programs. A research conducted by [38] concluded that having recognized and appreciated by their former higher education institution will increase sense of belonging towards the program and its implementation. Hence, alumni are proud and have confidence in participating their role in the development of current students. Therefore, these guidelines accommodated the perspective on collaborative work with alumni.

The second, these guidelines are to optimize very specific purpose such as student clubs and budgeting, and technology. All these factors become relevant as the needs of student accommodated by student affairs division is also changing. It requires different methods, and approaches in order to get valid and accurate future demand of students. As student affairs professional, they understand that to run such an event and programs need to have sufficient support including budgeting support [20]. Hence, these guidelines are about to provide information on budget management, starting from modal and its expense to implement the programs. Once student affairs professional realized on this issue, the guidelines provide useful information on how to become sufficiently managing priorities as the result of evaluating the content of guidelines indicated very high level (\bar{x} = 4.70, SD = 0.60).

Recommendations

The research that followed found that the prospective student affairs management guidelines for private higher education institutions were able to adequately handle the issues addressed at the present. This statement suggests that because administrators should understand and be mindful of the value of student affairs professional competency and student affair management growth, then higher education institutions should implement programs to strengthen these areas. Student affairs administration of private higher education entities must recognise all the particular problems and strengths. Thus, recommendations for resolving issues and enhancing necessary competencies and factors are critical to design.

Student affairs professionals must be willing to evaluate students' academic experiences with an emphasis on social growth to offer necessary support for students' development. The researchers would like to encourage leaders of private higher education organizations to have unwavering encouragement for any of the institution's high-quality services. As a result, technical considerations in student affairs support should be well-arranged.

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