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## **The Factors that Influence Higher Education Institutions (HEIs) Students' Satisfaction Level towards Students Affair Management System (SAMS) in China & Malaysia**

Mu Jian<sup>a\*</sup>, Jerry Chow Tong Wooi<sup>b</sup>

<sup>a,b</sup>*Malaysia University of Science and Technology (MUST)*

<sup>a,b</sup>*Block B, Encorp Strand Garden Office, No. 12, Jalan PJU 5/5, Kota Damansara, 47810 Petaling Jaya,  
Selangor, Malaysia*

<sup>a</sup>*Email: mu.jian@phd.must.edu.my*

<sup>b</sup>*Email: jerrychow@must.edu.my*

### **Abstract**

In a traditional organizational structure for higher education institution (HEIs), academic and student affairs divisions may not collaborate efficiently. The lack of collaboration may be affecting the overall experiences of the students. Academic and personal development of students is affected not only by the curriculum and classroom instruction, but also by the quality of student development services and student affairs management. Thus, this paper aims to examine the factors that influence students' satisfaction with the student's affair management system (SAMS) in Malaysian and China higher education (HEIs). This quantitative study examined the relationship between students' satisfaction and their background, nationality, students-faculty contact, co-curricular activities, higher education strategic plan, active & collaborative learning of student affairs systems. A research model was developed. The study's total sample size was 200 students, with 115 from China and 85 from Malaysia. Hypotheses were examined using descriptive statistics (mean and standard deviation) and inferential statistics (Independent Sample t-test). Consequently, students are satisfied with the responsibilities and conduct of university students' affairs management in term of faculty-student interaction, extracurricular organized by HEIs & HEIs development plan. The results of the study may affect the perspectives of policymakers' management specialists, who will then be able to focus on the student's development plan.

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\* Corresponding author.

**Keywords:** Student Affair Management System (SAMS); Student-faculty Interaction; Satisfaction Level; Quantitative Analysis; Higher Education Institution Development Plan.

## **1. Introduction**

The importance of Student Affairs Management System (SAMS) in Higher Education Institutions (HEIs) has expanded dramatically during the past few decades. As a result of growing mobility and demand for international higher education, SAMS has become an integral component in enhancing the academic and educational experiences of university students. Despite the fact that many HEIs offer a wide variety of services, they are inadequately to fulfill the changing and growing demands of their students [1]. In addition to providing talent training, scientific research innovation, social service, and cultural heritage and development, student affairs are responsible for student retention and degree completion [2]. In addition, it has been revealed that the management and conduct of student affairs vary significantly between universities and countries.

The planning and administration of higher education in China were centralized. Moreover, they required the inclusion of Marxist theory, military theory, foreign languages, and computer science in the curriculum. In addition, the concept of "Socialist Core Values" was heavily included into the development of university courses. Although the Chinese higher education system has improved over the years, institutional student centers are still absent from colleges [3]. The Student Affairs Division (SAD) of the Malaysian education department was founded in 1975, following the adoption of the Universities and University Colleges Act of 1971. This section is responsible for the management and administration of a variety of university-wide student activities [4]. Student Affair Management in Malaysia is successfully managed and administered, as indicated by the enormous number of international students attracted to the country each year. According to [5], Malaysia hosted roughly 122,823 international students in 2018, whereas only about 65,253 Malaysians studied abroad. Comparatively, around 928,090 Chinese students pursued higher education in foreign countries, while China hosted just 178,271 international students [5]. The expansion and improvement of Malaysia's higher education system, particularly its student management system, are expanding rapidly. China and other industrialized nations can improve the quality and efficacy of their education systems by studying Malaysia's. China and Malaysia have much to learn from each other's educational systems and experiences in light of this comparison and contrast of their higher education systems and student management [6,7]

Some academic faculty and student affairs divisions within a higher education institution's organisational structure may not communicate successfully. This is because a lack of collaboration can have a significant influence on the holistic experiences of students. The academic and personal growth of students is influenced not only by the curriculum and classroom instruction, but also by the quality of a significant educational division inside the university, student development services, which includes departments generally referred to as student affairs. Therefore, it is essential to identify the elements that encourage or prevent staff and students from collaborating to improve the holistic experiences of students.

The faculty has paid less attention to the social and personal development of students, resulting in the emergence of distinct student affairs departments and student services specialists. Thus, industry leaders have

emphasised the importance of enhancing coordination between the academic affairs and student affairs divisions [8,9,10,11]. Most university campuses have organisational, procedural, and protocol structures despite the acknowledged need for collaboration. In a conventional organisational structure, academic and student affairs may collaborate less, influencing the entire student experience.

Students' social and personal development has received less attention from faculty, leading in the formation of distinct student affairs departments and student services specialists. The necessity of strengthening coordination between the academic affairs and student affairs departments has been emphasised by industry leaders [12,13,14,15]. The majority of university campuses have structural (organisational, process, and protocol) and perceived obstacles between academic and student affairs departments, despite the acknowledged necessity for collaboration. Academic and student affairs may collaborate less in a typical organisational structure, affecting the whole student experience. Consequently, the goal of this study is to determine what characteristics encourage or discourage academic affairs professors and student affairs professionals from collaborating to better promote the holistic development of students.

Thus, the aim of this study is to identify the factors that influence the students' satisfaction level of student affair management system in China and Malaysia. This study has the following precise objectives:

1. To investigate the association between student-faculty interaction and students' satisfaction with the Satisfaction of Affair Management system (SAMS)
2. To investigate the association between co-curricular activities and student satisfaction with the institution's Affair Management system (SAMS)
3. To investigate the association between the higher education growth plan and the Satisfaction of Affair Management system of students (SAMS)
4. To investigate the association between Active & Collaborative Learning and student satisfaction with the Affair Management system (SAMS)

The hypotheses of this study are listed below:

H<sup>0</sup>1: There is a positive relationship between students' nationality and students' Satisfaction of SAMS.

H<sup>0</sup>2: There a positive relationship between the students-faculty interaction and students' Satisfaction of SAMS.

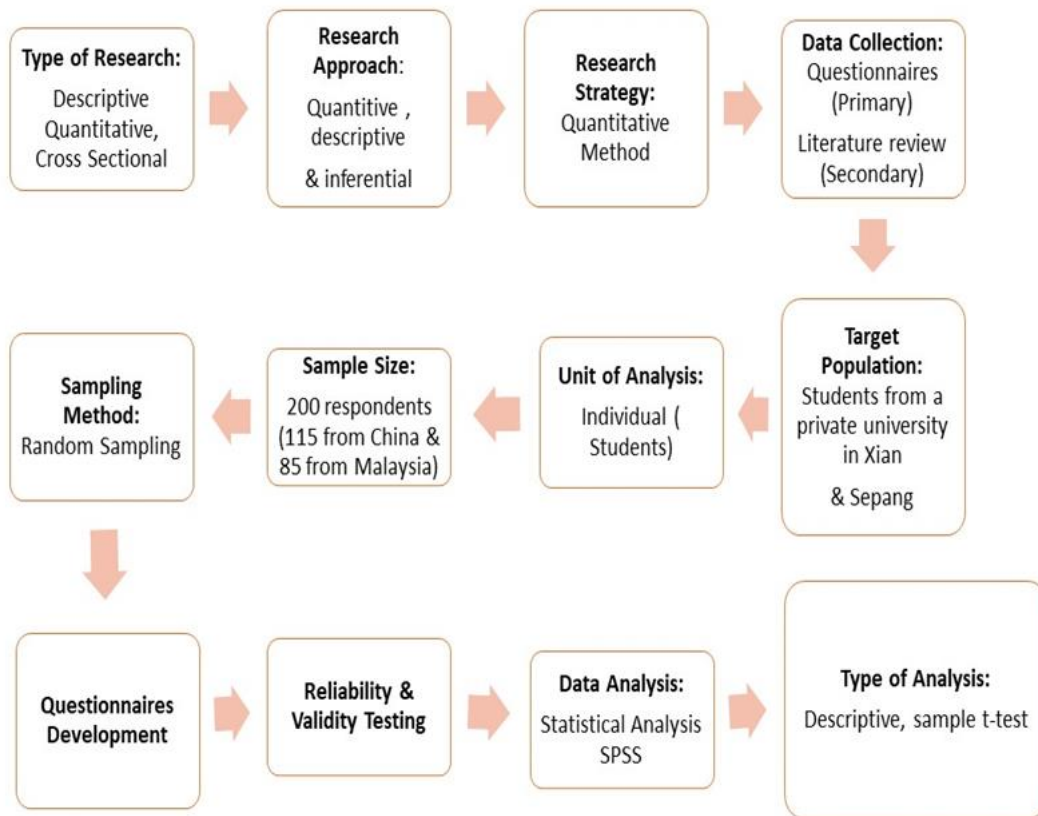
H<sup>0</sup>3: There a positive relationship between the Institution Co-curricular Activity and students' Satisfaction of SAMS.

H<sup>0</sup>4: There is a positive relationship between the higher education development plan and students' Satisfaction of SAMS.

H<sup>0</sup>5: There is a positive relationship between the active & collaborative learning and students' Satisfaction of SAMS.

## 2. Methodology

There are numerous studies available, giving researchers a wide range of options for doing their research. The design, on the other hand, must be appropriate for the study and lead to the achievement of the research objectives and research questions. Figure 1 shows the research design flow.



**Figure 1**

This study uses a quantitative, cross-sectional design and survey research to evaluate objective hypotheses by investigating the relationship between variables. In addition, these characteristics are measured using research instruments like as staff and student questionnaires. The data is analyzed using SPSS version 24 and statistical techniques. The descriptive design was chosen because it facilitates the collection of quantifiable data that can be depended upon as the environment is not altered. Therefore, the design ensures a high level of secrecy, objectivity, and an accurate representation of the projected error margins.

The researcher aimed to employ a survey strategy for this study since it gives a high degree of generalization when it comes to representing a large population. Due to the large number of persons who frequently answer to surveys (about 200), the collected data provides a more thorough picture of the relative characteristics of the study's general population. Compared to other methods of data collecting, surveys are capable of gathering data

that closely reflect the actual features of the larger population.

The cross-sectional design, according to [16], is used to survey a population at a single moment in time and to define its features. The significance of a research design derives from its capacity to link ideas and arguments to inform empirical study and data collection [17]

According to [18], a total sample size of 200 for a total population of 400 is sufficient. A total of 300 questionnaires survey have been distributed to a private university in Xi'an, China & a private university in Sepang, Malaysia. In this study, the unit of analysis was the student affair management system in the higher learning education specifically from two countries namely, Xian, China and Sepang, Malaysia [19]. The students form the group of individuals that the researcher was concern with and aimed at studying to establish how their affairs are managed at the university level.

### 3. Research Findings & Results

#### 3.1. Descriptive Analysis

The table 1 demonstrates that there were 115 students from China and 85 students from Malaysia. The data did not consist of equal sample of both Chinese and Malaysian students. However, this sample is adequate and represent of entire population in China and Malaysia.

**Table 1:** Descriptive based on Nationality

Nationality	Frequency (n)	Percentage (%)
China	115	57.6
Malaysia	85	42.5
Total	200	100

Source: Researcher 's data collection, May 2021

The table 2 indicates distribution of student sample based on their year of study. The sample of the students was almost equally distributed based on their year of study. Majority of the students were studying in 6th year. These students having different year of study formulated the entire sample of the study from China and Malaysia.

**Table 2:** Distribution of based on year of study

Year of Study	Frequency (n)	Percentage (%)
1 <sup>st</sup> year	33	16.5
2 <sup>nd</sup> year	33	16.5
3 <sup>rd</sup> year	33	16.5
4 <sup>th</sup> year	33	16.5
5 <sup>th</sup> year	33	16.5
6 <sup>th</sup> year	35	17.5
<b>Total</b>	<b>200</b>	<b>100</b>

Source: Researcher 's data collection, May 2021

### 3.2. Inferential Analysis

The inferential statistics is based on quantitative method. It is also used to decide whether the null hypothesis is accepted or rejected. The acceptance or the rejection of null hypothesis is based on significance level which is taken as 0.05.

#### **H01: There is a significant positive relationship between students' nationality and students' Satisfaction of Affair Management system**

The table 3 indicates that independent sample t-test was performed to compare perception of students about satisfaction level of students' affair management based on the nationality (China & Malaysia) The results revealed that there was significant difference in the satisfaction level of students about students' affair management system. Therefore, hypothesis one failed to be rejected.

**Table 3:** Independent sample t-test on student questionnaire based on their country Nationality

Nationality	N	Mean	Std. Deviation	Std. Error	t	df	Sig (2tailed)	t-test for Equality of Means		95% confidence interval of the difference	
								Mean Difference	Std. Error Difference	lower	Upper
Indonesia	115	7.6348	2.36692	.22072	14.022	174.063	.000	3.55243	.25334	3.05242	4.05242
Malaysia	85	4.0824	1.14655	0.12436							

Source: Researcher 's data collection, May 2021

**H02: There a positive relationship between the students-faculty interaction and students' Satisfaction of Affair Management system.**

The table 4 represents the correlation between students' faculty interaction and students' satisfaction level. The results indicated that a positive significant correlation was existed between student faculty interaction and level of students' satisfaction about students' affair management system. It was concluded that positive student faculty interaction increases students' satisfaction level about students' affair management system. **Therefore, hypothesis two failed to be rejected.**

**Table 4:** Inter-correlation between student faculty interaction and level of students' satisfaction about students' affair management system

Measure	1	2
Student faculty interaction	—	
Students' Satisfaction Level	.63**	

Source: Researcher 's data collection, May 2021

**H03: There a positive relationship between the Institution Co-curricular Activity and students' Satisfaction of Affair Management system.**

The table 5 represents the correlation between students' co-curricular activities and students' satisfaction level. The results showed that a positive significant correlation was existed between student co-curricular activities and level

of students' satisfaction about students' affair management system. It was concluded that students' co-curricular activities increase students' satisfaction level about students' affair management system. **Therefore, hypothesis three failed to be rejected.**

**Table 5:** Inter-correlation between student co-curricular and level of students' satisfaction about students' affair management system

Measure	1	2
Student Co-curricular Activities	-	
Student satisfaction level	.57**	

Source: Researcher 's data collection, May 2021

**H04: There is a positive relationship between the higher education development plan and students' Satisfaction of Affair Management system.**

Table 6 shows the Regression Analysis summary for higher education development plan predicting students' satisfaction level about students' affair management system in China and Malaysia. The table 4.9 presents the unstandardized error (SE B), unstandardized coefficients (B), and standardized coefficients ( $\beta$ ) obtained through multiple regression. The results showed that the higher education development plans significantly affect the students' satisfaction level about students' affair management system. **Therefore, hypothesis four failed to be rejected.**

**Table 6:** Regression Analysis for HEIs development and students' satisfaction

Variable	B	SE B	$\beta$	t	p
Higher Education Development Plan	.078	.013	.127	5.234	.000
Student Satisfaction Level about Students Affair Management System	.119	.016	.265	7.635	.000

Note  $R^2 = 0.159$  (N = 200,  $p < 0.001$ )

**H05: There is a positive relationship between the Active & Collaborative Learning and students' Satisfaction of Affair Management system.**



Table 7 shows Regression Analysis summary for higher education active and collaborative learning predicting students' satisfaction level about students' affair management system in China and Malaysia. It indicates the unstandardized error (SE B), unstandardized coefficients (B), and standardized coefficients ( $\beta$ ) obtained through multiple regression. The results revealed that the higher education active and collaborative learning significantly affect the students' satisfaction level about students' affair management system. **Therefore, hypothesis five failed to be rejected.**

**Table 7:** Active and collaborative learning predicting students' satisfaction level

Variable	B	SE	$\beta$	t	p
	B				
Active and Collaborative Learning	.058	.018	.136	4.340	.000
Student Satisfaction Level	.139	.011	.274	8.987	.000

Note  $R^2 = 0.163$  (N = 200,  $p < 0.001$ )

#### 4. Research Findings & Discussion

The various participants of the study highlighted that technology played an important role in students' affair management system. The world has become a global village. The rapid progress in technology is bringing innovation in students' affair management system. The respondents said that students' affair management system was controlled and managed by technology. The performance of the students' affair management system has increased due to technology. It is seen that technology play a significant role in shaping the lives of students in curriculum and co-curriculum activities. The students can access all the technological resources provided from their university with the help of technological gadget..

The respondents of the study identified that the use of technology had reduced the work stress and workload of many employees. Now, the problems of the students can be managed using online technological platforms. This saves the precious time of students. There is an improvement in efficiency, effectiveness, and quality of administrative operations with introduction of technology. In summary, technology has positive impact on students' affair management system.

The respondents of the study pointed out that government played a huge role in making policy and regulation for students' affair management system. The participants of the study filled questionnaire to answer to this question. The government wants to ensure that maximum number of students might be able to get a job after completing their studies. The students' affair management system often helps students in choosing the right career path. The government in China and Malaysia has failed to produce maximum job opportunities for their graduates. In China, many students take admission in colleges and universities and competes their education. It is unfortunate that all the students do not get a job after completing their studies due to competition and job

opportunities. The large number of students remained unemployed after their graduation. The number of unemployed students is considered a serious threat to society and development of nation.

The participants of the study highlighted that they encountered serious challenges while choosing their career. The choice of selecting a career depends on the job opportunities created by that profession. The students prefer to choose those careers which have adequate number of job opportunities. Many students cannot pursue their dream profession due to limited number of seats available at different faculties in universities. In this way, students had to change their profession and specialization. This affects the future performance of students.

The Chinese Communist Party committee played an important role in selecting the students of students' affair management system. This indicates that political parties are directly or indirectly involved in managing different affairs of students in higher learning institutions. The administration of university does not possess full powers to manage students' affair due to political involvement. The communist party of China makes the rules and regulation for students' affair management system with the implementation of a document. The title of this document is "Views on Further Strengthening and Improving Ideological and Political Education for Students in Higher Education".

The universities also prepare their rules and guidelines based on the document provided by their government. In this way, the government indirectly plays an important role in formulation actions, values, and beliefs of students. The government in China directly controls students' affair management system. The overall development of student by government is measured in terms of patriotism and political orthodoxy which contributes to national development of country.

The government of Malaysia also controls students' affair management system in a more flexible way. The students are provided full autonomy. The students can decide and choose their career path due to autonomy. The efficiency of decisions is improved because actions and decisions are linked closely. This also improves the quality of education and academic career of students. The students are encouraged to participate in regional authorities. The private institutions are also encouraged from Malaysian government. This provides a great opportunity for students in pursuing their dream career. The job opportunities are created due to the introduction of private sector. This shows that students' affair management system is more flexible in Malaysia as compared to China. The Chinese government provides sufficient funds for higher education system. Due to increase budget, the quality of education is improving in China. As a result, the students in China feel satisfied with the quality of education and services provided from students' affair management system.

## **5. Conclusion**

According to the study's respondents, the government played a significant influence in developing policy and regulations for the student affairs administration system. The study's participants were asked to fill out a

questionnaire to answer this question. The government wants to make sure that as many students as possible can find work after finishing their studies. The student affairs management system frequently assists students in determining the best career route for them. China's and Malaysia's governments have failed to provide enough work prospects for their graduates [20]. Many students in China enrol in colleges and universities to pursue their education. Due to competition and job prospects, it is sad that all students do not find work after completing their studies. After graduation, a high majority of students were still unemployed. The high number of unemployed students is seen as a severe danger to society and the nation's progress [21]. Students' problems can now be managed through online technology platforms. Students will save time as a result of this. The adoption of technology improves the efficiency, effectiveness, and quality of administrative processes [22]. In conclusion, technology has a significant impact on the way students manage their affairs.

The study's participants stated that they faced significant challenges while deciding on a career path. The choice of a career is based on the job chances that that profession provides. Students choose to pursue jobs that offer a sufficient number of work chances. Due to the limited number of seats available at various university faculties, many students are unable to follow their preferred vocation. Students were forced to change their professions and specializations as a result of this. This has an impact on students' future performance [23].

University policies and standards are also based on the paper issued by their government. In this approach, the government plays an indirect role in shaping students' actions, values, and beliefs. In China, the government has direct authority over the student affairs management system. The government assesses students' overall development in terms of patriotism and political orthodoxy, both of which contribute to the country's overall development [24].

Malaysia's government also has a more flexible approach for managing students' affairs. The pupils are given complete autonomy. Because of their liberty, students are able to determine and choose their career route. Because actions and decisions are intimately related, decision efficiency is improved. This also enhances the quality of students' education and academic careers. Students are urged to get involved in local government. The Malaysian government also encourages private institutions. This is a fantastic opportunity for students to pursue their desired job [25]. The entry of the private sector has resulted in the creation of work opportunities. This demonstrates that Malaysia's student affairs management system is more flexible than China's. The Chinese government contributes enough money to the higher education system. The quality of education in China is improving as a result of increased funding. As a result, Chinese students are pleased with the educational quality and services offered by the student affairs administration system [26].

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