

# Guidelines for Improving Campus Crisis Management Ability of Middle-Level Administrators in Universities in Guangxi

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**Abstract:-** Campus crisis management ability of middle-level administrators in universities in Guangxi, the guidelines for improving campus crisis management ability of middle-level administrators in universities in Guangxi, adaptability and feasibility of guidelines for improving campus crisis management ability of middle-level administrators in universities in Guangxi were including 3 following aspects: 1) monitoring and prevention ability, 2) response and decision-making ability, 3) recovery and learning ability.

The sample group of this research were 354 middle-level administrators in universities in Guangxi. They were selected by stratified proportional sampling method.

The interview group was 10 people. The experts for evaluated was 5 people. The research instruments were questionnaire, structured interview and evaluation form. The statistic to analyze the data were percentage, mean value and standard deviation. The results were found that the campus crisis management ability of middle-level administrators in universities in Guangxi was at medium level. The guidelines for improving campus crisis management ability of middle-level administrators in 3 aspects, which contain 22 measures. The result about evaluation of the adaptability of guidelines for improving campus crisis management ability of middle-level administrators in universities in Guangxi was at highest level. The result about evaluation of the feasibility of guidelines for improving campus crisis management ability of middle-level administrators in universities in Guangxi was at high level.

**Keywords** Guidelines, Campus Crisis Management Ability, Middle-Level Administrators, Universities

## 1. Introduction

In recent years, various campus crises and incidents that affect campus safety have occurred frequently in universities, affecting the originally stable order of the school and seriously affecting the reputation of the university. Although universities have successively introduced a series of campus safety measures, various campus crisis incidents still occur, seriously affecting the normal teaching order and reputation of universities. This also exposes the inadequacy of universities administrators in campus crisis management.

When there is a campus crisis, middle-level administrators in universities need to make decisions and handle them promptly. Middle-level administrators in universities have played entire crisis, will also become the focus

of attention for the media, parents, and public opinion. In campus crisis management, administrators to deal with crises involves how to prevent crises, how to intervene in crises and how to recover after crises. Middle-level administrators in universities, as leaders in crisis management, possess excellent crisis prevention ability, master the ability to turn crises into turning points, and understand how to handle public relations in campus crises. This is the key to dealing with campus crises.

Researchers have been engaged in crisis management in universities for a long time. It is my interest and responsibility situation administrators' universities, develop guidelines crisis administrators. This research will effectively improve the crisis management ability of universities and administrators.

## **2. Research Of Questions**

- 1) Campus crisis management middle-level universities?
- 2) Guidelines improving campus crisis management middle-level universities?
- 3) Are guidelines campus crisis management middle-level Guangxi?

## **3. Literature Review of This Research**

### **3.1 administration**

Shao Chen (2022, P.131) proposed that 'Putting people first' is the fundamental requirement of higher education administration.

Yan Hongxiao (2023, P.119) proposed that education administration refers to the long-term and process-oriented management of student ideological.

Zhang Tiantian (2023, P.40) proposed that education administrator has become an essential component of the higher education management system.

Li Mingsheng (2023, P.79) proposed that universities need to enhance the effectiveness of education management.

### **3.2 Concept and theory of campus crisis management**

Chen Qirong (2005, P.118) proposed that the term crises originates from ancient Greek. It refers to the turning point in medicine.

Hermann (1969, P.62) proposed that a crisis is an accident that suddenly erupts. A crisis can pose a threat to the organization.

XueLanZhang.Qiang. & Zhong Kaibin. (2003, P.25) proposed.

Chen Minhui (2013, none) proposed that campus crisis management is a possible hidden threat to the campus.

### **3.3 Context of universities in Guangxi**

There is a total of 38 universities in Guangxi province, including 1 key university, 33 regular universities, 3 private universities, and 2 vocational undergraduate universities.

### **3.4 Relevant research on campus crisis management**

Sun Benchu (1997, P.12) proposed that before the campus crisis, it can be divided.

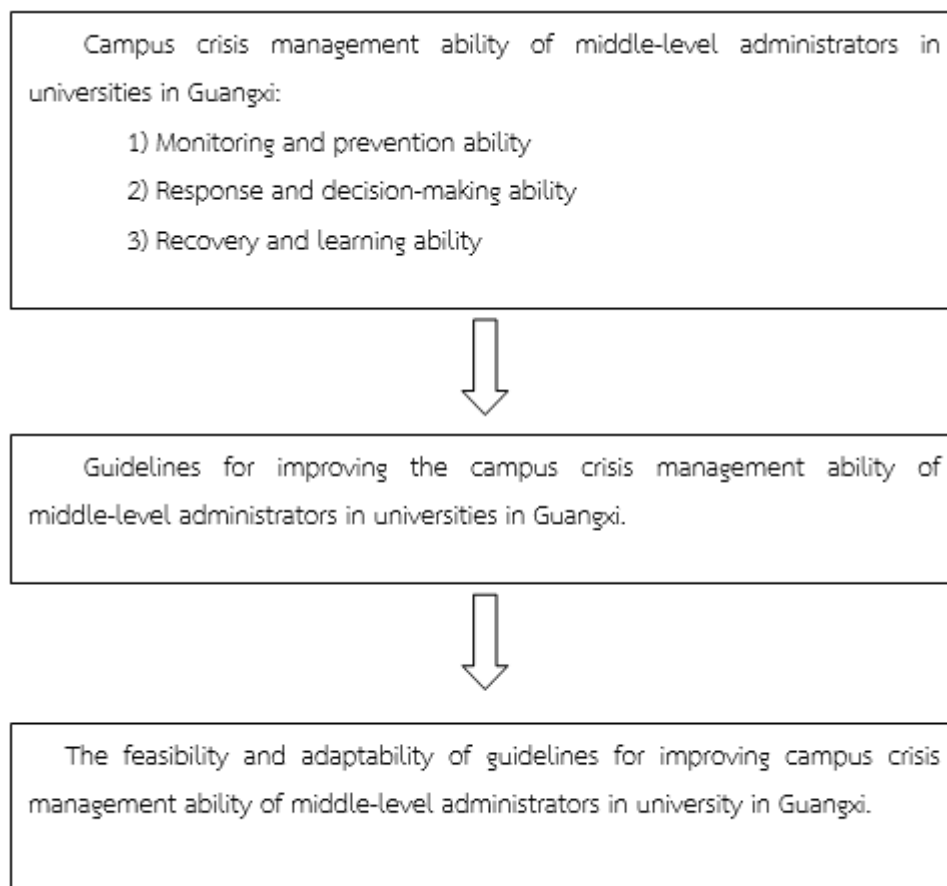
Huang Qionghui (2002, P.45) proposed that management activities before a campus crisis.

Tu Yaling (2008, P.44) proposed the following 5 measures to be done before a campus crisis occurs.

Wu Qingshan (2011, P.65) proposed the following measures for prevention before the crisis.

#### 4. Research Conceptual Framework

Figure 1 Research Framework



#### 5. Objectives

1. Campus crisis management middle-level Guangxi.
- 2) Guidelines the crisis management middle-level Guangxi.
- 3) Adaptability the guidelines campus crisis management middle-level Guangxi.

#### 6. Methodology

##### 6.1.1 Population

4019 middle-level 37 universities in Guangxi.

##### 6.1.2 Sample

##### The sample groups

The sample group of this research was 354 middle-level administrators from 13 universities in Guangxi. This research used a stratified proportional sampling method to determine the research subjects. This method can improve the representativeness of the sample and reduce the occurrence of errors.

##### Research Instruments

Questionnaire

Step 1: Content of the questionnaire

The questionnaire on campus crisis management ability of middle-level administrators in universities in Guangxi includes 3 levels: monitoring and prevention ability, response and decision-making ability, recovery and learning ability. The questionnaire was compiled.

## 7. Results

**Table1 Middle-level administrators of campus crisis management ability in universities in Guangxi**  
(n=354)

No	Current situation for middle-level administrators campus crisis management ability	$\bar{X}$	S.D.	Level	Rank
1	Monitoring and prevention ability	3.51	1.18	high	1
2	Response and decision-making ability	3.49	0.90	medium	2
3	Recovery and learning ability	3.39	0.98	medium	3
<b>Total</b>		<b>3.46</b>	<b>0.78</b>	<b>medium</b>	<b>--</b>

Administrators campus crisis management ability in universities in Guangxi was at medium level ( $\bar{X} = 3.46$ ). monitoring and prevention ( $\bar{X} = 3.51$ ). The second is response and decision-making ability ( $\bar{X} = 3.49$ ). Finally, there is recovery and learning ability ( $\bar{X} = 3.39$ ).

**Table2 the mean adaptability guidelines recovery and learning middle-level Guangxi.**  
(n=5)

Guidelines for Improve Recovery and Learning Ability	<u>Adaptability</u>			<u>Feasibility</u>		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
Develop a crisis recovery plan.	4.60	0.52	highest	4.70	0.48	highest
Implementation of the restoration of regulations.	4.50	0.71	highest	4.30	0.67	high
Implement infrastructure restoration.	4.70	0.48	highest	4.60	0.52	highest
Carry out mental health interventions for teachers and students.	4.40	0.84	high	4.50	0.71	highest
Actively treat the injured.	4.60	0.52	highest	4.30	0.67	high
Assess crisis recovery efforts.	4.40	0.70	high	4.20	0.79	high
Reflect on crisis management efforts.	4.80	0.42	highest	4.50	0.53	highest
<b>Total</b>	<b>4.57</b>	<b>0.60</b>	<b>highest</b>	<b>4.44</b>	<b>0.63</b>	<b>high</b>

According to **table 2**, the mean value of the adaptability ( $\bar{X} = 4.57$ ) evaluation of the guidelines for improving recovery and learning ability is at the highest level, indicating that the guidelines are suitable for improving recovery and learning ability.

## 8. Conclusion

### 8.1 Conclusion

Guidelines campus crisis management middle-level Guangxi.

Part 1: Campus crisis management middle-level Guangxi.

Guidelines campus crisis management middle-level Guangxi.

Adaptability guidelines campus crisis management middle-level Guangxi.

Campus crisis management middle-level Guangxi.

Middle-level administrators of campus crisis management ability in universities in Guangxi was at medium level ( $\bar{X}=3.46$ ). monitoring and prevention ( $\bar{X}=3.51$ ). The second is response and decision-making ability ( $\bar{X}=3.49$ ). Finally, there is recovery and learning ability ( $\bar{X}=3.39$ ).

1. The current situation of campus crisis management ability in monitoring and prevention ability ( $\bar{X}=3.51$ ). According to study, the level are follows: are "Middle-level administrators will develop relevant systems and processes for crisis management." ( $\bar{X}=3.69$ ), followed by "Middle-level administrators will set up cameras and safety warning signs in critical areas." ( $\bar{X}=3.58$ ), and "Middle-level administrators will establish a campus crisis warning indicator system." is the lowest level ( $\bar{X}=3.21$ ).

2. Campus crisis management response ( $\bar{X}=3.49$ ). Mean value of each item ranges from 3.33 to 3.76. According to study, the level they are follows: "Middle-level administrators will hold timely meetings to grasp the crisis situation." ( $\bar{X}=3.76$ ), followed by "Middle-level administrators will seek external support." ( $\bar{X}=3.65$ ), and "Middle-level administrators will leverage their communication and coordination skills to handle crises effectively." is the lowest level ( $\bar{X}=3.33$ ).

3. The current situation of campus crisis management ability in recovery and learning ability medium ( $\bar{X}=3.39$ ). According to study, the level they are follows are "Middle-level administrators will provide psychological counseling to relevant parties." ( $\bar{X}=3.49$ ), followed by "Middle-level administrators will collect, organize, and preserve relevant archives of crisis events." ( $\bar{X}=3.39$ ), and "Middle-level administrators will hold learning meetings to enhance their crisis management ability." is the lowest level ( $\bar{X}=3.15$ ).

## 8.2 Discussion

Guidelines campus crisis management middle-level Guangxi. Campus crisis management middle-level Guangxi. Campus crisis management middle-level Guangxi. Adaptability guidelines campus crisis management middle-level Guangxi.

Campus crisis management middle-level Guangxi.

Crisis management middle-level ( $\bar{X}=3.46$ ). The above research results are consistent with the studies of Li Hongcai (2007), and Chen Minhui (2013, P.34).

This research found that the main reasons for the above problems are: middle-level administrators of universities in Guangxi have good performance in the overall performance of crisis management ability. The strongest ability in Monitoring and prevention ability reflects the high emphasis placed by middle-level administrators in universities on cultivating their monitoring and prevention ability. In contrast, although response and decision-making ability and recovery and learning ability also score high, they are more easily overlooked. Therefore, the response and decision-making ability at the crisis and the recovery and learning ability after the crisis are still in need of strengthening for middle-level administrators.

The current status of ability at each phase is as follows:

1) The monitoring and prevention ability of middle ( $\bar{X}=3.51$ ), and not the highest. And further improvement is needed. Results LiYongxian (2011,.39), and Zeng Na (2018, P.25).

The main reasons for the above problems found in this research are: First, most universities in Guangxi have conducted crisis management training for middle-level administrators, but the training effect is not good, especially the practical training for crisis management. At the same time, middle-level administrators in universities are usually busy with work and do not have enough time for self-study. They do not delve deeply into crisis management and cannot respond and handle emergencies in a timely manner, resulting in a deepening impact of emergencies. Secondly, although middle-level administrators in universities in Guangxi have developed crisis response plans, they rarely carry out operations or drills in the actual operation process. The feasibility of the crisis response plan is reduced. Thirdly, middle-level cadres lack awareness of the importance of public opinion management and do not master the methods of public opinion management. Causing delayed communication and communication when a crisis occurs, leading to serious consequences. Fourthly, the supervision and guidance of the education regulatory department on crisis management in school emergencies has not yet become institutionalized and normalized, resulting in insufficient crisis prevention ability administrators.

2) Response and decision-making ability of middle medium ( $\bar{X}=3.49$  and need further improvement. results Hou Hong (2008, P.30).

This research the main reasons for the above problems are: First, universities in Guangxi, crisis management concepts and methods are backward, and crisis response plans are lagging behind. Secondly, the human resources of highly established crisis response management organizations are relatively weak, lacking experience in crisis event management, and unable to scientifically develop response plans and strategies based on actual situations. Thirdly, the initial handling of emergencies is not flexible enough, missing the best time for crisis management, and increasing the difficulty of crisis management. Fourthly, universities in Guangxi attach great importance to their social reputation and influence. Fifth, the coordination and communication mechanism between the government and social organizations has not yet been established, and social organizations cannot play a substantive role in managing campus crisis events.

3) The recovery and learning phase abilities of middle-level administrators in universities in Guangxi are at a medium level ( $\bar{X}=3.39$ ), and further improvement is needed. This is consistent with the research results of Tang Kehan (2015, P.28).

This research the main reasons for the above problems are: First, universities in Guangxi did not form a complete crisis intervention mechanism. In most cases, publicity intervention and response prevention methods were adopted to guide and correct teachers and students' psychological problems in a timely manner. Secondly, the accountability mechanism is not sound. In the current regulations and management systems of universities in Guangxi, the division of responsibility for handling crisis events is not clear enough. After a crisis event occurs, various constituent departments and members do not understand their own responsibilities and usually blindly sympathize with the weak, pushing the responsibility for the crisis event towards universities in Guangxi.

## 9. Recommendations

Part 1: Suggestions for middle-level administrators in universities in Guangxi

### 1) Middle-level administrators in universities in Guangxi should actively carry out research on campus crisis management

Middle-level administrators in universities in Guangxi should focus on the following issues for research, including the mechanism and methods of crisis management, the construction of crisis management teams, and the popularization of crisis management. Strengthening crisis management research will undoubtedly help improve the ability of universities to prevent and respond to crises.

**2) Middle-level administrators in universities in Guangxi should cultivate scientific decision-making abilities**

Middle-level administrators in universities in Guangxi need to improve their decision-making and analysis abilities. Management is decision-making, decision-making is the soul of leadership activities, and efficient decision-making ability is the key to dealing with campus crises. Administrators must respect scientific laws and master the scientific methods of decision-making in the process of making decisions.

**3) Middle-level administrators in universities in Guangxi should cultivate a strong sense of responsibility**

Middle-level administrators in universities in Guangxi must cultivate a strong sense of crisis responsibility. The sense of crisis responsibility is mainly reflected in the love for educational work, high attention to university safety, meticulous care for teachers and students, and selfless investment in crisis management. Although we have developed comprehensive crisis guidelines, if administrators lack a sense of responsibility towards the universities, crisis events will be unavoidable.

**4) Middle-level administrators in universities in Guangxi should strengthen crisis communication and public opinion guidance**

Middle cannot ignore power the media and the effects of accelerated crisis propagation. When a crisis occurs, strengthening communication and public opinion guidance is an effective way to maintain the interests of universities and social credibility. Middle-level administrators should establish long-term and effective communication networks with teachers and students, parents, media, and education administrative departments. When a crisis occurs, the public is prone to irrational judgments, which will affect the image, reputation, and credibility of universities. Administrators should actively grasp discourse sovereignty, communicate with the media and parties involved, and guide public opinion to avoid the negative impact of crisis public opinion on universities to the greatest extent possible.

**5) Middle-level administrators in universities in Guangxi should attach importance to the cultivation of monitoring and prevention abilities, as well as recovery and learning abilities**

Middle-level administrators in universities in Guangxi should cultivate three abilities simultaneously, and should not only focus on the cultivation of response and decision making abilities. Monitoring and prevention ability are crucial for preventing campus crises, as they can nip crisis events in the bud and prevent losses to the university. The recovery and learning ability helps universities quickly return to normal and avoid similar crises from happening again.

**Part 2: Suggestions for universities in Guangxi**

**1) Universities in Guangxi should strengthen the supervision of the operational mechanism of campus crisis management**

Supervision is a powerful guarantee for the operation of crisis management mechanisms. Universities should supervise the operation of campus crisis management mechanisms in various departments, which helps to enhance the learning enthusiasm and work initiative of middle-level administrators. Implement various campus crisis management systems.

**2) Universities in Guangxi should focus on strengthening the training of monitoring and prevention abilities and recovery and learning abilities**

There are deficiencies in the monitoring and prevention abilities and recovery and learning abilities of middle.

**3) universities Guangxi should improve logistics support mechanism for crises and establish effective supervision mechanisms**

Logistics support mechanisms are required at all phases of campus crisis management. Universities should establish crisis logistics support departments based on their own characteristics, allocate dedicated personnel,

improve logistics facilities, and prepare necessary emergency funds and material reserves to provide necessary support in the event of a crisis.

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