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### Academic administration guidelines to enhance the working skills of students majoring in human geography and urban and rural planning at Guangxi University of Finance and Economics, China

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#### ABSTRACT

This article aimed: 1) to investigate the problems and needs of working skills and ability of students in the fields of Human Geography and Urban and Rural Planning at Guangxi University of Finance and Economics, 2) to develop the academic administration guidelines to enhance working skills of students in the fields of human geography and urban and rural planning at Guangxi University of Finance and Economics. The respondents in this research were from the School of Management Science and Engineering of Guangxi University of Finance and Economics. This includes 251 students majoring human geography and urban and rural planning and 77 teachers/administrators. The instruments for collecting data were questionnaires. The questionnaires were evaluated and approved in terms of correctness and suitability by the 3 Chinese specialists. The IOC values of all questions in the question is in the range of 0.67-1.00 indicating that the questionnaire was validated as suitable for data collection in this research. The research results were found as follows; 1) The questionnaire about problems of working skills of students major in human geography and urban and rural planning at Guangxi University of Finance and Economics at high level. 2) The needs of academic administration guidelines for the students major in human geography and urban and rural planning at Guangxi University of Finance and Economics at high level. 3) The topics about Academic Administration Guidelines to Enhance Working Skills of Students Major in Human Geography and Urban and Rural Planning at Guangxi University of Finance and Economics, China consist of 3 units: Students' working skills - Five core working skills, Academic administration - Nine core academic administration indicators and "Human geography and urban and rural planning" specialty training goal connotations. It conducts questionnaire surveys and collects results from five aspects: professional skills, interpersonal skills, innovation ability, teamwork, and self-marketing ability for students. For teachers and administrators, it conducts questionnaire surveys and collects results from nine aspects: curriculum planning and management, student management, teacher management, examination and evaluation management, educational administration information management, academic support and counseling, teaching quality assessment and improvement, formulation and implementation of educational policies, and coordination and communication of educational affairs.

## **Introduction**

As of August 17, 2023, CNKI conducted a research under the title of "Human Geography and Urban and rural planning", and collected a total of 199 papers on human geography and urban and rural planning. As a discipline with both natural science and social science, Human Geography and urban and rural planning has broad development prospects in serving the major strategic needs of the country and local development. It is offered in more than 100 colleges and universities across the country. However, different types of colleges and universities differ in the orientation of professional development and the setting of professional curriculum system due to their different disciplinary characteristics and educational characteristics (Ma, R. F., & Jiang, L. L. 2019, pp. 26-30). However, the major of human geography and urban and rural planning is closely related to the territorial and spatial planning. With the in-depth reform of the national territorial and spatial planning system and the comprehensive start of the preparation work, new requirements are put forward for the training objectives, discipline system reshaping and personnel training mode of this major (Sun, S. W., et al. 2022, pp. 38-43).

Combining with the reality of social and economic development and starting from the direction of students' future development, there are not many achievements in the study of human geography and urban and rural planning for senior students' employment skills guidance. In view of this, this paper takes the human geography and urban and rural planning major of Guangxi University of Finance and Economics as an example, based on the analysis of the current situation needs and problems of talent training, and based on the investigation and analysis of the working skills, social needs and professional curriculum cognition of students, to explore the optimization plan of student for the major in Human geography and urban and rural planning of local universities. It provides ideas for promoting the professionalization and application of talent employability.

## **Objectives**

1. To investigate the problems and needs of working skills and ability of students in the fields of Human Geography and Urban and Rural Planning at Guangxi University of Finance and Economics..
2. To develop the Academic Administration Guidelines to Enhance Working Skills of Students in the fields of Human Geography and Urban and Rural Planning at Guangxi University of Finance and Economics.

## **Literature review**

In the research related to the major of human geography and urban and rural planning, I found that the main research directions are as follows:

1. In 2015, Wu, X. M., et al. (2015, pp. 51-55) carried out a research project entitled "Discussion on the professional Positioning of Human Geography and Urban and Rural Planning in Local Universities". The results show that human geography and urban and rural planning are newly established undergraduate majors, and the unclear orientation will affect the talent training and employment of graduates. Based on the macro-analysis of different levels of national undergraduate training, professional connotation and the needs of local economic and social development in Yunnan Province, this paper summarizes the past experience of three-stage talent training of this major in Yunnan Agricultural University, proposes the future career-oriented professional orientation, determines the training direction and course structure system, and defines the basic courses and orientation of the major expansion courses. This research direction is about setting up the framework and content of the education program, while my research direction is about evaluating and improving the existing system based on feedback. Both are essential but address different aspects of educational quality and effectiveness.

2. In 2020, Sun, Z. W., et al. (2020, pp. 30-34) carried out a research project entitled "Discussion on Cooperation of University-enterprise in Human Geography and Urban-rural Planning Major: Taking Shijiazhuang University as an Example". The results show that the professional training direction of human geography and urban and rural planning should be clearly defined, and the matching of business type and level with the professional direction should be paid attention to. The basic process of school-enterprise

cooperation can be referred to the construction of the database of relevant enterprises and institutions in Hebei Province, the selection of local enterprises to sign school-enterprise cooperation agreements, the in-depth cooperation with the signed school-enterprise cooperation enterprises, and the optimization and adjustment of cooperative enterprises according to the cooperation feedback; We will cooperate with universities and enterprises to arrange internships at different stages for students, actively recommend the employment of outstanding graduates and establish a tracking and feedback mechanism for graduates. This research direction is more action-oriented and career-focused, while my research direction is analytical and aimed at assessing and improving educational quality. Combining insights from both approaches could provide a comprehensive strategy for improving educational outcomes and institutional effectiveness.

3. In 2023, Zhou, Y., et al. (2023, pp. 101-104) carried out a research project entitled "Exploration of the Cultivation Model of Human Geography and Urban and Rural Planning Professionals in the Context of Territorial Spatial Planning". The research results show that the reform of the land spatial planning system brings new opportunities and challenges to the major of human geography and urban and rural planning. As the existing talent training model is difficult to adapt to the requirements of the reform of land spatial planning, it is urgent to explore a new talent training model adapted to the new spatial planning. Taking the Human geography and urban and rural planning major of Yunnan Normal University as an example, based on the analysis of the orientation of talent training program, this paper analyzes the realistic difficulties faced by the talent training mode under the transformation of territorial spatial planning, and puts forward the reform path of talent training mode oriented to territorial spatial planning, which provides reference for enriching the theoretical education and practical construction of human geography and urban and rural planning major in China. By optimizing talent training objectives, reforming curriculum system, cultivating practical ability, and combining with geographic information science, human Geography and urban and rural planning major forms a talent training model that is compatible with the national territorial spatial planning in the new era, so as to cultivate compound talents and serve the national strategic needs. The research highlights the necessity of reforming talent training models in human geography and urban and rural planning to align with contemporary spatial planning requirements. By addressing curriculum gaps, enhancing practical experience, and integrating GIS, the proposed model offers a comprehensive approach to producing skilled professionals who can effectively contribute to the field and address national strategic needs.

In summary, the relevant research is mainly reflected in the three major directions of professional positioning, school-enterprise cooperation and professional reform. The research of this paper mainly starts from the direction of academic administration, novel questionnaire questions, and contacts the intuitive ideas of students and teachers. The research method is more direct, the understanding of the situation is closer to the reality, and provides a more humane perspective for the subsequent academic administration guidelines.

### **Conceptual framework**

The purpose of this study were 1) To investigate the problems and needs of working skills and ability of students in the fields of Human Geography and Urban and Rural Planning at Guangxi University of Finance and Economics and 2) To develop the Academic Administration Guidelines to Enhance Working Skills of Students in the fields of Human Geography and Urban and Rural Planning at Guangxi University of Finance and Economics. It is shown in Figure 1

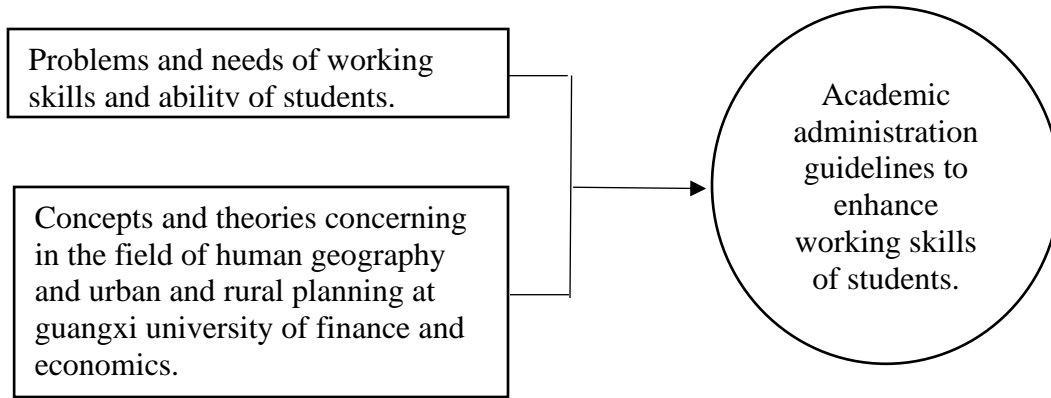


Figure 1 Conceptual framework

## Methods

The research focuses on investigating problems and needs of academic administration to enhance working skills of students major in human geography and urban and rural planning at Guangxi University of Finance and Economics. It can show the research methodology as follows:

### 1. Research design

Mixed methods research (Quantitative research and Qualitative research) is employed to analyze the data because both quantitative and qualitative approaches are adopted in the research process. Quantitative research includes descriptive statistics (mean, median, mode), and any software tools employed (e.g., SPSS, R). Include how outliers were handled and any assumptions checked. Qualitative research is identifying and analyzing themes or patterns within qualitative data by NVivo. The choice of mixed methods research can be comprehensive understanding. Quantitative research provides broad, generalizable data through statistical analysis, while qualitative research offers in-depth, nuanced insights into participants' experiences and perspectives. By integrating both, mixed methods research captures the strengths of each approach, providing a more complete and nuanced understanding of the research problem. Quantitative data can show trends and patterns across a large sample, but it often lacks depth. Qualitative data, on the other hand, explores these trends in greater detail, helping to understand the "why" behind the numbers. This combination enables a more holistic view of the research topic.

### 2. Populations

This study took School of Management Science and Engineering at Guangxi University of Finance and Economics as a case study site. In this research project, the population was divided into 2 groups, namely: 1) 251 students majoring human geography and urban and rural planning. The School of Management Science and Engineering has five undergraduate programs: Logistics Management, Engineering Management, Real estate Development and Management, Human Geography and urban and rural planning, and engineering cost. Among them, Human Geography and urban and rural planning have 251 students as the overall student sample. 2) 77 teachers/administrators.

### 3. Research instruments

In this research project, data collection was carried out by means of questionnaire survey. The questionnaire was divided into 2 sets: 1) the student set and 2) the teacher and administrator set. The questionnaire was divided into 3 parts, 1) the general background, 2) the opinions of students major in human geography and urban and rural planning towards problems of enhance working skills, and 3) the opinions of teachers and administrators towards needs of students major in human geography and urban and rural planning how to enhance working skills.

For this part of the questionnaire, the index of item objective congruence score (IOC) was assessed by three experts. The IOC values of each question in the questionnaire were ranged from 0.67 to 1.00. The

reliability of questionnaires was measured by the technique of Cronbach’s alpha coefficient. The reliability of questionnaires for students was 0.932 and the reliability of questionnaires for teachers and administrators was 0.932.

**Results**

1. The results showed that the problems of working skills of students major in human geography and urban and rural planning at Guangxi University of Finance and Economics.

**Table 1** The opinions of students on the problems of five core students’ working skills.

Questions	n=251		Level of problems
	$\mu$	$\sigma$	
<b>Professional skill</b>			
1. You have a good basic knowledge of human geography, with a solid theoretical foundation and professional knowledge of territorial spatial planning.	3.80	0.89	High
2. You have good spatial planning and management skills.	3.43	1.13	Medium
3. You have a good ability to use geographic data.	3.66	0.91	High
4. You have good access to geographic data.	4.04	0.84	High
5. You possess the ability to comprehensively apply the theories and methods learned to the investigation, research, implementation and evaluation of urban and rural construction and territorial spatial planning.	2.51	0.75	Medium
6. You can adapt to the wave of industry technology development such as smart cities and urban information models.	3.58	1.29	High
7. You have analytical thinking using big data thinking.	3.51	1.00	High
Total	3.51	0.97	High
<b>Interpersonal skill</b>			
8. In interpersonal communication, you always take the initiative to communicate with others, rather than blindly passive response.	4.32	0.64	High
9. You will be able to put your ideas into practice and effectively promote the implementation of solutions.	3.92	0.74	High
10. When you encounter difficulties, you can face them with an optimistic attitude, and you are good at reconciling your own state and emotions to overcome them.	3.78	0.84	High
11. With both people and things, you are honest, trustworthy and have a good credit rating.	4.65	0.50	Highest
12. You are willing to give, have a high sense of collective honor and responsibility.	4.47	0.53	High
13. You have an objective view of yourself and are able to monitor and take responsibility for your actions.	3.79	0.77	High
Total	4.15	0.67	High
<b>Innovation ability</b>			
14. You need to have a solid professional basic knowledge, and you will be among the highest in professional knowledge learning.	2.88	0.74	Medium
15. At work, you can combine professional knowledge with work practice, so that you can put what you have learned into practice.	4.11	0.78	High
16. When encountering professional problems, you always think of different solutions and create new solutions.	3.74	1.00	High

17. When dealing with problems, you can keep calm, analyze and solve problems with rational logical thinking.	4.00	0.99	High
18. You do everything with a clear goal and plan, and can be completed step by step.	3.75	0.86	High
19. You are a constant learner, resourceful and quick to acquire new knowledge.	3.98	0.78	High
Total	3.74	0.86	High
<b>Teamwork</b>			
20. You are adaptable and can quickly adapt to new situations and team members.	3.66	0.90	High
21. You can work with a team in a variety of situations and achieve teamwork.	3.49	0.99	Medium
22. You can understand the conflicts and conflicts in the team, and effectively coordinate and resolve conflicts and conflicts when needed to maintain the harmony of the team.	3.44	1.21	Medium
23. You are able to allocate human, financial, material and other resources to achieve your goals.	3.21	0.88	Medium
24. You can mobilize the motivation of your team or those around you to help you get the job done.	3.24	0.97	Medium
Total	3.41	0.99	Medium
<b>Self-marketing ability</b>			
25. The major you selected isn't the one you like.	3.16	0.93	Medium
26. My current major is related to my favorite career.	2.88	0.75	Medium
27. You think your future job needs to match your graduation major.	4.03	0.71	High
28. You know exactly where you want to go in the next three to five years.	2.55	0.84	Medium
29. You think you need an internship or part-time experience.	4.06	0.70	High
30. You are very aware of your strengths and weaknesses in terms of abilities, character, etc.	2.51	0.93	Medium
31. You think you need to have a good academic record and professional knowledge.	2.96	0.71	Medium
32. You think the school can't improve its training, such as training objectives, curriculum content, scientifically research training and so on.	4.04	0.76	High
33. You can read and understand multiple forms of information.	3.37	1.04	Medium
34. You have good oral and written communication skills and can express your thoughts and ideas clearly, smoothly and accurately.	3.87	0.95	High
35. You can operate the computer skillfully and use some common software to solve problems.	3.70	1.03	High
36. You can communicate and write in English fluently, and can read and understand English articles.	3.68	0.95	High
37. You will be able to manage your time and energy properly and make a better plan for your university life.	2.72	1.12	Medium
38. You have a clear career plan for your future career development.	2.84	1.15	Medium
Total	3.31	0.90	Medium
Total statistics	3.56	0.88	High

According to the statistics in the above table, the research results indicated that the questionnaire about problems of working skills of students major in human geography and urban and rural planning at Guangxi University of Finance and Economics at high level ( $\mu=3.56, \sigma=0.88$ ). On average, the five dimensions, from highest to lowest, are Interpersonal skill, Innovation ability, Professional skill, Teamwork, and the Self-marketing ability. In terms of professional skills, the most respondents think that have good access to geographic data ( $\mu=4.04, \sigma=0.84$ ). In terms of interpersonal skill, the most respondents think that with both people and things, they are honest, trustworthy and have a good credit rating ( $\mu=4.65, \sigma=0.50$ ). In terms of innovation ability, the most respondents think that at work, they can combine professional knowledge with work practice, so that they can put what you have learned into practice ( $\mu=4.11, \sigma=0.78$ ). In terms of teamwork, the most respondents think that they are adaptable and can quickly adapt to new situations and team members ( $\mu=3.66, \sigma=0.90$ ). In terms of self-marketing ability, the most respondents think that they need an internship or part-time experience ( $\mu=4.06, \sigma=0.70$ ).

The results showed that the needs of Academic Administration Guidelines to enhance students working skills for the students major in human geography and urban and rural planning at Guangxi University of Finance and Economics.

Table 2 The opinions of teachers and administrators on the needs to enhance students working skills about nine core academic administration indicators.

Questions	N=77		Level of Needs
	$\mu$	$\sigma$	
<b>Curriculum planning and management</b>			
1. You think the school's curriculum plan is satisfactory for the current student career guidance.	4.19	0.76	High
2. You think the school needs to improve its training, such as training objectives, curriculum content, research training, etc.	2.22	0.72	Low
3. You think schools should strengthen courses related to career planning.	2.35	0.60	Low
4. You think schools should strengthen training on career guidance and job-hunting skills.	2.56	1.07	Medium
5. In your opinion, schools should strengthen training in psychological knowledge and ability.	2.04	0.77	Low
6. You think the school should strengthen training on the ability of organization to coordinate the ability of interpersonal communication ability to develop practical opportunities for professional knowledge.	1.81	0.81	Low
Total	2.53	0.79	Medium
<b>Student management</b>			
7. You think students should choose a major that they like.	4.00	0.86	High
8. You think the student's future job needs to be in line with the graduation major.	4.26	0.85	High
9. You think students should have a study plan for the next three to five years.	4.30	0.83	High
10. You think students need to have internship or part-time experience.	4.86	0.39	Highest
11. You think students need to be clear about their strengths and weaknesses in terms of ability, character, etc.	4.25	0.80	High

12. You think students need to have good academic records and professional knowledge.	3.58	1.13	High
13. You think students should have a good work ethic and team-work spirit.	3.47	0.90	Medium
14. You believe that students should be able to continue to learn and expand their knowledge and abilities.	3.77	0.79	High
15. You think students should have an international perspective.	3.58	1.22	High
16. You think that students should have a certain sense of innovation and the ability to apply innovation.	4.36	0.78	High
17. You think that students should have the knowledge and ability of independent learning and lifelong learning.	4.09	0.83	High
18. You believe that students should be able to continuously expand and update their knowledge and abilities.	3.69	0.94	High
19. You believe that students should have the ability to follow the forefront and development trends of domestic and foreign majors.	3.26	1.08	Medium
<b>Total</b>	<b>3.96</b>	<b>0.88</b>	<b>High</b>
<b>Teacher management</b>			
20. You think the teacher arrangement of human geography and urban and rural planning is reasonable.	4.49	0.60	High
21. You think that schools regularly assess teachers' teaching performance and provide support and training.	3.40	0.91	Medium
22. You think that teachers of human geography and urban and rural planning have a benign professional career development.	3.64	1.07	High
<b>Total</b>	<b>3.84</b>	<b>0.82</b>	<b>High</b>
<b>Examination and evaluation management</b>			
23. You think that the examination arrangement of human geography and urban and rural planning is adequate.	3.91	0.71	High
24. You think that it is reasonable for schools to evaluate the academic performance of students majoring in human geography and urban and rural planning.	3.44	0.95	Medium
25. You think that academic support and guidance for human geography and urban and rural planning are appropriate for the current employment environment.	4.04	0.80	High
<b>Total</b>	<b>3.80</b>	<b>0.82</b>	<b>High</b>
<b>Educational administration information management</b>			
26. You think the information level of student course selection system and grade management system is enough.	3.60	0.88	High
27. You think that the accuracy and security of the school's educational data is enough.	3.77	0.94	High
28. You think that the establishment and management of educational information system meet the requirements of human geography and urban and rural planning.	3.69	1.08	High
29. You think that students in human geography and urban and rural planning have enough professional software.	3.32	0.92	Medium
<b>Total</b>	<b>3.59</b>	<b>0.96</b>	<b>High</b>



<b>Academic support and counseling</b>			
30. You believe that it is enough for the school to provide academic support and counseling services to students and faculty.	4.09	0.78	High
31. You think that students should have a good basic knowledge of human geography, with a solid theoretical basis and professional knowledge of territorial spatial planning.	4.39	0.85	High
32. You believe that students should have good spatial planning and management skills.	4.45	0.53	High
33. You believe that students should have good ability to use geographic data.	4.08	0.81	High
34. You think students should have a good ability to acquire geographic data.	4.01	0.72	High
35. You think that students should have the ability to combine the theories and methods of urban and rural construction, land and land planning, research, implementation and assessment.	4.47	0.70	High
36. You believe that students should be able to adapt to the wave of technological development in industries such as smart cities and urban information models.	4.03	0.69	High
37. You think students should be able to use big data thinking to analyze thinking.	4.00	0.89	High
Total	4.19	0.74	High
<b>Teaching quality assessment and improvement</b>			
38. You think schools often organize student evaluations of the curriculum, collect feedback and analyze it.	4.60	0.49	Highest
39. You think that the school will make suggestions to improve the quality of the curriculum based on the evaluation results	4.22	0.80	High
40. You think that schools are always able to monitor the quality of teaching and implement teaching reform measures.	4.48	0.64	High
Total	4.43	0.65	High
<b>Formulation and implementation of educational policies</b>			
43. You think the teaching work of human geography and urban and rural planning is excellent enough	4.01	0.80	High
44. You think the teaching affairs of Human Geography and urban and rural planning have smooth coordination and communication with other teaching units	4.14	0.90	High
45. You think that corporate recruitment focuses on students' academic performance	3.45	0.74	Medium
46. You think that employers value students' professional skills	4.38	0.71	High
47. You think companies are looking for social skills in students	3.77	0.94	High
Total	3.95	0.82	High
<b>Total statistics</b>	<b>3.80</b>	<b>0.82</b>	<b>High</b>

According to the statistics in the above table, the research results indicate that the questionnaire about needs of academic administration guidelines for the students major in human geography and urban and rural planning at Guangxi University of Finance and Economics at high level ( $\mu=3.80$ ,  $\sigma=0.82$ ). On average, the nine dimensions, from highest to lowest, are Teaching quality assessment and improvement, Academic support and counseling, Student management, Coordination and communication of educational affairs, Formulation and implementation of educational policies, Teacher management, Examination and evaluation management, educational administration information management and the Curriculum planning and management. In terms of curriculum planning and management, the most respondents think that the school's curriculum plan is satisfactory for the current student career guidance ( $\mu=4.19$ ,  $\sigma=0.76$ ). In terms of student management, the most respondents think that students need to have internship or part-time experience ( $\mu=4.86$ ,  $\sigma=0.39$ ). In terms of teacher management, the most respondents think that the teacher arrangement of human geography and urban and rural planning is reasonable ( $\mu=4.49$ ,  $\sigma=0.60$ ). In terms of examination and evaluation management, the most respondents think that academic support and guidance for human geography and urban and rural planning are appropriate for the current employment environment ( $\mu=4.04$ ,  $\sigma=0.80$ ). In terms of educational administration information management, the most respondents think that the accuracy and security of the school's educational data is enough ( $\mu=3.77$ ,  $\sigma=0.94$ ). In terms of academic support and counseling, the most respondents think that students should have good spatial planning and management skills ( $\mu=4.45$ ,  $\sigma=0.53$ ). In terms of teaching quality assessment and improvement, the most respondents think that schools often organize student evaluations of the curriculum, collect feedback and analyze it ( $\mu=4.60$ ,  $\sigma=0.49$ ). In terms of formulation and implementation of educational policies, the most respondents think that the development needs and teaching requirements of the school meet the requirements of the national policy and regulation system ( $\mu=3.96$ ,  $\sigma=0.77$ ). In terms of coordination and communication of educational affairs, the most respondents think that employers value students' professional skills ( $\mu=4.38$ ,  $\sigma=0.71$ ).

## **Discussions**

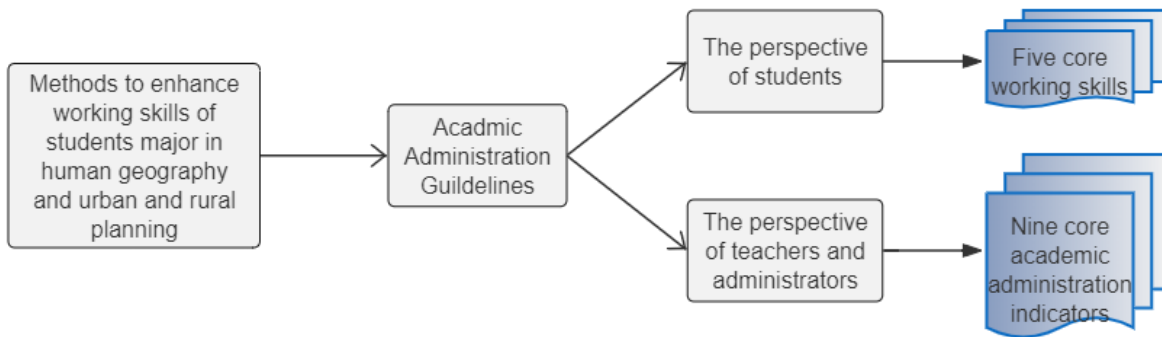
Among students' working skills, the competencies and skills students acquire directly influence their readiness to contribute to national priorities such as rural revitalization and spatial planning. Among academic administration, efficient academic administration impacts how well educational institutions prepare students for national priorities. Implementing the rural revitalization strategy is an inevitable requirement for solving the principal contradiction in Chinese society in the new era, realizing the "two centenary goals" and rejuvenating the Chinese nation, and is of great practical and far-reaching historical significance. The implementation of rural revitalization strategy is in urgent need of compound rural planning talents who understand agriculture, love rural areas and love farmers, which points out an important development direction for human geography and urban and rural planning. At present, the dual difference between urban and rural areas and the diversity and complexity of rural geography environment in China have put forward new and higher requirements for the rural geography education of human geography and urban and rural planning in universities. In this context, it is necessary to build a knowledge system of local geography to serve the strategy of rural revitalization, and systematically improve the local geography literacy of urban and rural planning talents from four aspects: resources and settlements, history and culture, industry and economy, population and society. Therefore, the major of human geography and urban and rural planning can carry out local geography education from classroom teaching, field practice and professional practice, and cultivate compound rural planning talents with local geography accomplishment for the realization of rural revitalization in China (Zou, Y., & Zhou, H. J. 2022, pp. 19-21).

The reform of territorial spatial planning brings good development opportunities and opportunities for geography to train spatial planning talents and promotes the development of human geography and urban and rural planning. By optimizing talent training objectives, reforming curriculum system, cultivating practical ability, and combining with geographic information science, human Geography and urban and rural planning major forms a talent training model that is compatible with the national territorial spatial

planning in the new era, so as to cultivate compound talents and serve the national strategic needs (Zhou, Y, et al. 2023, pp. 101-104).

### Body of knowledge

The Conceptual Framework of this study is the problems and needs of working skills and ability of students in the fields of Human Geography and Urban and Rural Planning at Guangxi University of Finance and Economics. To develop the Academic Administration Guidelines to Enhance Working Skills of Students in the fields of Human Geography and Urban and Rural Planning at Guangxi University of Finance and Economics. It is shown in Figure 2



**Figure 2** Body of knowledge

This research helps students enhance their working skills by developing the academic administration guidelines. It conducts questionnaire surveys and collects results from five aspects: professional skills, interpersonal skills, innovation ability, teamwork, and self-marketing ability for students. For teachers and administrators, it conducts questionnaire surveys and collects results from nine aspects: curriculum planning and management, student management, teacher management, examination and evaluation management, educational administration information management, academic support and counseling, teaching quality assessment and improvement, formulation and implementation of educational policies, and coordination and communication of educational affairs. The academic administration guidelines conduct effectiveness analysis on Guangxi University of Finance and Economics. Learning students has a stimulating effect, which can not only help teachers improve academic administration efficiency but also enable students to better master enhance working skills.

This research facilitating professional development, guidelines often include frameworks for the professional development of faculty and staff. The study emphasizes that such frameworks are crucial for continuous improvement in teaching practices. By aligning professional development opportunities with the guidelines, institutions can ensure that educators are not only meeting current educational standards but are also prepared to adapt to emerging trends and technologies. This continuous development directly impacts students by providing them with updated and relevant skills.

Practical implications of this research are: 1) Enhanced Administrative Efficiency: Institutions that implement well-crafted academic administration guidelines can expect increased operational efficiency. This efficiency results from standardized procedures and reduced administrative errors, allowing for a more streamlined educational experience. 2) Improved Faculty and Staff Performance: With clear guidelines in place, faculty and staff can better understand their roles and responsibilities. This clarity supports their professional growth and ensures that teaching practices are aligned with institutional goals and student needs. 3) Better Student Outcomes: By integrating industry-relevant skills into the curriculum and providing robust support systems, students are better prepared for the workforce. The guidelines help bridge the gap between academic learning and practical application, leading to enhanced employability and career readiness. 4) Informed Policy Development: The research provides a framework for institutions to develop

and refine their policies based on evidence and best practices. This informed approach ensures that policies are not only effective but also responsive to the evolving needs of students and the educational landscape.

## **Conclusion**

According to the research in this paper and the guidance of relevant professional literature, the problems of working skills of students at Guangxi University of Finance and Economics should be comprehensively considered from the following five aspects: professional skill, interpersonal skill, innovation ability, teamwork and self-marketing ability. The needs of academic administration guidelines for the students major in human geography and urban and rural planning at Guangxi University of Finance and Economics should be comprehensively considered from the following nine aspects: teaching quality assessment and improvement, academic support and counseling, student management, coordination and communication of educational affairs, formulation and implementation of educational policies, teacher management, examination and evaluation management, educational administration information management and the curriculum planning and management. It is necessary to form: Academic Administration Guidelines for the students majoring human geography and urban and rural planning at Guangxi University of Finance and Economics.

## **Suggestions**

### 1. Recommendations for academic administration.

Human geography and urban and rural planning major need to fully implements the teaching concept of "learning" as the center and learning Outcome Based Education (OBE), fully respects the law of students' growth, comprehensively investigates students' learning characteristics and psychological needs, carefully listens to the feedback of students, parents and employers, and carries out in-depth professional research. Take all students as the center, scientifically locate training goals, and design graduation requirements that can effectively support the realization of training goals. The training goal of this major is to cultivate composite and applied talents with all-round development of morality, intelligence, physical fitness, labor and labor, professional accomplishment and innovation awareness of geography and urban and rural planning, master the basic theories, knowledge and skills of geography and urban and rural planning, and be able to engage in urban and rural construction and management, territorial spatial planning and consultation. Graduates can work in natural resources, housing and urban and rural construction, agriculture and rural areas, cultural tourism and other departments or planning and design enterprises and institutions engaged in urban and rural construction and management, territorial space planning and consulting. The goal of talent training of this major can be summarized as knowledge goal, ability goal, quality goal and career development goal.

### 2. Recommendations for further study.

1) There are still some shortcomings in this paper, mainly because the questionnaire is only concentrated in one university, and the applicable scope is certain limit.

2) In the survey object, there is no follow-up survey of previous graduates, lack of quality of teaching results.

3) The effectiveness of academic administration guidelines to enhance working skills of students major in human geography and urban and rural planning.

4) A questionnaire can be set up for students major in human geography and urban and rural planning to consider their needs.

5) A questionnaire can be set up for teachers and administrators to consider their problems.

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