

Factors and Explorations on the Impact of School Organizational Reform on Education Quality in Undergraduate Universities in Henan Province

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Abstract: In 2021, the pilot work of comprehensive deepening reform of undergraduate colleges and universities in Henan Province will be carried out to provide the foundation and conditions for the reform of the undergraduate colleges and universities system in Henan Province. Among them, school organization reform is the core content of the reform. Through structural reform, improving the education quality of undergraduate universities is the goal of the reform. At present, the organizational reform of undergraduate universities in Henan Province is facing problems such as lack of coordination and cooperation, lack of opportunities for teacher development and incentive systems, and too single organizational governance capabilities. This study will provide suggestions for the system reform of undergraduate universities in Henan Province through the measures of school organization system reform.

Keywords: Henan Province, School Organization, Coordination and Cooperation.

1. Introduction

School organizations are social units designed to achieve educational goals. Including objectives, structure, teaching and administrative measures in three parts. Goals include internal (various specific goals formulated to achieve educational purposes) and external (developed to cooperate with community development or meet the needs of community members). Structures are established to coordinate the achievement of goals, typically academic, disciplinary and general affairs. Pedagogical and administrative measures are carried out within the structure according to the objectives. Traditional organizations have clear goals, stable structures, and limited teaching and administrative measures; modern organizations have increased goals, variable structures, and numerous teaching and administrative measures. An organization is something made up of people. Collections of goal-oriented and formalized social structures are tools designed to achieve specific goals. Therefore, organizations have specific goals, structural levels, and so on. According to (Li & Li, 2007), a successful education department depends on its leaders mastering and demonstrating their core competencies to function in many areas of interaction and accountability. According to (Propp, Glickman, & Uehara, 2003b), a good organizational structure will determine the management quality of a undergraduate university and provide a favorable foundation for the development of the undergraduate university.

1.1. Current Situation of School Organization of Undergraduate Universities in Henan Province

With the passage of time, undergraduate universities pay more and more attention to the construction of school organization. School organizations are changing from single

governance to pluralistic governance. Too much decision-making by principals can lead to depression among students and teachers. By the principal, teachers and students jointly manage, get rid of the original single governance model. (Ye, 2020) explained that by constructing the multi-center governance pattern of school organizations, the governance subjectivity of education decision-makers, school administrators, teachers, students and the public can be better brought into play, and the democratization and rule of law of public and school organization management can be improved. The governance of school organizations should usually be carried out in the macro-governance of the government. No matter how it is managed, diversified governance is the best method. According to (Lin, 2019) has referred to inefficient schools or school organizations that have not established a basic coordination mechanism; Either the manager doesn't understand the basics of coordination or fumbles for no reason. The real cause of school success and failure is people, not just metaphysical slogans or theoretical organizational frameworks. Therefore, the fundamental of management lies in people, and it is extremely important to improve the professional level of management personnel.

Henan Province is also actively carrying out the rectification work of undergraduate universities education. According to (Shi, 2021) the Henan Provincial Party Committee proposed at the symposium on the promotion of the pilot work of comprehensively deepening the reform of undergraduate universities in the province: It is necessary to establish a clear and clear understanding, improve governance capabilities, improve the quality of education, and maximize the quality of education. Stimulate the enthusiasm of scientific research personnel and teaching managers and improve the ability of teaching and scientific research to support high-quality development; in terms of reform content, it is necessary to focus on the actual situation of the school organization.

1.2. The significant of the reform of the school organization reform

Through the construction of the multi-center governance structure of school organizations, the governance subjectivity of education policy makers, school administrators, teachers, students, and the public can be better played, and the publicity, democracy, and rule of law of school organization management can be improved. Therefore, school governance becomes an important part of the modernization transformation of national governance and promotes the innovation and development of the national and social governance system to a certain extent.

School organizational reform can foster the advancement of educational quality. Through the optimization of instructional plans and curriculum design, the refinement of pedagogical approaches and assessment modalities, educational institutions can more effectively address students'

1.3. The Structure of School Organization

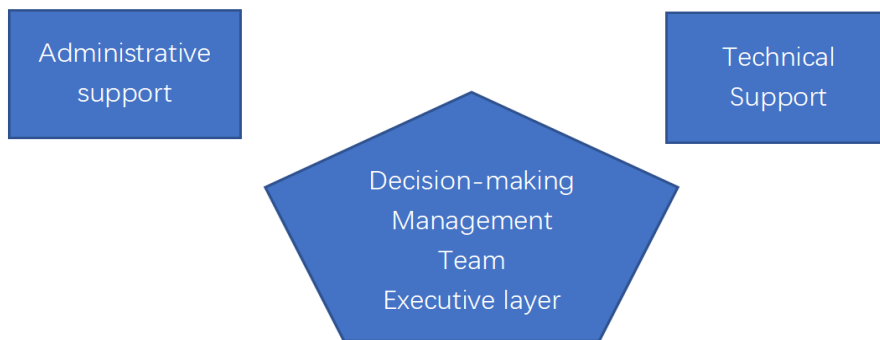


Figure 1. School organization Structure

The organizational structure of schools usually presents a hierarchical relationship. At the top there is usually the principal or team of principals, who are responsible for the overall management and decision-making of the school. The next tier down may be the Vice-Chancellor or Head of Department, who are responsible for the management and operations of specific areas. The next level down are teachers and support staff, who are responsible for specific teaching and school administrative support. Each functional department in the school organizational structure has a clear division of responsibilities. The principal and vice-principal are usually responsible for formulating the development direction and management strategies of the school, supervising the quality of education and teaching and student management, etc. Subject directors and teachers are responsible for the formulation of teaching plans, delivery of teaching content and student assessment. Support staff include administrative, academic and support staff responsible for school administration, student affairs and the management of school facilities. Communication processes within a school's organizational structure are also critical to effective functioning. The communication process should be smooth, transparent and enable good collaboration across all levels and departments. A good communication process can ensure the accurate transmission of information and timely feedback and promote the formulation and implementation of decisions.

2. Current Problem

At present, the school organization of undergraduate

learning requirements, thereby delivering a superior standard of education. Concurrently, school organizational reform can center on fostering students' comprehensive development encompassing intellectual, social, emotional, and physical dimensions. This reform may encompass the integration of supplementary extracurricular activities, societal engagements, and practical opportunities to cultivate students' aptitude for leadership, creativity, and problem-solving. Furthermore, school organizational reform can bolster institutional efficacy and managerial proficiency. By optimizing the organizational framework and administrative system, augmenting the decision-making acumen and implementation capacity of school leaders, the operational efficiency of schools can be enhanced, thereby facilitating superior management of educational resources and the provision of an enriched learning milieu and support system for students.

universities in Henan Province is facing problems such as the lack of coordination and cooperation between departments, the lack of teacher development opportunities and incentive systems, and the organizational governance ability is too single. These are the main factors that lead to the insufficient organizational governance ability of the current undergraduate universities in Henan Province and affect the quality of education. Through the measures of school organization reform, the comprehensive management ability of undergraduate universities can be effectively improved, and the overall quality of education can be improved.

2.1. Too Many Layers and Decision Lags

Too many layers or slow decision-making processes in a school's organizational structure can lead to decision-making lag and inefficiency. Too many layers will increase the complexity of information transmission and the delay of decision-making, hindering schools from quickly adapting to changes and making timely decisions.

2.2. Lack of coordination and cooperation between departments

Lack of coordination and cooperation among various departments in a school's organizational structure can lead to issues of information silos, waste of resources, and inconsistencies in goals. Effective communication channels and collaboration mechanisms should be established between various departments to ensure information sharing and collaborative work to achieve the overall goals of the school.

2.3. Lack of teacher development opportunities and incentive systems

The lack of teacher development opportunities and incentive systems in the school organizational structure may lead to limited professional development and reduced work enthusiasm for teachers. Schools should provide teacher training, academic exchange, and professional development support, and at the same time establish a reasonable incentive mechanism to stimulate teachers' innovative ability and teaching enthusiasm.

2.4. Organizational governance capabilities are too single

A single governance capacity can lead to the concentration of decision-making in the hands of a few with less voice and participation from other faculty, students, and staff. This can lead to biased and incomplete decision-making, limiting the potential of the school as a whole. Lack of diverse governance capabilities also limits a school's ability to innovate and change. In the face of new educational trends and challenges, a single governance capability will not be able to effectively adapt to and lead changes, resulting in lagging school development.

3. School Organizational Reform Measures

School organizational reform measures can improve coordination and cooperation between departments by streamlining organizational levels. Establish an effective incentive system to stimulate teachers' enthusiasm for work. Establish an effective mechanism for diversity governance and encourage students, teachers and other staff to participate in the management of the school organization. Make the school organization of the undergraduate university an organizational structure that everyone participates in and everyone loves.

3.1. Simplified organizational hierarchy

According to Chen (2023) that the undergraduate universities can reduce the complexity of the decision-making process by assessing the current organizational hierarchy and identifying and eliminating redundant layers. By streamlining the hierarchy, the decision-making process can be accelerated, and the response speed can be improved. At the same time, decision-making power can also be authorized and delegated: schools can delegate more decision-making power to lower-level faculty and staff and encourage them to make decisions within the scope of their responsibilities. By delegating decision-making authority, organizations can increase their flexibility and responsiveness. And by strengthening information circulation and communication channels: undergraduate universities can establish efficient information circulation and communication channels to ensure accurate transmission of information and timely feedback. Adoption of modern communication tools and technologies, such as online collaboration platforms and instant messengers, can enhance communication and collaboration across all levels.

3.2. Extending the reform mindset

Undergraduate universities should encourage and foster a culture and atmosphere of innovation. This can be facilitated by publicizing innovative success stories, rewarding innovative thinking and behavior, and providing resource

support. At the same time, the leadership of undergraduate universities should set an example and demonstrate positive innovative attitudes and behaviors (Chai 2023). At the same time, undergraduate universities should provide the necessary support and resources to promote innovation and change. This includes providing training and development opportunities, setting up special funds to support innovative projects, establishing laboratories and research centers, etc. This can provide teachers and students with a platform and conditions for innovation and change. Innovation and change often require interdisciplinary cooperation and thinking. Undergraduate universities can promote exchanges and cooperation between different disciplines, build interdisciplinary teams and projects, and encourage teachers and students to jointly explore new methods and ideas to solve problems. Undergraduate universities can also establish innovation platforms and experimental sites, providing opportunities for students and teachers to practice and experiment. This can be an innovation laboratory, a business incubator, a project base, etc., providing a favorable environment and resource support for innovation and change.

3.3. Improve the diversified development model

By providing professional development opportunities, undergraduate universities can organize regular professional development activities, such as seminars, research projects, teacher training, etc., to enhance teachers' professional knowledge and teaching ability. In addition, undergraduate universities can encourage faculty to attend academic conferences and seminars, facilitating their exchange and learning with their peers. To implement a performance evaluation and reward mechanism, undergraduate universities can establish a clear performance evaluation system that includes teachers' teaching quality, academic research, and teaching innovation into the evaluation category (Wang 2023). Based on the performance evaluation results, schools can set up incentive mechanisms, such as promotions, bonuses, honorary titles, etc., to motivate teachers to achieve outstanding results in teaching and academics. And to support teachers' research and innovation projects, undergraduate universities can set up special funds to support teachers' teaching research and innovation projects. This can stimulate teachers' creativity and enthusiasm and promote them to try new methods and strategies in teaching practice. At the same time, undergraduate universities can establish professional communication platforms, such as teaching and research groups, teaching salons, online forums, etc., to promote interaction and experience sharing among teachers. Such a platform can provide a place to discuss teaching issues, share teaching resources and experiences, and enrich teachers' professional development.

3.4. Establish a Diversified Governance Structure

Undergraduate universities can explore the introduction of diverse governance structures, such as the establishment of school boards or advisory committees, including professionals from different fields, alumni, parents, etc. This increases the participation of different voices and perspectives, improving the comprehensiveness and accuracy of decision-making. By cultivating leadership diversity capabilities, training and development opportunities can be provided to help leadership members develop diverse

capabilities (Zhao & Yang 2022). This includes developing communication skills, decision-making skills, teamwork skills and strategic planning skills, among others. Complex governance challenges can be better addressed by empowering leadership. And to strengthen participatory decision-making and democratic decision-making, undergraduate universities can advocate the concept of participatory decision-making and democratic decision-making. Increase the participation of staff, students and parents in the decision-making process by broadly soliciting their input and suggestions. This allows for brainstorming, building consensus, and enhancing the legitimacy and acceptability of governance decisions. Incentives can also be created to encourage innovation and initiative, and undergraduate universities can create incentives to reward members who demonstrate innovation and initiative. This can include performance rewards, opportunities for advancement, professional development support, and more. Through incentives, leadership and faculty can be encouraged to actively explore new governance models and innovative practices. By strengthening communication and collaboration mechanisms, undergraduate universities can establish effective communication and collaboration mechanisms to promote good interactions between management at all levels and between management and teachers, students, and parents. Regular meetings, workshops and communication platforms are held to ensure the smooth flow of information, strengthen communication and collaboration, and promote the participation and cooperation of all members.

4. Conclusion

Through the reform of school organization, the internal organizational structure, management method, teaching mode, decision-making process and other aspects of the school organization can be systematically optimized. Through the establishment and improvement of the governance partnership, the cooperation and trust relationship among multiple subjects such as the government, schools, teachers, students, and parents can be enhanced, so that multiple subjects can form a joint force of governance in the management of school public affairs, and ultimately contribute to the school's good governance. To achieve a more solid foundation and guarantee.(Ye 2020) There will be a certain period of pain in organizational reform, but it requires everyone to be brave in the face of difficulties and to carry forward the reform courageously, to realize the organizational reform smoothly.

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