

THE ADMINISTRATION MANAGEMENT REFORM STRATEGY
OF GUANGXI UNIVERSITIES UNDER THE CONCEPT
OF INNOVATIVE EDUCATION

OU ZHIHUA

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Thesis: The Administration Management Reform Strategy of Guangxi Universities Under the Concept of Innovative Education

Author: Ou Zhihua

Program: Educational Administration

Major Advisor: Associate Professor Dr. Jittawisut Wimuttipanya

Co-advisor: Assistant Professor Dr. Patchara Dechhome

Co-advisor: Associate Professor Dr. Niran sutheeniran

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ABSTRACT

The objectives of this research were: 1) the current situation of administration management reform of Guangxi Universities under the concept of innovative education, 2) To formulate the administration management reform strategy of Guangxi Universities under the concept of innovative education, and 3) To evaluate the adaptability and feasibility of the administration management reform strategy of Guangxi Universities under the concept of innovative education in four aspects: 1) school management level, 2) construction of teachers, 3) status quo of administrative work, 4) performance evaluation and administrative supervision. The sample group of this research were 301 administrative staff. The instrument was questionnaire, structured interview, and evaluation form. The statistic of the research was frequency, percentage, mean value and standard deviation.

The research results shows that the current situation of administration management reform of Guangxi Universities in four aspects was at high level. The administration management reform strategy are: 1) establishing efficient administrative institutions; 2) establishing and improving the performance appraisal and supervision mechanism; 3) strengthening the training of high-level management talents; 4) strengthening the internal management level of universities. The adaptability and feasibility of the administration management reform strategy were at highest level.

Key words: administration management reform strategy, innovative education, Guangxi universities

ชื่อเรื่อง:	กลยุทธ์การปฏิรูปการบริหารจัดการของมหาวิทยาลัยใน มณฑลกวางสีภายใต้แนวคิดนวัตกรรมการศึกษา
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อาจารย์ที่ปรึกษาร่วม:	ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของการปฏิรูปการบริหารจัดการของมหาวิทยาลัยในมณฑลกวางสีภายใต้แนวคิดนวัตกรรมการศึกษา 2) เพื่อพัฒนากลยุทธ์การปฏิรูปการบริหารจัดการของมหาวิทยาลัยในมณฑลกวางสีภายใต้แนวคิดนวัตกรรมการศึกษา และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์การปฏิรูปการบริหารจัดการของมหาวิทยาลัยในมณฑลกวางสีภายใต้แนวคิดนวัตกรรมการศึกษา ประกอบด้วย 1 ด้าน ได้แก่ 4) ระดับการจัดการโรงเรียน 2) โครงสร้างบุคลากรครู 3) การบริหารงาน และ 4) การประเมินผลการปฏิบัติงานและการกำกับดูแลการบริหาร กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ เจ้าหน้าที่ธุรการ จำนวน 301 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์แบบมีโครงสร้าง และแบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า สภาพปัจจุบันของการปฏิรูปการบริหารจัดการของมหาวิทยาลัยในมณฑลกวางสีภายใต้แนวคิดนวัตกรรมการศึกษา โดยภาพรวมทั้ง 4 ด้านอยู่ในระดับสูง กลยุทธ์การปฏิรูปการบริหารจัดการ ได้แก่ 1) การจัดตั้งหน่วยงานที่มีประสิทธิภาพ 2) จัดตั้งและพัฒนากลไกการประเมินผลการปฏิบัติงานและการกำกับดูแล 3) เสริมสร้างการฝึกอบรมความสามารถด้านการจัดการระดับสูง และ 4) เสริมสร้างระดับการจัดการภายในของมหาวิทยาลัย ผลการประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์การปฏิรูปการบริหารจัดการ อยู่ในระดับสูงมาก

คำสำคัญ: กลยุทธ์การปฏิรูปการบริหารจัดการ แนวคิดนวัตกรรมการศึกษา มหาวิทยาลัยในมณฑลกวางสี

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Chapter 1

Introduction

Rationale

Since the reform and opening up, Guangxi's economic and social level have developed rapidly. By 2022, there are 38 undergraduate universities in Guangxi, among which Guangxi University has been listed in the national key projects such as "Project 211 of the People's Republic of China", "Double First-class Construction University", "Comprehensive Strength Improvement Project of Universities in Central and Western China", "National High-level University Graduate Project" and so on. In 2015, the meeting of the Central Leading Group for Comprehensively Deepening Reform deliberated and approved the Overall Plan for Promoting the Construction of World-class Universities and First-class Disciplines. Under the background of "Double First-class" construction, the development scale of higher education in Guangxi has been expanding day by day and the teaching level has been improved, bringing the development of higher education in Guangxi to a new stage. The 14th Five-Year Plan for the Development of Education in Guangxi Autonomous Region proposes to promote the innovative development of higher education with characteristics. We will implement the plan to build first-class universities and disciplines, and promote universities in Guangxi to build first-class universities. To promote the construction of first-class disciplines in Guangxi universities, especially Chinese language and literature, ethnology, ecology, Traditional Chinese medicine and other disciplines with Guangxi ethnic characteristics, it can be predicted that the quality and level of universities in Guangxi will have a rapid rise in the future.

China has a vast territory, with different conditions in different provinces and cities. Over the past decade, universities have been responsible in the development of higher education, expanding the scale of development and improving the level of running schools. However, compared with the developed eastern coastal areas, the overall development level of Guangxi region is relatively low due to the constraints of regional economic development, people's ideas, educational policy factors and

other factors. Guangxi as the central and western regions of China, at present only a 211, double top universities, compared with other regions, started late, slow development, has not yet formed similar to the developed region many types, teaching forms, object multi-level pattern of education, although the large number of society in urgent need of professional talents, promote the popularization of higher education in Guangxi, become an important part of higher education in Guangxi, but there is a gap with the eastern coastal developed areas.

According to public data, the gross enrollment rate of higher education in Guangxi was 47.9 percent in 2020, lower than the national average. There are few undergraduate colleges and universities in Guangxi, the proportion of postgraduates and undergraduates is low, and the development of higher education is relatively lagging behind. Recent university higher education in Guangxi in the process of reform and development, there are still some outstanding and problems to be solved, such as lack of educational philosophy, fuzzy orientation, management, part of the educational disorder, education quality is uneven, running direction failed to follow up the social development requirements, personnel training and social needs. At the end of the 20th century, the CPC Central Committee and The State Council proposed to "deepen education reform and comprehensively promote quality-oriented education". General Secretary Xi Jinping pointed out at the National Conference on Science and Technology Innovation that "the key to build China into a world power in science and technology is to build a team of high-quality innovative talents and stimulate the innovation vitality and potential of all kinds of talents."With the development of science and technology, the society pays more and more attention to the cultivation of innovative talents. Therefore, under the background of innovative education concept, it is worth discussing whether the traditional administrative management mode in Guangxi universities can still meet the needs of the development of the new goals of higher education. To explore the administrative reform and innovation of colleges and universities in Guangxi, serve the construction of colleges and universities in Guangxi, give play to the important role of colleges and universities in supporting the national innovation drive, promote colleges and universities to provide services for the areas and directions urgently

needed by those of the country, enhance the economic and social development and carry forward the excellent traditional Chinese culture. In today's era of rapid development of information media and rapid popularization of the network, the traditional teaching methods, teaching means and student management mode have been far from adapting to the development of the situation and the needs of teaching. In recent years, the educational circle has set off the upsurge of innovative education concept, and the innovative spirit has become an indispensable mainstream thought and an important policy in the reform of college education management. The reform strategy of university management is a development trend in the future, and all universities should deepen the reform in teaching management, student management, campus culture construction and enrollment work. Whether it is to build first-class teachers, cultivate high-quality and high-quantity innovative talents, and improve the scientific research ability of universities, all need the support of university management strategies, so new requirements are put forward for the administrative reform of universities in Guangxi.

Based on the innovative education idea, under the background of vigorous college education management reform, the article, combining with the innovative education idea, specifically analyzes the management work, such as teaching management, student management, administrative supervision and evaluation, then discusses the innovative education reform in the practical application, through the analysis of problems, puts forward the corresponding method countermeasures. It provides a certain theoretical basis for Guangxi colleges and universities to better use innovative ideas for education management.

Research Questions

1. What is the current situation of administration management reform of Guangxi Universities under the concept of innovative education?
2. What is the administration management reform strategy of Guangxi Universities under the concept of innovative education?
3. Is the administration management reform strategy of Guangxi Universities under the concept of innovative education adaptable and feasible?

Research Objectives

1. To study the current situation of administration management reform of Guangxi Universities under the concept of innovative education.
2. To formulate the administration management reform strategy of Guangxi Universities under the concept of innovative education.
3. To evaluate the adaptability and feasibility of the administration management reform strategy of Guangxi Universities under the concept of innovative education.

Scope of the Research

Population and the Sample Group

Population

The overall sample of this study includes about 1180 administrators from 26 public undergraduate universities in Guangxi. Distribution in Nanning, Liuzhou, Guilin, Hezhou, Chongzuo, Laibin, Wuzhou, Yulin and other 11 urban undergraduate universities, this research is the administrative personnel of public undergraduate universities.

The Sample Group

Krejcie and Morgan's sampling table (1970), the sample group of this research includes 291 administrators. To ensure the accuracy of the samples, 15% of the samples were selected, and a total of 335 administrators were selected for the questionnaire survey. A stratified sampling and sample random sampling method was used to draw samples in a corresponding proportion in each university.

Structured interview

The interviewee of this research includes 10 administrators who are administrative personnel affiliated with key public undergraduate universities in Guangxi. They are required to have the following qualifications: 1) have been working in the university for more than 7 years, 2) have been engaged in the university administrative work, and 3) graduated with a master's degree or above.

Evaluation expert

The experts for evaluating the adaptability and feasibility of the administration management reform strategy of Guangxi universities under the concept of innovative education include 5 experts. They are required to have the following qualifications: 1) have been working in the university for more than 15 years, 2) have been engaged in the university administrative work, and 3) graduated with a master's degree or above.

Research Variable

According to the analysis of relevant theories and research, the components of the administration management reform of universities in Guangxi are as follows:

1. Administrative performance
2. Performance evaluation and administrative supervision
3. Construction of teaching staff
4. School management level

Advantages

1. Research perspective innovation. Most of the administration studies the government and enterprises, This study focuses on the strategy of university management reform, And in combination with the SEM structural model, Put forward the influence relationship between the school management level and the independent variable factors such as the teacher team construction, the administrative management level status, the performance evaluation and the administrative supervision, By carefully analyzing the relationship path between university management level and independent variables, This paper discusses the applicability of new public management theory, administrative organization theory and innovative education theory in colleges and universities, Combined with the actual survey content of the questionnaire, The research suitable for the management reform strategy of Guangxi university is proposed.

2. Research method innovation. Combined with the actual questionnaire survey, this paper discusses the strategy of management reform of universities in

Guangxi, and tries to understand the current situation of management in universities in Guangxi, and puts forward the strategy and innovation of management reform in Guangxi in combination with the reality of The Times.

Definitions of Terms

1. Administration management reform refers to the exercise of state power in the management of social affairs. It can also refer to the administrative affairs management of all enterprises and institutions. It is an important sub-system of the social system. With the development of society, the objects of administrative management are increasingly extensive, including economic construction, culture and education, municipal construction, social order, public health, environmental protection and other aspects. Modern administrative management multi-application system engineering ideas and methods to reduce human, material, financial and time expenditure and waste, improve the effectiveness and efficiency of administrative management.

2. School management level refers to The school plans, organizes, coordinates and controls the education, teaching, scientific research, logistics, teachers, students and staff of the school. The subject and object of management are the school itself, that is, the school's management of itself, which is different from the education administration department. Through management, the school combines all kinds of work and its component elements to give full play to the overall function in order to achieve its training goals for students and various work goals.

3. Construction of teaching staff refers to A series of work on the selection, training, assessment, use and management of teachers in college and university education. It is the key to run a good military academy.

4. Administrative performance refers to the important content of modern administrative management is also the starting point and ultimate goal of administrative management. Administrative performance, also known as "public productivity", "national productivity", "public organization performance" and "government performance" in Western countries, refers to the performance, effect,

efficiency of the government in social management and the efficiency and effectiveness of its management work, and is the management ability embodied by the government in the process of exercising its functions and implementing its will.

5. Performance evaluation and administrative supervision refers to a link in enterprise performance management, which refers to the process in which the assessment body evaluates the completion of the work task, the performance degree of the work responsibility and the development of the employee by using a scientific assessment method against the work objectives and performance standards, and feeds back the evaluation results to the employee. Refers to the supervision and supervision of the administrative acts of the government and its civil servants by various political and social forces such as the legislature, administrative organs, judicial organs, political parties, social organizations, news and public opinions; The narrow sense of administrative supervision refers to the internal supervision and supervision of administrative organs to their own organizations and their civil servants' bad administrative behaviors.

6. The concept of innovative education refers to the education with the basic value orientation of cultivating people's innovative spirit and innovative ability. On the basis of universal nine-year compulsory education, in the process of all-round implementation of quality education, in order to meet the challenges of the era of knowledge economy, it focuses on the research and solution of how to cultivate the innovative consciousness, innovative spirit and innovative ability of primary and secondary school students in the field of basic education.

Research framework

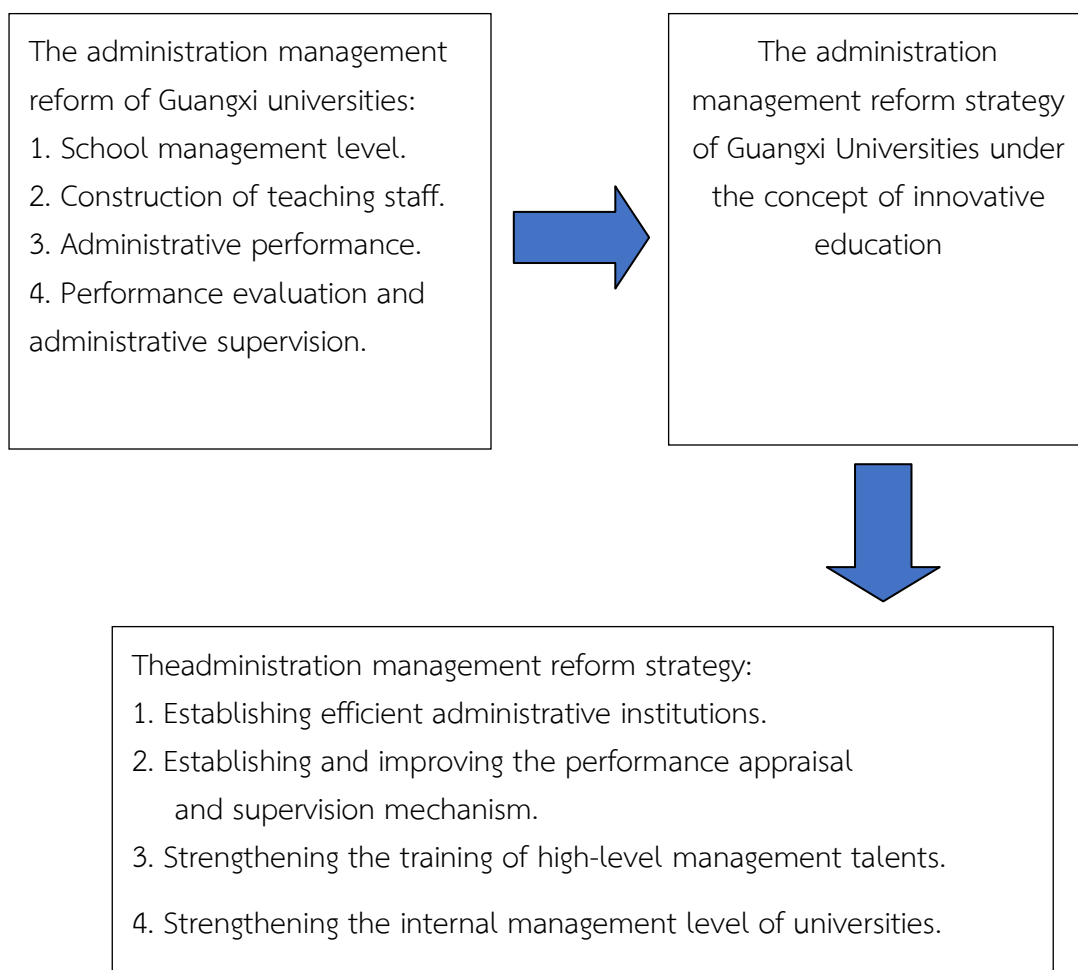


Figure 1.1 Research framework

Chapter 2

Literature Review

In the research on the administration management reform under the concept of innovative education of Guangxi universities, the researcher analyzed documents, theories, concepts, and related research about administration management reform under the concept of innovative education. The details are as follows:

1. The concepts of education administration
2. The concepts of administration management reform
3. The concepts of innovative education
4. The context of Guangxi universities
5. Related research

The Concepts of Education Administration

Education management refers to the management of an education system in which a team combines human and material resources to monitor, plan, develop strategies, and implement the structures that execute the education system. Education refers to the combination of knowledge, skills, values, beliefs, habits, and attitudes with learning experiences. The education system is an ecosystem of professionals in educational institutions such as government departments, statutory boards, agencies, and schools. The education system is enriched and enhanced by the joint efforts of political leaders, principals, teaching staff, non-teaching staff, administrative staff, and other education professionals. Management is needed at all levels of the education ecosystem; Management involves the planning, organization, implementation, review, evaluation, and integration of an organization.

The field of university administration involves many issues, including administrative work conditions, performance appraisal, and administrative supervision, staff team construction, and school management level. Classical papers

provide a wealth of theoretical and practical perspectives on these topics. The research of the above scholars provides important theoretical support and practical guidance for university administration. Future studies can further explore these issues and provide more targeted suggestions and solutions for the improvement and innovation of university administration in combination with the actual situation of the current university administration.

Concept of University Administration

From the interpretation of the terms of institutions of higher learning and the relevant literature, there are two understandings of universities: in a broad sense, universities and universities refer to the provision of higher education organizations for citizens. In a narrow sense, the whole higher education system of colleges and universities is composed of the higher education system including universities, specialized colleges, higher vocational and technical colleges, and junior colleges. According to the origin of university establishment funds and the establishment of specific disciplines, Chinese universities can be generally divided into public universities and private universities. The universities in this paper mainly refer to the public universities organized by the state. To facilitate the research and writing, there is no strict distinction between the universities in this paper. Administrative management refers to the administrative activities of state administrative organs that enjoy state affairs, social and public affairs, and their own internal affairs. According to the interpretation of university administration is the school teaching and scientific research, talent cultivation, achieving the goal of college and internal administrative affairs management activities, specifically according to the party committee and the principal superior down rights and specific tasks of the articles of association, colleges, and universities administrative subject using scientific and effective management method of the school administrative work planning, organization, coordination, control, and decision-making. To achieve the expected goals of colleges and universities, according to the rules and regulations of the school administrative organization, they are good at choosing appropriate measures and means, rationally allocating resources, lead teachers, students, and staff to complete the goals together, and give play to their own management functions.

This management function is mainly as follows: First, according to the requirements of their development planning, make full use of resources for reasonable investment, distribution, and allocation. Secondly, to ensure the operation of the whole university administrative management system. That is, the operation, timely supervision, coordination, and summary of teachers' teaching and scientific research, administrative and management personnel, and logistics support, but also to deal with the relationship between the school and the outside world, to ensure that the school planning according to the expected goals. As an educational phenomenon, university administration is not produced in recent years, but it is put in scientific research and education from the academic perspective of the 20th century. It itself has the characteristics of different government administrations. First, university management and academic management complement each other. Administrative management mainly includes organization, personnel, infrastructure, logistics, and other affairs. Academic management mainly includes subject construction, teaching activities, scientific research, teacher training, and so on. Second, most university administrators hold both administrative and professional, and technical positions. In addition to daily management, university administrators also take the initiative to undertake teaching tasks, strive to improve their education, and actively carry out academic research. Third, the main working objects of university management are teachers and students. This group of college students has its particularity. When carrying out the work, we should take college students as the foothold, and fully consider the age and psychological characteristics of students. University administration mainly includes the following four aspects:

- 1) University management system

The connotation of a university administrative management system comes from educational administration. It is the educational management carried out by the state administrative organs through administrative means according to law. Educational administrative institutions at all levels and of all types shall, in combination with the normal establishment and guaranteed operation of colleges and universities, formulate the administrative rules and regulations of colleges and universities, and establish the administrative management system of education in

colleges and universities. It refers to the management and standardization of higher education in the cause of higher education using policies and measures, to realize the specific purpose of the development of higher education. The administrative management system of colleges and universities has promoted the development of higher education, cooperated with the management, and formulated the plan, which has guaranteed the stable and healthy development of higher education and guaranteed the public education rights of college students. As an important aspect of national education management, the management of colleges and universities is the guidance, management, supervision, and standardization of education, and plays an important role in the smooth progress of national higher education.

2) Educational administrative organization and personnel of colleges and universities

The establishment of administrative departments in colleges and universities cannot be separated from the implementation of their main functions. Therefore, the relationship between departments and functions is also the key to good management. The establishment of the university management department must pay attention to the following problem: the functions of the university management department should not be repeated, the functions should be scientific and reasonable, and the functions should be consistent with the post. If the functions of administrative departments in colleges and universities do not match and the powers are overlapping, it will cause chaos of administrative work and low efficiency in administrative work. Therefore, we should effectively handle the relationship between the various administrative departments and their functions.

3) Training and planning of university administrative personnel

Theodore W. Schulzi believes that a relative form of human resources and material resources is specifically expressed in people's knowledge, ability, experience, and body. Colleges and universities are the container for gathering human resources, and the place for cultivating human resources. Similarly, it also has a large demand for human resources. The human resources of administrative personnel are a kind of production capacity with "special value". Attach importance to the cultivation of human resources in colleges and universities, promote the development of colleges and

universities, and improve the efficiency of administrative management. On the one hand, university administrators, as managers and service providers, serve for university talent training and scientific research. Strengthening investment in human resources can improve their work enthusiasm, service level, and work quality; on the other hand, university administrators work with teachers and students. Only by improving the ability and efficiency of administrative personnel in colleges and universities can teachers and students be helped to solve problems. It can also make the teaching and scientific research and academic atmosphere of full-time teachers simpler, make students' study and life more active and relaxed, to promote the development level of various undertakings in colleges and universities.

4) Coordinate the relationship between staff structure and reform and management

The relationship between university personnel structure and university reform management can usually be said to be an in-depth understanding of university management personnel and specific measures of reform management. The administrative reform of colleges and universities is often inseparable from the reform of administrative personnel. If the administrative staff team is too large, there will be a lot of management problems, or even stagnation. Therefore, the more detailed the structure of the administrative management team of the whole school, the clearer the function allocation, the more the expected effect can be achieved, and the fighting spirit of the administrative staff can be stimulated.

University management functions

The administrative functions of colleges and universities mainly come from the educational administrative functions of the government. The administrative functions of colleges and universities can be roughly divided into ruling function, social service function, and social management function. The following three functions are described in detail below.

1) Dominant function

The ruling function of administration in colleges and universities means that colleges and universities should teach according to the education policies promulgated by the state and the current policies.

2) Social service function

The social service function is reflected in the administrative organization organizing non-administrative personnel in colleges and universities to carry out teaching and research activities through various rules and regulations and functions. In teaching and scientific research, we should solve various problems comprehensively, so that all the faculty and staff of colleges and universities can work hard, love their work, and finally achieve the expected goals of colleges and universities.

3) Social management functions

The social management function of administration in colleges and universities is mainly reflected in the implementation of colleges and staff through the management operation mechanism and specific management responsibilities so that they can carry out their work by the regulations and norms, to guide and standardize the education management system. The decisive role of the above functions lies in the socialist nature of our country, which plays an important role in the teaching and scientific research of all universities in China. The administrative function of colleges and universities plays a guaranteed role in college teaching. Therefore, we should strengthen and improve the management functions of colleges and universities, with the development and change of society, and constantly improve and innovate the management functions of colleges and universities, to better improve the education level of colleges and universities.

University management informatization

University management informatization mainly refers to the effective use of existing networks, computers, big data, 5g intelligent interconnection, and other technologies and equipment, effectively use the existing file transmission, educational management information release, and sharing of high-quality educational resources in educational management and promote the improvement of the administrative level of education departments and schools. Strengthen the application of modern technology in the field of educational administration, and gradually realize the digitalization of the office.

The Concepts of Administration Management Reform

The Meaning of administration management reform

Sheila Tobias. (1870, p.158). proposed education reform is not only confined to the classroom, innovation and means blind change, more important is the innovator to strengthen the management of external factors, such as college before school choice process, tests, class size, etc., if not strengthen the overlapping management, even the most promising courses, their teaching, experiment or classroom innovation will fail.

Kulik Tafel-Vii. (1899, p.108). It is believed that the effective implementation of education reform is a major problem existing today, and the plan and sponsorship of the reform will be affected by the effect of the reform. This paper discusses the reform process and methods of higher education and other higher education institutions in the development of the Internet. At the same time, in the process of exploring the failed educational reform, it is concluded that the implementation of the educational reform has not been fully solved. In this article, the author uses innovative ideas to put forward methods and strategies to promote educational Reform and emphasize the importance of interaction between teachers and students. At the same time, in the paper, the authors proposed to strengthen the role of network technology in education management and let each teacher realize the influence of W through this network, to make the education reform be effectively implemented. The paper also explores the correlation and necessity between the network and education reform through the quantitative adjustment results of specific teachers and the research of various network technologies.

Leroy. A. (1980, p.198). In the innovation of educational management, the definition, origin and development, production method, and the specific application process of the micro-course in the classroom are mentioned, which provides a new theoretical basis for teaching reform in colleges and universities.

Burton R. Clark. (1921, p.160). The book written by a famous professor in higher education, does not regard higher education as an education system but a system of essentially power struggle. Based on this study on the basic characteristics

of higher education, it is essentially a study of how the power struggle system itself determines action and change.

The Comparison of Higher Education, written by John van der graf (2001, p.78), analyzes the power structure of the university education system of seven countries based on the perspective of seven countries, namely Britain, France, America and Germany, Italy, Sweden and Japan.

Enbaum Robert. (2015, p.12). of the university operation mode-university organization and leadership of the control system is this very classic book, the study is the American university organization and management, in the book, introduces the organization of internal college, detailed organization introduction from four university organization operation mode and the control mode of subdivision four directions is introduced.

Lai Linjuan, Ma Shimei. (2014, p.6). in the American university administration scientific practice and enlightenment, is closely around the "scientific", mainly from the United States and the British university administration practice introduced, the paper mentioned the scientific in addition to reflect in the application progress of modern management tools, can also in the management concept, system, and the United States and the UK university management of the whole process is very advanced science, cited the Massachusetts institute of technology and Berkeley university of California, can keep pace with The Times, according to time.

Clark Kerr. (2003, p.68). pointed out that colleges and universities serve society, but they should not ignore the independence of colleges and universities. In the development of colleges and universities themselves, they should be able to be independent from the interference of external factors, on the premise that they can ensure the correct development path, so that the exercise of their rights is independent.

Cohen, Hill. (1998, p.68). Point out that the reform is not on paper or on slogans, it should be able to foresee the consequences and impact of the reform. If colleges and universities want to carry out large-scale reform, they must be excellent and forward-looking and foresee the consequences and impact of the reform of the administration of colleges and universities.

Dimmen Aasmund, Kyvik. (2005, p.88). points out that for some western decentralization of government, they realized if give power to colleges and universities for a long time, will make many problems, and it is difficult to achieve and achieve goals of colleges and universities, so they are slowly back the rights to the colleges and universities, one of which the most representative to the United States and the United Kingdom, Norway.

Robert J.Walbeek. (1990, p.68). In a paper published in the American Journal of Education Research (American Educational Research Journal), he argued that "weakening administration and emphasizing academic research is the future" (less administration and more academic will be a trend).

To sum up, foreign first-class universities pay more attention to "autonomy" in terms of management system. Only when universities can be influenced by other factors outside the university and not be interfered by the government can they provide academic environment and atmosphere for teachers and students, and weaken academic freedom and emphasize academic management.

Theory of university administrative management

Mu Mengyan. (2015, p.188). It points out that the construction of "double first-class" requires new requirements and tasks such as the development and improvement of disciplines, the reasonable setting of majors and the improvement of staffing. For a long time, our country is gradually make our university administration in the direction of service transformation, the transformation needs to rely on the administrative reform of colleges and universities, around the university education teaching talents, scientific research talent introduced administrative work, and starting from the background of "pipes", in view of the current situation of the administrative system reform in our country, analyze problems, combined with the actual situation put forward the breakthrough in the path of the administrative system reform in colleges and universities.

Hu Xiaojing. (2020, p.48). put forward under the social background of the new era, the institutions of higher learning and the education administrative department for certain change and innovation will be able to more effectively promote the improvement of comprehensive ability of colleges and universities, for

example, establish and perfect administrative system, strengthen the administrative staff professional quality, adopt the division of labor responsibility system for administrative management, establish and improve the perfect evaluation mechanism.

Yang Xin. (2017, p.258). that the school administrative work needs to further strengthen, to improve its management ability and management system, improve the psychological quality of managers and managers play their own expertise, reduce the administrative waste of resources, to make the whole school administration in a whole harmonious development, the state of intelligence gradually perfect.

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Shen Zhao. (2008, p.66). He pointed out that the characteristic of "high efficiency" is put forward for the reform of higher education in China. In view of the high efficiency, he proposed to improve the quality of the administrative personnel of colleges and universities, and put forward some countermeasures for the administrative system of colleges and universities.

Hu Xiaojing. (2010, p.78). pointed out that the education career is also need to follow the social economic level development reform and innovation, to ensure the stable development, in the development of the required quantity and quality have new standards and requirements, higher education to meet the new requirements of the new standard, can take the administration of colleges and universities, this is must enhance the level of administrative management, the next

is how to do, analyze the problem of low administrative management in colleges and universities and reasons, put forward new ways to improve the efficiency and level of administrative management in colleges and universities.

Liu Ting. (2009, p.78). It emphasizes that the administrative management of colleges and universities should adapt to the pace of the deep reform of China's education system in the new period as soon as possible, and be in line with the requirements of The Times. Teng Da, Li Xue mentioned in the article "Countermeasures and Suggestions to Improve the Efficiency of Administrative Management in colleges and universities" that the current scale expansion of colleges and universities in China undoubtedly increases the number and intensity of the administrative management of colleges and universities, which requires the administrative management of colleges and universities to complete more work in the same time. Then, we must actively find out the influencing factors of the low efficiency of administrative management in colleges and universities, and put forward improvement measures to improve the efficiency of administrative management, so that the administrative management of colleges and universities can play a role in the development of higher education in the new period.

Ma Erlei. (2015, p.38). It is believed that with the development of the information age, China's higher education has developed rapidly, and the administrative concept and efficiency of higher education institutions have also been improved to a considerable extent, but there are still some problems. The work of higher education administrative department in the higher education management system is not only the leading organization, but also the basic position of guarantee and public service. The main purpose of the administrative departments of institutions of higher learning is to serve the educational teaching and scientific research work of universities, while promoting the efficiency is the starting point and destination of the administrative departments of institutions of higher learning.

Kan Geng. (2011, p.50). pointed out that due to the progress of modern education system, institutions of higher learning are gradually towards education popularization stage of development, and the school size is expanding, make the

administrative department of higher learning management needs urgent development, so the institutions of higher learning need an efficient administrative department management team, and the efficiency of the administrative department of management will directly affect the smooth development of institutions of higher learning management, so high administrative department management also has great practical significance.

Zhao Hui. (2016, p.88). pointed out that higher education administrative work belongs to the key to the higher education internal management system, so, enhance the efficiency of higher education administrative work is critical, in the process of management, the managers must grasp the target object of education administrative work, strengthen the ideological education work and professional quality training, establish scientific research system, efficiently improve the efficiency of the education administrative work.

Fang Yonglu. (2009, p.67). points out that on the one hand, should attach importance to the education teaching reform, on the other hand also want to master the focus of the administrative work in colleges and universities, to give full play to the basis of the government management guarantee and basic public service function, and discusses in the service view of university government management institutions innovation ability, and improve the quality and efficiency of the government management in colleges and universities.

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Xu Fei. (2009, p.158). in the scholars in line with the summary of administrative years in colleges and universities, according to the problems he found are analyzed, after combining the actual background of the related theory, focus on the service-oriented administrative management mode, finally to establish a

service-oriented administrative management mode in colleges and universities should abide by the basic principles and effective measures can be taken.

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Li Qingyuan. (2020, p.122). points out that the administrative personnel is the steady development of colleges and universities, teaching, the main force of innovation reform, should adhere to advancing with The Times, meet the education career in the new period of university management new requirements, to adjust good management strategy, will management up, for the university construction development goals to eat a reassuring.

Jiang Xiaoqin. (2021, p.238). When it comes to becoming a qualified administrative manager of institutions of higher learning, one must have good ideological and political quality, high professional management knowledge, a certain will to change, explore and innovate, and organizational ability.

To sum up, by strengthening teacher training and teaching, a scientific and reasonable education incentive mechanism should be formed, the teacher employment incentive mechanism and innovative administrative mode of universities should be improved, so as to further improve the comprehensive quality construction of government managers, so as to further improve school administrative management.

The importance of administration management reform

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School management level

Scott. (1987, p.265). reviews the development course of the institutional theory in *The Adolescence of Institutional Theory* and discusses how the social environment of an organization affects its behavior and structure.

The Institutionalized Organizations: Formal Structure as Myth and Ceremony by Meyer & Rowan. (1977, p.119). analyzes how organizational structure is influenced by social norms and values and explains why the forms of many organizations do not exactly match their actual functions. These studies provide a useful reference for the optimization and improvement of the management level in higher universities.

The field of administrative management in colleges and universities involves many issues, including administrative work status, performance assessment, and administrative supervision, staff team construction and school management

level. On these topics, the classical papers provide a wealth of theoretical and practical perspectives. The research of the above scholars provides important theoretical support and practical guidance for the administration of universities. Future research can continue to explore these topics in-depth, and combined with the actual situation of the current administrative management in universities, to provide more targeted suggestions and solutions for the improvement and innovation of university administrative management.

Construction of Teaching Staff

The A Behavioral Theory of the Firm of Cyert & March. (1963, p.34) puts forward the view of behavior theory, believing that the decision and behavior of organizations are based on the game and trade-offs between stakeholders. This has important reference value for the recruitment and incentive of university staff.

The Intersection of Entrepreneurship and Strategic Management Research by Hitt & Ireland. (2017, p.98), combines entrepreneurship and organizational success, providing a new research perspective for the career development and training of college staff.

Ai Yuexin. (2019, p.213) elaborated several strategies to optimize the administrative team of universities: First, accelerate the change of concept and clarify the concept of service. Second, strengthen the post-training, strengthen the management quality, improve the management level. Third, to accelerate the informatization and modernization of administrative management. Fourth, improve the comprehensive quality of the administrative personnel of commercial schools and establish a performance appraisal mechanism.

Yang Xingfang. (2006, p.132) pointed out that the development history of human civilization is the history of the human social division of labor and social occupation differentiation and is the history of the continuous improvement of the professional level of various occupations. The process of transformation from traditional society to modern society is the process of non-specialization to specialization. For the modernization of education, the professionalization of teachers and administrative personnel are like the two wheels of a car, and the

wings of eagles are indispensable. The specialization of university administrative management personnel has become a development trend in the world.

Administrative Performance

Cohen et al. (1972, p.133), in the classic paper A Garbage Can Model of Organizational Choice, the author proposed the "trash can model", arguing that organizational decisions are usually uncertain and chaotic, and decision-makers mix problems, solutions, and participants at different times.

Mintzberg. (1989, p.76) discusses the different forms of organizational structure in The Structuring of Organizations and provided new views on the coordination and control of university administration. These studies provide useful enlightenment for the improvement and optimization of administrative work in universities.

Zeng Liping, Bao Zhenxing & Luo Xianyu. (2019, p.190). It is believed that job satisfaction is an important dimension of administrative work in colleges and universities.

Robert Owen first introduced performance reviews to Britain in the early 19th century. By the middle of the 19th century, the US federal government began to use a performance appraisal system to evaluate government civil servants. The universities that introduced performance management began to evaluate their employees' performance at the beginning of 1980. In the West, performance appraisal indicators are considered a very effective means to evaluate their school running and profitability and can be an effective tool for the state to formulate educational policies, allocate financial allocation to schools and strengthen school management, so they are widely used.

In his 1985 report, Jarrett innovatively divided the performance appraisal indicators of colleges and universities into operational indicators, external indicators, and internal indicators. External indicators determine whether the university discipline setting is adapted to the development of the economy and society; internal indicators mainly refer to the characteristics of the university; operation indicators aim to list the operation "productivity" of the normal operation of

universities, such as unit cost, the workload of faculty, and utilization rate of library equipment.

Reid Kend, David Hopkins, Peter Holly, etc., to discuss the main factors affecting the performance evaluation and management of universities, that is, the role and efficacy of the administrative departments of universities. They all made outstanding contributions to the overall performance of the university. Many universities in Western developed countries, such as the United States and other countries, have gradually explored a complete evaluation system suitable for their own national conditions and culture after long-term practice and research. The British Federation of University Presidents and the University Appropriations Committee have advised many UK universities on the use of performance management systems in schools. We can compare, analyze and draw lessons from the advantages and disadvantages of typical universities using performance evaluation in developed countries, which will help to improve and promote the performance evaluation system of universities in China in the future.

The thought of performance appraisal in China originated in the period of the three Emperors and five Emperors. In the Book of Shangshu, there is "Dalu, stormy and misty", which means that that is, Yao had evaluated Shun before conceding the throne to Shun ". But for a long time, China's assessment index has been the traditional, single "moral, ability, diligence, performance, integrity" this standard. These five criteria are too general and vague, and they seem to include all aspects of investigative talent to consider &, the extent and extent of the five criteria, and what are accurately defined, without a quantifiable scientific criterion. Due to the introduction of Western performance evaluation theory, the research direction in China is to use the combination of qualitative and quantitative analysis methods. These indicators and standards are well used by all kinds of enterprises, making the assessment standards more scientific and reasonable, more objective, and fairer. Compared with the evaluation of enterprise performance management, the research on the performance evaluation of administrative departments in Chinese universities is relatively late. The whole stage can be summarized into three stages.

1) Initial phase (1983-2003)

At this stage, the research on performance management in universities is mostly preliminary, the depth of the research is shallow, and the correlation between the research content is not strong. In the initial stage, there were two representative articles, namely, "A Preliminary Study on the Performance Management of Colleges and Universities" published by Jia Jiuzhou and "How to Strengthen the Performance Management of Science Funds in Local Universities" published by Dong Boling. Jia Jiuzhou's article mainly explores the accurate definition of the concept of performance management in universities, while Dong Boling did not study the concept of performance management in universities, nor make an in-depth discussion on performance management.

2) Development stage (2003-2006)

This stage has developed more than before. In the past two years, five influential articles were published publicly. Although the study is relatively loose and casual, the correlation between the research contents has been significantly enhanced. Scholars have initially realized the feasibility of teacher performance evaluation, university human resource performance management, performance evaluation, and the use of a balanced scorecard in this category. The breadth and depth of the research are growing.

3) Take-off stage (2006-till)

Since 2006, we can search many cases and articles on the performance evaluation of university administrative personnel. The number of documents in this stage has increased rapidly and steadily and entered a stable stage. Ji Yongbin (Dalian University of Technology) in the article "Research on the quality and improvement of middle-level leaders in colleges and universities", the article focuses on the exploration of the quality of middle-level leaders in colleges and universities and how to improve the way. This paper not only analyzes the problems arising in the selection, appointment, training, and evaluation of middle-level leading cadres in colleges and universities but also puts forward the methods of improving the quality of thousands of departments and the index system of evaluating the quality of personnel. In the correct use of the university

cadre evaluation index system, Xuzhou normal university xie Zhongcai, Zhou Guocheng two professors planning the evaluation index system of university management cadres, the character, ability, and work performance as a level index for the assessment of management cadres in colleges and universities, for each audit object can calculate a score. Xia Jilin of Jiangsu University of Science and Technology "thought on constructing the evaluation system of university cadres" and proposed that the evaluation index system of university administrative personnel can be divided into democratic evaluation, public opinion survey, individual dialogue, and comprehensive evaluation. Democratic evaluation mainly targets the five aspects of "morality, ability, diligence, performance, integrity" of thousands of leaders, divided into 10 second-level indicators and 30 three-level indicators; the public opinion survey mainly investigates the work performance and personal image evaluation of leading cadres, including 3 first-level indicators and 12 second-level indicators. Xie Heming put forward the concept of university integration and established a standardized and empirical university performance evaluation mechanism from the construction of a human resource management platform and human resource evaluation index system. Lin Chunyan adopted multi-level fuzzy comprehensive evaluation, "found that the management of colleges and universities is vague in some factors, so the subsequent researchers can use fuzzy mathematics method to conduct in-depth research and can conduct a performance evaluation of the management of colleges and universities with more objectivity and timeliness". Through an accurate grasp of the concept of the balanced scorecard, " According to the actual situation of the administrative departments of universities in China, the overall performance assessment indicators of the administrative departments are divided into three aspects: teachers and students, internal organization, learning and growth, and the questionnaire is designed according to this. Yuan Haibin and others first selected a small number of staff from different administrative departments to conduct a questionnaire survey, confirm the feasibility of the questionnaire, and then carried out a questionnaire survey for all the leaders and staff of a university. Through the analysis of the results of the questionnaire survey and the analysis of the development trend of university performance evaluation, the assessment

indicators of the overall performance of the administrative departments of universities are derived ". In addition, several scholars have studied the performance appraisal management system of the administrative departments of universities, designed various models, and put forward constructive countermeasures and suggestions.

Throughout the formation and development of performance management theory, we can roughly define the definition of performance management from the following three aspects.

1) Performance management is a systematic project. Performance management is the system engineering, which is the broad definition of performance management. The purpose of performance management is to improve performance, which is to achieve the good results that people expect, that is, the management produced by improving performance is performance management. Michael Armstrong is his representative character. Michael believes that performance management is a collection of various technologies, which has a complete theoretical basis, beliefs, and characteristics, and its own characteristics can be reflected in practical activities.

2) Performance management is a dynamic process. Performance management can be seen as a dynamic process composed of multiple variables. Performance management is an orderly chain composed of multiple elements, which influence and restrict each other. This statement can be used as the definition of narrow performance management.

3) Performance management is an important human resource management means. Considering performance management as a means of human resource management is also a narrow definition of performance management. Because the implementation of the specific steps of performance management focuses on human resource management. This paper studies the performance assessment of administrative work in universities, which is a major means of human resource management and a unified system formed by various interrelated factors.

2. The relationship between performance management and performance appraisal

In practical application, the two words performance management and performance appraisal are used frequently and often confused. Many people simply equate performance management with performance appraisal and confuse the concepts. In fact, there are both links and differences between performance management and performance assessment.

Performance management (Performance Management, PM) refers to the open and continuous communication process to build the expected output and benefits of individuals and departments so that the actions taken by individuals and departments are conducive to achieving the expected goals. Performance appraisal (Performance Appraisal, PA), also known as performance evaluation or performance evaluation, is a regular assessment of the objective way and method to use the organization, to evaluate the potential of holding a higher-level position after the performance in the current position.

Performance appraisal is a systematic process and method to evaluate and define the performance of individual employees and departments. Managers can improve their management level through performance management, and the performance management level and ability of individual employees and departments can also be improved. In the process of overall performance management improvement, performance appraisal can provide objective basis for them, to promote the improvement of performance management level, maintain the continuous improvement and timeliness, so as to promote the units and departments to achieve ideal performance management results. At the same time, the success of performance appraisal is not only affected by the appraisal itself, but also closely related to the whole performance management system process.

To sum up, although performance management and performance appraisal are closely related, they are fundamentally different. In the human resource management system, performance management is the core content, and both performance management and performance appraisal are the core links. In the process of practical application, it is easy to ignore that performance management is a process of the whole system.

Performance Evaluation and Administrative Supervision

Pfeffer & Salancik. (2015. P.236). studied the influence of organizations by external environment and stakeholders in *The External Control of Organizations*, which has important enlightenment for the performance appraisal mechanism and administrative supervision of university administrators.

In *Reframing Organizations: Artistry*. (2017), Choice and Leadership discusses how leaders influence organizations through different "frameworks", which has certain guiding significance for the effectiveness of administrative supervision and the improvement of administrative performance.

Xie Heming. (2001. p.298). put forward the concept of integration of universities and established a standardized and empirical university performance evaluation mechanism from the two aspects of human resource management platform and human resource evaluation index system.

The Relationship between innovative education and university education management.

The main idea of Bear Peter is a new combination of economic aspects. About the personage inside the course of study thinks, this new combination is based on the American economic development of a improvement, its purpose is to make the enterprise better adapt to the era development, and the economic situation, broaden the strategic thinking of entrepreneurs, expand the service scope of enterprise, improve enterprise core competitiveness, thus in a state of always not eliminated. At present, China's understanding of innovation has also been greatly improved. It is generally believed that innovation is the best combination of thought and market, but also the organic integration of theory and practice, which is a good form of expression.

UNESCO has long discussed the innovation and development of education and held a conference on innovative education in Paris, France in 1998. The conference puts forward some new ideas, including the following content: to enrich the educational content and help students to enhance the understanding and application of knowledge; to give full play to the positive role of school, family and society and to promote the innovation of teaching theme, content, method and

method; to adhere to the teaching of student-oriented, encourage students to divergent thinking, dare to question all kinds of views, and dare to ask their own questions; to implement an open teaching mode and create a more tolerant classroom atmosphere. In addition, students should also improve their various abilities in addition to knowledge, such as communication ability. The relevant institutions in some foreign countries also explore various forms of innovative education, and put forward some new solutions, such as the "innovative learning" proposed by the Club of Rome.

To sum up, it can be seen that innovation is not only the theme of The Times, is also the education development to a certain stage must solve and must face a problem, combined with China's national conditions, of course, promote innovation education is the most suitable for education reform, because only through the education concept, education innovation, to create a innovative spirit, innovation ability of talent education environment and atmosphere.

The Concepts of Innovative Education

The so-called innovative education is not a physical existence independent of morality, intelligence, physical education and beauty. As an advanced educational concept, innovative education runs through and affects every link of college education and teaching. This new educational consciousness and educational method is a kind of overall educational innovation and value pursuit, which is the negation of the traditional educational concept. Innovative education is not the change of educational content or the reform of educational method in the general sense. It is a new definition in the educational function again, and in this new educational concept, it emphasizes the active adaptability of cultivating talents to the environment, society and other aspects. With the rise of college education management reform, this idea has attracted the great attention of education administrators. The reasons are as follows: as the society enters the era of knowledge economy, the management of higher education faces new challenges; secondly, the rapid development of social economy brings higher quality requirements for universities; finally, the continuous adjustment of modern

industrial structure and employment structure requires that the primary task of higher education in China is to cultivate senior talents with sustainable innovation ability for the society. The important prerequisite for the implementation of innovative education concept is the innovation of education management, and the most fundamental purpose of innovative education is to cultivate quality innovative talents for the construction of socialism. An important premise in the training process of innovative talents is that education management must be innovative. Therefore, innovative education and university education management are a close relationship of mutual dependence, mutual promotion and common development.

What innovative education values is the cultivation and development of students 'personality. The corresponding education management should follow the concept of people-oriented, and create a growth environment for students to study independently, discuss freely, and healthily develop students' personality and potential. However, if the traditional concept of education management can not be reformed and innovated, the concept of innovative education will be greatly blocked. Therefore, in order to fully implement the concept of innovative education, we must put aside the shackles of traditional education management and create a new education management environment. At the same time, the principle of innovative education will promote the innovation of education management. One of the characteristics of today's society is innovation, innovation education is the social development of university education, and the inner need to improve their competitiveness, school priority is to cultivate innovative talents, from the quality of the development situation, if the school education management to continue along the traditional concept, will lag behind the needs of the development of higher education, thus become the obstacle in the process of talent training.

In summary, innovative education promotes education management to constantly adapt to the needs of innovative education, and also promotes the innovation of education management in fungus schools. The level of educational management directly affects the effect of innovative education implementation. The relationship between innovative education and education management is

interdependent, mutually influenced and developed together. The implementation of innovative education concept is a further improvement of the requirements of university education management. On the one hand, innovative education requires high school education managers to have new educational concepts and various knowledge and abilities. On the other hand, innovative education also requires the school education operators to dialectically treat the relationship between strict and loose, principle and flexibility, inheritance and innovation in the daily management practice, so that these operators themselves reflect the level of education management. The implementation effect of innovative education in a university reflects the level of its management. The school with high education management level will certainly be better; the chaotic education management will definitely affect the smooth implementation of innovative education.

Leroy A. (1980, p.198). in the innovation of educational management, the definition, origin and development, production method, and the specific application process of the micro-course in the classroom are mentioned, which provides a new theoretical basis for the teaching reform in colleges and universities.

Burton R. Clark. (1921. p.160). the book written by a famous professor in higher education, does not regard higher education as an education system but a system of essential power struggle. Based on this study on the basic characteristics of higher education, it is essentially a study of how the power struggle system itself determines action and change.

The Comparison of Higher Education, written by John van dergraf. (2001, p.156). analyzes the power structure of the university education system of seven countries based on the perspective of seven countries, namely Britain, France, America and Germany, Italy, Sweden, and Japan.

In recent years, with the continuous development of the national economy, the exchanges with the world are extensive and deep, which also put forward higher and stricter requirements for the innovation ability of Chinese talents, focusing on cultivating a group of high-quality modern talents, the relevant departments of the state have also started the reform work in the field of education. Among them, innovative education is an important part of education reform. To develop

innovative education based on education is to let students cultivate their own innovative spirit and innovative ability in the process of accepting knowledge. Xi Jinping, General Secretary of the CPC Central Committee, President of the People's Republic of China, and Chairman of the Central Military Commission, has repeatedly stressed the importance of innovation on various occasions, pointing out that innovation is the primary driving force for development. Especially when talking about the great cause of realizing the Chinese dream of national rejuvenation, Xi pointed out that the cause of innovation calls for innovative talents. General Secretary Xi's important directive spirit has set forward goals for China's education reform and development, outlined a beautiful blueprint, and has also become a powerful driving force for innovative education. To promote the development of innovative education, in essence, is to take cultivating students' innovative spirit as the starting point, through a series of ways of innovation and concept innovation, so as to strengthen students' innovative ability and promote the comprehensive improvement of students' comprehensive quality. As a teacher, teachers' innovative consciousness and innovative concept are closely related to the quality and effect of innovative education. For higher education, actively carry out concept innovation, method innovation, innovation and content innovation education, not only for students to accept the next higher level education to lay a relatively solid knowledge foundation, also help students develop good innovation ability, culture tree excellent innovation character, and ready to work for later towards society. In addition, this kind of innovative education based on higher education can help students to lay at least two foundations, namely, the foundation of innovative spirit and innovative ability.

The new educational consciousness and educational method is a kind of overall educational innovation and value pursuit, which is the negation of the traditional educational concept. Innovative education is not a change of educational content or a reform of educational methods in the general sense. It is a new definition in the educational function again, and in this new educational concept, it emphasizes the active adaptability of cultivating talents to the environment, society and other aspects. In the development process of education management reform,

the concept of innovative education is not unfamiliar. However, with the rise of college education management reform, this idea has attracted the high attention of education administrators. The reasons are as follows: as the society enters the era of knowledge economy, the management of higher education faces new challenges; secondly, the rapid development of social economy brings higher quality requirements for universities; finally, the continuous adjustment of modern industrial structure and employment structure requires that the primary task of higher education in China is to cultivate senior talents with sustainable innovation ability for the society. The important prerequisite for the implementation of innovative educational concept is the innovation of educational management. The most fundamental purpose of innovative education is to cultivate high-quality innovative talents for the socialist construction. An important premise in the training process of innovative talents is that education management must be innovative. Therefore, innovative education and university education management are a close relationship of mutual dependence, mutual promotion and common development. Innovative education values the cultivation and development of students' personality, so in the corresponding education management, we should be in line with the concept of people-oriented, to create a growth environment for students to study independently, discuss freely, healthy and comprehensively develop students' personality and potential. However, if the traditional concept of education management can not be reformed and innovated, the implementation of the concept of innovative education will be greatly obstructed. Therefore, to fully implement the concept of innovative education, we must put aside the shackles of traditional education management and create a new education management environment. At the same time, the concept of innovative education will promote the innovation of education management. One of the characteristics of today's society is innovation, innovation education is external requirements to the social development of university education, and the inner need to improve their competitiveness, the primary task of colleges and universities is to cultivate high-quality innovative talents, in the face of the development situation, if the university education management to continue to use the traditional idea, will lag

behind the needs of the development of higher education, thus become the obstacle of talent training process.

Innovative education promotes education management to constantly adapt to the needs of innovative education, but also promotes the innovation of college education management. The level of educational management directly affects the effect of innovative education implementation. The relationship between innovative education and education management is interdependent, mutually influenced and developed together. The implementation of innovative education concept is a further improvement of the requirements of university education management. On the one hand, innovative education requires college education administrators to have brand-new educational concepts and multi-faceted knowledge and abilities. On the other hand, innovative education also requires university education administrators to dialectically treat the relationship between strict and loose, principle and flexibility, inheritance, and innovation in the daily management practice, so that these in themselves reflect the level of education management. The implementation effect of innovative education in a university can reflect the management level of innovative education will certainly be better; the chaotic education management will affect the smooth implementation of innovative education.

In many ways, university management can be divided into three categories: administration, teaching management and logistics management. Among these three, administrative management is the prerequisite for the implementation of teaching and scientific research management, and the necessary guarantee for the implementation of teaching and logistics management. The administrative management of universities is not only the leading organizer, the guaranteed organizer, but also the provider. Administrative management has obvious guiding function, restraint function and regulating ability. Due to the different service objects of different departments, different work priorities and different requirements of technical and business levels, this paper only selects representative and pioneering administrative departments as the research objects of performance evaluation. Teachers and scientific researchers at all levels are the main body of teaching and

scientific research in colleges and universities, while the administrative institutions are the relevant administrative organs engaged in non-teaching and scientific research activities, and their duties are to manage the administrative management and implementation of the members of the organization. The professional quality and working ability of the administrative departments and the managers and executors of these departments are largely determined by the management level of the school, and the competitiveness of the school will be affected accordingly. Performance appraisal is the main way to improve and motivate managers to improve their professional quality and working ability. If the performance appraisal system of the administrative department is closely related to the improvement of the administrative performance of the whole school, the professional quality and working ability of the school administrative department and the administrative department personnel can be comprehensively and objectively evaluated. The administrative performance management of colleges and universities has become an important part of the management system evaluation, which is not only the performance assessment method of university administrative departments and administrative personnel, but also the objective basis for the implementation of rewards and punishments, cadre appointment, assigning personnel allocation, improving rank, training personnel, and reducing labor costs. It is of great significance to establish and improve the performance evaluation system and explore the appropriate performance evaluation methods of the university to improve the office efficiency and quality of the administrative personnel and administrative departments. Timely and objective evaluation of the function of university administrative management is not only conducive to mobilizing and exerting the work enthusiasm, enthusiasm, and creativity of managers, changing the existing working attitude, and improving the methods of daily work, but also conducive to the realization of high-quality management goals and work plans.

To sum up, the implementation of administrative performance evaluation in colleges and universities is an effective means to improve the efficiency of administrative personnel and departments, and to further realize the management function. Administrative performance evaluation is conducive to further training,

selection and appointment, institutionalization and scientific management, competition, and talent selection; conducive to objective and fair evaluation of managers to fulfill their responsibilities and practical work; to stimulate the enthusiasm, initiative, and innovation of employees; to promote and improve the reform and development of colleges and universities.

Innovative Education Concept

The concept of innovative education was first proposed by American economist Xiong Peter, and its main idea is a new combination of economic aspects. About the industry \pm thinks, this new combination is based on the American economic development of a improvement, its purpose is to make the enterprise better adapt to the era development, the economic situation, broaden entrepreneurs strategic thinking, expand the scope of enterprise services, improve enterprise's core competitiveness, thus in a state of always not eliminated. At present, China's understanding of innovation has also been greatly improved, generally from the innovation is the best combination of thought and market, but also the organic integration of theory and practice, is a good form of expression. UNESCO has long discussed the innovation and development of education, In 1998, he held a theme conference on innovative education in Lebanon, France, Put forward a new idea: that we should start from the development of new teaching courses, To enrich the educational content, Help students to enhance the learning of understanding and deepen the use of knowledge; We should give full play to the positive role of schools, families, and society, Form a joint force to promote the innovation of teaching theme, content, methods and methods; We should insist on the student-oriented teaching, Encourage students to spread their thinking, Dare to question the various opinions, And have the courage to raise their own questions; An open teaching mode should be implemented, Create a more tolerant classroom atmosphere. In addition, students should also improve their various abilities in addition to knowledge, such as communication ability. The relevant institutions in some foreign countries have also explored various forms of innovative education,

and put forward some new solutions, such as the "innovative learning" proposed by the Club of Rome.¹ The theoretical basis of innovative education mainly includes:

1) Constructivist learning theory

Constructivism learning theory is the further development of learning theory from behaviorism to cognitivism, and its emergence and development is an important revolution in the field of educational psychology. The rise of constructivism theory can be traced back to the famous Italian philosopher and historian Veco (Giovanni Battista Vico). Vico believed that human history is the history of self-creation, and people can only know what they have created, emphasizing the importance of human subject understanding, and laying a foundation for the emergence of constructivism theory. The German philosopher Kant (Immanuel Kant) after the human cognitive ability into perceptual ability, intellectual ability and rational ability, the perceptual ability is relying on human sensory organs to form the external stimulus ability; the intellectual ability is a kind of thinking norms and judgment ability, is used to regulate the representation ability tool; and rational ability is a innate cognitive ability beyond the phenomenon world. Kant also put forward the "innate comprehensive judgment", that is, there is no need for Jean Piaget) that the process of learning is the process of constant change and reorganization of cognitive structure. People's cognitive structure is always in construction, and the psychological mechanism includes assimilation, adaptation, and balance. The constructivist thought of American educational psychologist and cognitive psychologist Jerome Seymour Bruner) is mainly reflected in the different forms of representation of the external world in the process of children's psychological development and discusses how different children construct the external world. The former Soviet Union psychologist Vygotsky (Lev Vygotsky) created the cultural history theory of human psychological development. He believes that a person's development process is a historical and cultural development process. In the process of accepting history and culture, this history and culture also influences and changes their psychology, which especially emphasizes the influence of communication and interaction on people's advanced

psychology. Later, the sociality of construction learning has been paid much attention to, and based on his research, situational learning, cooperative learning, cognitive apprenticeship learning and other social learning models emphasized on learning. As a theoretical trend of thought, constructivism is also in the stage of development. There are different orientations, including: radical constructivism, social constructivism, information processing doctrine and social-cultural orientation of constructivism. Although each theory has great differences in specific points of view, there is a certain consensus in learning theory, mainly manifested in:

1) Knowledge view

Constructivism learning theory view of knowledge holds that knowledge is relative, situational and subjective. According to this view, textbook knowledge is only a more reliable explanation and hypothesis about various phenomena, which is constantly developing, and knowledge is not the final answer to the problem. therefore. It can not be directly used, and students' understanding of knowledge needs their in-depth analysis in a specific situation. Although the textbook knowledge contains the truth, it is not absolutely correct. Therefore, the authority of the textbook cannot be used to suppress students, and students' learning of knowledge can only be completed through their own construction. Analyze the rationality of knowledge according to their own existing knowledge and experience. Students' knowledge is not only to understand the meaning of new knowledge, but also to test and criticize new knowledge.

2) Learning view

Constructivism learning theory learning, learning is not knowledge transfer directly from the teacher to the student, but the process of students to construct their own knowledge, students are not passively to accept foreign information, but actively choose processing, actively construct information meaning, the construction can not be replaced by others. The constructivism theory was introduced into China from the 1990s, Emphasizing students' learning initiative, Give the class to the students, In this regard, many Chinese scholars have done a lot of research on the constructivism learning theory, For example, in 1996, Professor Zhang Jianwei and Professor Chen Qi published *From Cognitism to Constructivism*, Professor He Kejer

published *Constructivism: The Theoretical Foundation of Innovating Traditional Teaching*, *Constructivism Teaching Mode, Teaching Methods and Teaching Design*, In 1999, *The Application of Constructivism Theory in Teaching*, Yang Yuanli's *Constructivist Learning Theory and its Application in Classroom Teaching*, *The Role of Constructivism in Classroom Teaching*, *The Constructivist Learning Theory and its influence in Education and Teaching* published by Zhang Qian and Jiao Yuanhong, These articles mainly elaborate on the ideological origin, development context and proposition of constructivism, Some works also mention the influence of constructivism and its application in teaching. In the 21st century, with the gradual deepening of the study of constructivism theory, a large number of works on the combination of constructivism theory and specific disciplines appeared in this period. In the subject of history, Liu Quan published the article "The Application of Constructivist Learning Theory in History Teaching" in 2002, focusing on the initiative of learners, the situational teaching, the full communication and cooperation, and the cultivation of students' metacognition in teaching. In addition, Xiao-juan Liao on the application of constructivism learning theory in junior high school history teaching, Tian Shou on the constructivism learning theory in the history teaching mode, Su-hui Wang on constructivism theory and application in high school history teaching, constructivist think, book knowledge is not out can use, with the effect, and need to specific circumstances, to create knowledge. Constructivists believe that education should be based on students' original knowledge and experience, and take students' original experience as the growth point of new experience. In the teaching process, we should create appropriate learning situations and pay attention to the cooperation and communication between students, rather than making students simply and passively accept knowledge. Learning is a process in which students actively construct new experience through communication and interaction with teachers and students, group cooperation and exploration according to their own existing experience under certain situations. Constructivists oppose indoctrination teaching, believing that teaching should not be imposed on students, and teaching should enable students to connect the new knowledge they want to learn with the original experience in their mind, so that students can construct new experiences

independently. Constructivists advocate break-down teaching, heuristic teaching and support teaching, pay attention to the cooperation and communication between students, and oppose rote learning. They emphasize the connection between knowledge, and pay attention to the cultivation of students' thinking ability and problem-solving ability. In the process of teaching, in the process of management and learning, college teachers should also apply the relevant theoretical transfer of constructivism in college education and teaching, implement teaching based on students' existing knowledge, experience and experimental skills, and pay attention to the construction of teaching situation in teaching. Through education and teaching, students are stimulated to connect with the existing experience in their minds, and to integrate the new experience with the original experience. In the teaching process, teachers should pay attention to the cultivation of students' ability through various teaching methods such as cooperative learning and interactive learning, and advocate the experience exchange and interaction between teachers and students and students.

2) Humanistic learning theory

Humanism (The English "Humanism", from the Latin "Humanitas"), also known as humanism, humanitarianism, etc. The study of humanism was initially mainly explored in the field of philosophy and psychology. In the early stage of the emergence of humanism, the behavioral school and the psychoanalysis school were the mainstream views in the field of psychology, but both these theories ignored the free will and human value in human nature, thus the "third force" was humanism in the field of psychology. In the 1950s and 1960s, humanistic psychology arose in the United States. Humanist psychologists represented by Maslow (Abraham Maslow) and Rogers (Carl Rogers) believe that people all have the need of self-realization. Psychological research should understand human nature, respect human value, and know how to explore human potential, and pay attention to the process of human growth and development. Humanitarian learning theory is the exploration achievement of humanistic psychology in the field of education. It breaks through the shackles of traditional education mode, respects people, understanding people and believing people in the first place, pays attention to

students' emotion and cognition, and pays attention to stimulating students' autonomy and enthusiasm in learning. This paper puts forward the student-centered teaching view, the teaching goal view of integrating knowledge, the meaningful view of free learning and the students' self-evaluation mechanism, which promotes the development of the contemporary educational reform movement. The humanistic learning theory is the extension of the humanistic psychology to the field of education. Therefore, the humanistic learning theory mainly studies the students' psychological activities and the whole growth process from the perspective of psychology. Because the humanistic learning theory is built on the basis of humanistic psychology, its theoretical basis is mainly the psychological theory: person-centered therapy. Rogers believes that a person's self-concept greatly influences his behavior. As a psychologist, Rogers advocates that in the process of psychotherapy, we should try to help the patient or the client create a better concept about himself, so that he can freely develop his potential and solve his own psychological problems. Therefore, the basic practice of the person-centered therapy is to encourage the patient to describe the problem and solve the problem, while putting the person in the shoes of the patient and show sufficient sincerity, respect, care and acceptance to the patient, so as to achieve the effect of self-treatment. Extending to the teaching field, the teaching activities are student-centered, and teachers are the promoters and guides of students' learning; create a relaxed and harmonious learning environment for students, relieve students' psychological pressure, and pay attention to students' emotion and cognition in teaching activities, and stimulate their autonomy and enthusiasm, so as to improve the teaching level.

Maslow and Rogers believe that human growth comes from the individual's need for self-realization. The so-called need for self-realization is one's desire to play and complete themselves, a tendency to realize its potential. It is precisely because people have the need of self-realization that people's potential can be stimulated, and the formation of personality is derived from the internal self-pressure of human nature, rather than the external pressure. Therefore, the same is true for teaching activities. When students realize that the learning content is meaningful and is closely related to their own needs, their internal potential and

autonomy will be stimulated to a certain extent, so as to improve their interest and enthusiasm for learning and enhance the learning effect. Maslow and Rogers believe that students are the center of teaching activities, and teachers are the "promoters" of students' learning; the purpose of education is to cultivate people who unify emotion and cognition, and they should pay special attention to the influence of students' emotional factors on teaching activities; people have the need of self-realization; when students realize the learning content is meaningful and closely related to their own needs, it is easy to stimulate their autonomy and enthusiasm; a relaxed and psychologically secure environment can enable students to learn better; meanwhile, students summarize and evaluate the learning effect from their own reality, check and fill the gaps, and make the whole learning process more systematic and efficient. Humanist psychologists point out that if people want to understand the activities of the actor, they must see things from the perspective of the actor. Rogers divided the students' learning process into two forms: meaningless learning and meaningful learning. Point out that meaningful learning should be absorbed. That is, learners must put all their emotions and consciousness into their study. In the process of experimental teaching, teachers should take meaningful teaching as the basic idea and take the comprehensive development of students as the overall goal of teaching. Rogers criticized the traditional school education. He believed that in the teaching process, students should not passively accept knowledge, but should let students actively explore and give play to their subjective consciousness. At the same time, teachers should also be good at motivating and guiding students and assist students to complete their learning tasks. Rogers pays special attention to the emotional input between teachers and students and the establishment of the relationship in the process of education.

3) Gardner--multiple intelligence theory

Howard Gardner (Howard Gardner), a psychological development scholar in the United States, found significant differences in the learning ability of patients with impaired brain function. After a lot of research, he proposed the theory of multiple intelligence in 1983 and divided intelligence into eight aspects. The following table shows the connotation and characteristics of the multiple intelligence theory.

Table 2.1 Contents and Characteristics of Multiple Intelligences Theory

Multiple Intelligence	Intension	Feature
Language intelligence	The ability to learn and use the language	Individuals can smoothly express events in language, express ideas and communicate with people
multiple intelligence	intension	feature
Language intelligence	The ability to learn and use the language	Individuals can smoothly express events in language, express ideas and communicate with people
Digital-logical intelligence	Mathematical operations and logical thinking ability	I like to think through reasoning, and I like to execute questions and look for answers, looking for rules and logical order
Music intelligence	Refers to the ability to appreciate and express the rhythm of rhythm	It refers to people's ability to feel, identify, remember and express music, which is highlighted by the sensitivity to non-verbal sounds in the environment, including rhythm and melody, rhythm, pitch and sound quality
Natural intelligence	The ability to identify organisms as well as being sensitive to other biological features in nature	It refers to the ability to observe various forms of nature to recognize and classify objects, and to gain insight into natural or man-made systems
Introspective intelligence	The ability to recognize, introspection and perceive themselves	It refers to an individual's ability to understand, insight and reflect on themselves, highlighting sensitivity to one's own feelings and emotions, understanding their own advantages and disadvantages, using their own knowledge to guide decisions and set goals

Table 2.1 (Continued)

Multiple Intelligence	Intension	Feature
Human intelligence	The ability to interact with people and live in harmony	It refers to the ability to be sensitive to others' expressions, speech, gestures, and to respond effectively, so that individuals can perceive and experience the emotions of others and make appropriate responses
Body movement intelligence	Control the ability of the body to perform simple or complex movements	It refers to the coordination, balance ability of the human body and the strength, speed and flexibility of movement. It highlights the use of the body to communicate and solve problems, skilled object operation and activities that require good movement skills

The theory of multiple intelligences has been rapidly applied to educational practice since its proposal. Among the various application achievements, the most representative achievements are the "colorful spectrum" in kindergarten, the "key school" in primary school, the "practical school wisdom quiet" in middle school, and the "art promotion" project in high school. Among them, "Colorful Spectrum" is the most successful research result of the theory of multiple intelligences. Its basic concept is that every child has different intelligence strengths, and various educational activities and different educational environment can strengthen children's intelligence strengths, but it can not determine children's intelligence strengths. If children's intelligent strengths can be determined, teachers can design personalized education programs for children to promote their personalized learning and development. Spectral program has brought a profound influence on the reform and development of teaching mode in various countries. It has attracted wide attention worldwide and has spread to the whole world. There are many foreign works on multiple intelligences, such as New Vision of Multiple intelligences,

Multiple intelligences in the World, Theory of Multiple intelligences and Evaluation of Preschool Children's Ability, Theory of Multiple intelligences and Learning Activities of Children, and Strategies of Teaching and Learning of Multiple intelligences are relatively famous. Up to now, the theoretical and practical research of multiple intelligence theory has been relatively mature in foreign countries, and its research focus has shifted from the exploration of multiple intelligence theory to the application of multiple intelligence theory in teaching practice.

In 1999, the original Chinese version of *The Multiple intelligences*, translated by Shen Zhilong and other scholars, was published in China, and the theory of multiple intelligences was officially introduced into China. At first, Mr. Tao Xiping, a famous educator, gave high recognition and attention to the theory of multiple intelligences, and carried out related research work. In August 2000, China and the University of Arizona signed the international cooperation project on the theory of multiple intelligences, which was approved as the key project of the "tenth five-year plan" and "11th Five-Year Plan" of the Chinese Education Association. Mr. Tao Xiping is the general leader of the project. This project further promoted the dissemination and popularization of the theory of multiple intelligences in China. Related books, projects, papers and reports kept emerging. Many educators began to apply the theory of multiple intelligences to teaching practice, and many inspirations for educational reform appeared. Huo Liyan, Chen Wenqi, Wang Jiali and other scholars have put forward many profound insights based on the theory of multiple intelligences, students, curriculum, teaching, evaluation and other aspects, which have played a positive role in promoting the reform and practice of education and teaching in China. Huo in the theory of multiple intelligence and its enlightenment to us, points out the five for the enlightenment of the education teaching reform in our country, respectively is in the education to set up positive and optimistic students, pay attention to cultivate students 'creative ability, ensure the all-round development of students, promote students' special display, and help students to advantage the characteristics of the field of intelligent migration to the weak intelligent field. He believes that the theory of multiple intelligences can change the domestic educational concept and promote the real implementation of quality

education. In the Strategy of the Application of Multiple Intelligence Theory to the Kindergarten Teaching reform, Chen Wenqi put forward some new ideas in the kindergarten teaching reform based on the theory of multiple intelligence and put forward the specific operational measures of the application of multiple intelligence theory in the kindergarten teaching reform. Wang in the multiple intelligence theory of aerobics curriculum reform and Enlightenment in the use of multiple intelligence theory of aerobics curriculum reform, points out that the theory of multiple intelligence can develop students' advantage intelligence, teachers should through the test method and observation method to understand the advantages of students, through the corresponding classroom strategy to promote students better advantage intelligence, weak intelligence development.

To sum up, the theory of multiple intelligence has been further developed in China, not only in the interdisciplinary research of computer software technology, medicine, mathematics, and other disciplines but also in preschool education, primary education, secondary education, higher education, and vocational education. The theory of multiple intelligences has been widely cited in the research topics of curriculum development, teaching reform, teaching mode, teaching design, and teaching evaluation, and has achieved fruitful results in theory and practice.

4) Quality-oriented education theory

The term "quality education" was put forward in the 1980s. At the beginning, quality education was put forward for the disadvantages of "exam-oriented education" in primary and secondary schools, and later had a profound impact on all kinds of education at all levels. Quality education has become an important force to promote the development of higher education in China. The definition of the connotation of quality education. There are also many discussions in the educational field. With the development and change of The Times background, educators explain the connotation of quality education from different perspectives, which enriches the connotation of quality education. The following are some definitions of the connotation of quality education given by scholars. Professor Ye LAN, vice president of the Chinese Society of Education, said: " Quality-oriented

education is to improve national quality, and the most fundamental quality-oriented education is to awaken people's life consciousness. "Yang Zhanghong, in the book *Research of Quality Education*, summarized the connotation of quality education as: "Discover the value of people, give full play to people's potential, and develop people's personality. "In his book, *An Introduction to Quality Education*, Yan Guocai believes that "quality education is to cultivate and improve the quality of ethnic groups or students. It includes three types of eight kinds, namely physical education, psychological education, social education (Political quality education, ideological quality education, moral quality education, professional quality education, labor technology quality education)." Luo Qiaomin believes that "quality education is a national education that improves students' national quality and the basic quality of workers, promotes students' physical and mental development, cultivates good personality quality, and develops their potential." Liu Bin believes that "the three essentials of quality education: one is to face all students; the second is to develop morally, mentally, physically and beautifully; the third is to let students take the initiative to develop. "From the above expression, education theory workers and education practice workers in different ways to explain the connotation of quality education, although the way of expression is not the same, they have a very important role in enriching the connotation of quality education, so that the connotation of quality education is further improved and enriched. We can make the connotation of quality education so: in general, quality education is a kind of comprehensive development of education, it to improve the quality of people for the purpose, it is the innate endowment and acquired social factors, quality education to students' creative ability, self-study ability of eight kinds of ability training made a regulation. Innovation is the power source of social development and progress, and the students trained by education must meet the needs of society. Therefore, the educational process should pay attention to the cultivation of students' innovation ability. Today, we are in the knowledge in the form of exponential growth and innovation of the knowledge economy era, Learning limited knowledge in school has far from catching up with the development of The Times, so school education needs to pay attention to the cultivation of students' self-study

ability "teach to fish than teach to fish", in the process of teaching, teachers should guide students to establish the concept of lifelong learning, make life, learn old thought into students heart, enable students to follow the pace of time development. Teachers should also actively construct the teaching situation, attach importance to exploratory experimental teaching, and cultivate the students' innovative consciousness. Quality education is a kind of education that improves the quality of the people and develops all abilities and qualities in an all-round way. Colleges and universities undertake the arduous task of cultivating many high-quality talents in society, and the goals and mode of talent training in colleges and universities directly affect the quality of talent in China. Due to the influence of China's traditional education system, there are still many problems in the talent training mode of colleges and universities, which leads to the talents trained by colleges and universities cannot fully meet the development of society and the needs of national modernization. The implementation of quality education can change the mode of talent training so that the talents trained by universities in colleges and universities can be developed in all aspects. The quality of talent is related to the level of national quality, so the development of quality education in colleges and universities will directly affect the comprehensive national strength of our country. It is a kind of education that emphasizes the students give full play to the physical and mental potential of the educated in moral, intellectual, physical, and aesthetic aspects so that the educated can develop healthily and harmoniously.

The view that quality education in colleges and universities takes the comprehensive development of people has been further recognized. In recent years, the view of comprehensive development has become the starting point of promoting quality education, the reason is that the Outline puts forward the overall goal of comprehensively promoting quality education as "people-oriented". Some of the academic views are also based on the comprehensive development of people. Some scholars believe that " the improvement of students' comprehensive quality is the key factor in the implementation of quality education. "Some scholars believe that" the development and perfection of human personality is the goal of quality education. "Some scholars believe that" quality education is the further concrete

development based on all-round development." Mr. Zhang Xizhi, a famous Chinese educator, summarized the characteristics of quality education in colleges and universities as "comprehensive, innovative, and harmonious". "In general, there are many similar arguments to the above views based on the comprehensive development of people, indicating that the current academic circle generally believes that quality education in colleges and universities is based on the comprehensive development of people as the starting point.

To sum up, Chinese colleges and universities on the innovation education concept have a strong theory and have further advance in practice, innovative education idea has been deeply rooted in the hearts of the people, innovation is not only the theme of The Times, but is also the education development to a certain stage must solve and must face a problem, the various colleges and universities according to their situation for quality education implementation and reform, work together, actively explore, promote the development of quality education in colleges and universities. Of course, in combination with China's national conditions, the implementation of innovative education is the most suitable education reform, because only through the innovation of educational concepts, educational methods, and other aspects, can we create an educational environment and atmosphere for excellent talents with innovative spirit and innovative ability.

The Context of Guangxi Universities

Guangxi has 85 colleges and universities (Universities) including Guangxi University, Guangxi University of Science and Technology, Guilin University of Electronic Science and Technology, Guilin University of Technology, Guangxi Medical University, Youjiang Medical College for Nationalities, Guangxi University of Traditional Chinese Medicine, Guilin Medical College, Guangxi Normal University, Nanning Normal University, Guangxi Normal College for Nationalities, Hechi College, Yulin Normal College, Guangxi University of the Arts, and Guangxi University for Nationalities). Among them, Guangxi University has 211 universities, 60 public universities, 25 private universities, 38 undergraduate universities, and 47 junior

colleges, among which there are 26 public universities and 12 private universities. It has more than 1,000 faculty members and more than 300,000 students.

Related Research

Zhang Shiqi. (2022. p.145). proposes that University administration is an important part of the work of colleges and universities, which is directly related to the realization of the fundamental task of "cultivating people by virtue" in colleges and universities. At the same time, the level of university administrative management has a critical impact on the overall competition and development ability. The administrative work of colleges and universities has always been a hot issue in the field of education management, performance assessment, and administrative supervision are the key issues that cannot be ignored in the administrative management of colleges and universities, the construction of staff teams is the long-term focus in the administrative management of colleges and universities, and the school management level is the core issue in the administrative management of colleges and universities. In this paper, the four key variables in the field of administrative management in colleges and universities are summarized: administrative work status, performance assessment and administrative supervision, staff team construction, and school management level.

Jin-tao wang. (2006. p.13-15). proposes that new situation, new tasks requires colleges and universities from the management concept and management mechanism level attaches great importance to the strategic management, to adhere to the general principle of strategic management in colleges and universities, mining and grasp the scientific connotation of strategic management, give full play to its democratic management, target management of intelligence, efforts to improve the management level of colleges and universities.

Zhang Fuli. (2013. p.54-55). proposes that the current office automation system in colleges and universities is one of the effective means to improve the management level and management efficiency of colleges and universities, and it is also an inevitable choice for colleges and universities to adapt to the information age. Starting from the office automation system, the significance of office

automation for improving the administrative management level and teaching management level of colleges and universities.

Tian Qing. (2013. p.24-25). proposes that In today's rapid economic and social development and the diversification of education management methods, the level of education management determines the development prospects of colleges and universities. It analyzes and studies the current situation of education from the two aspects of student management and teaching management, and puts forward the countermeasures for the improvement of college education level.

Yang Ziqun. (2013. p.48-49). proposes that with the deepening of the reform of the education system, the social and economic construction and development have put forward stricter new requirements for higher education, which undoubtedly brings more severe challenges to the administrative work of colleges and universities. Combined with the actual situation of colleges and universities and the characteristics of students, it is of great strategic significance to effectively solve many problems in the administrative management of colleges and universities and further promote the reform and innovation of the administrative management of colleges and universities.

Sun Lijie. (1998. p.3). proposes that To improve the management level of colleges and universities is to firmly establish the "three concepts" Sun Lijie in the education management practice, we often find this phenomenon: on the one hand, serious insufficient investment, serious waste on the other hand; the number of teachers is not enough, the quality is not high, on the other hand, the existing teachers do not play a full role and so on. The existence of these phenomena actually reflects the problems existing in management.

Zhang Taihang. (1992. p.2). proposes that Improving the efficiency of running colleges and universities is a subject that the current educational leading organs attach great importance to. However, the efficiency of colleges and universities is very different from that of enterprises. It is reflected by cultivating qualified talents and creating high-level scientific and technological achievements, and its benefits are much more related to "people" than those of enterprises. Therefore, the improvement of benefits greatly depends on the quality of people and work

efficiency, especially the quality of teachers and managers and the improvement of work efficiency.

Liu Yan. (2007. p.32-33). proposes that Performance management is an important way to improve the quality of university office managers. This paper expounds the importance of the performance management of the office management of colleges and universities.

Zhou Tieshan. (2007. p.63-64). proposes that the important factors in the research management of ordinary universities, that the most critical is the human factor. On this basis, in view of the common system in the university research management, insufficient funding, lack of training, low conversion rate, and many other problems, put forward must improve the recognition of the importance of scientific research of school development, set up the people-oriented management ideas, according to the actual situation of the school, develop practical and feasible measures.

Wang Chuanyi. (2023. p.16-23). proposes that since the 18th National Congress of the Communist Party of China, remarkable achievements have been made in the construction of university teachers. Thoroughly implement the spirit of the party's 20th report on the construction of high-quality teachers, and facing the future goal of building a strong education country in 2035, colleges and universities should adhere to the moral first and continuously strengthen the construction of ethics; improve the strategic layout of talents, continuously enrich the size of teachers, increase the overall support and resource sharing, promote the coordinated development of regional teachers, gather the world talents; open the school to gather resources, build the teacher team integrating industry and education; comprehensively strengthen the construction of postdoctoral team, and build a high-level "preparatory army" of teachers.

Qu Jianwu. (2022. p.60-65). proposes that Today's China is marching at the historical intersection of the realization of the "two centenary goals", colleges and universities must train qualified socialist builders and successors, which is related to the future of the party and the country, the happiness and well-being of the people. Ideological and political education teachers is the main force of training

qualified builders and successors in colleges and universities, to strengthen the ethics construction, clarify the teaching domain, strengthen teaching conditions such as realistic path, focus on building good ideological and political education teachers, enhance the effectiveness of ideological and political education teaching, efforts to complete what people, how to cultivate people, for who cultivate people the fundamental task.

Wang Xiaofen. (2021. p.258-263). proposes that Teachers usually refer to the other relevant personnel who are engaged in the teaching and the teachers who concurrently teach in the school do not occupy the establishment of the school, uncertain the teaching workload, and are paid for the part-time workload. In December 2019, the author was honored to be selected by the university to go to New York and Boston in the east of the United States for 14 days of study and exchange. The American universities included comprehensive universities and specialized art colleges.

Pan Qiuwu. (2020. p.213-214). proposes that Universities undertake the heavy responsibility of socialist talent training, and optimizing the administrative supervision system of colleges and universities can create a good internal environment for the reform and development of colleges and universities. However, in recent years, corruption cases have occurred frequently in colleges and universities, which has a great impact on maintaining the vibrant campus environment and establishing the concept of moral education. The corruption struggle in colleges and universities has been widely concerned by the country and the society. The administrative supervision mechanism of colleges and universities is faced with problems such as imperfect environment and many supervision constraints. Therefore, in the process of optimizing the administrative supervision mechanism of colleges and universities, it is necessary to start from the actual situation, improve the professional quality of personnel, improve the supervision mechanism, and scientifically formulate the supervision responsibilities. This paper expounds the problems and the optimization strategy of the administrative supervision system in detail.

Ziwei. (2014. p.143-145). proposes that Administrative ethics supervision is an important part of administrative power supervision, a third form besides work supervision and legal supervision, and also an advanced form of power supervision. In the reality of the administration of colleges and universities, the administrative power of colleges and universities is still an important internal quality to promote the operation of teaching and education management in colleges and universities. In order to make the administrative power of colleges and universities really run within the legal framework and ethical norms, ensure the legitimacy of serving teachers and students, and reflect the publicity and fairness, it is necessary to supervise and manage the administrative power of colleges and universities effectively by ethics.

Sun Yue. (2023. p.71-74). proposes that The problems in the incentive process of teacher performance assessment and how to reasonably use the career development incentive, salary incentive, spiritual incentive and other mechanisms of performance appraisal to promote the work enthusiasm of university teachers, and constantly improve the level of teacher education, teaching and scientific research, so as to promote the development of the school.

Chen Jing. (2023. p.87-89). proposes that Performance appraisal, as the most critical link in the management of university teachers, plays a vital role in the development of universities and the improvement and development of teachers' own quality. Through literature review and other methods, the problems existing in the current performance appraisal of universities in China are deeply analyzed, and the corresponding countermeasures are put forward for the improvement of the performance appraisal incentive mechanism of performance appraisal, in order to provide some reference for the development of universities in China.

Li Jin. (2022. p.41-43). proposes that From the perspective of governance, the administrative departments of colleges and universities are unsatisfactory in both institutional setting and operation efficiency, and the problem of highly administrative administration is widespread and criticized. The reason is that the administrative efficiency of colleges and universities is not in place. In order to reverse this situation, it is necessary to study the construction and improvement strategy of the administrative efficiency supervision mechanism of colleges and

universities from the perspective of governance, so as to make beneficial exploration for comprehensively strengthening the supervision and management of the administrative efficiency of colleges and universities and promoting the steady improvement of the administrative efficiency of colleges and universities.

Liu Xiangguo. (2005. p.124,126). proposes that The main reason why corruption spreads to universities is that power is out of control and supervision is not in place. Therefore, it is necessary to strengthen the standardization, supervision and restriction of all kinds of power in colleges and universities according to law, establish the accounting supervision system with clear responsibilities. At the same time, the efficiency supervision should implement the responsibility investigation, straighten out the relationship, promote democracy, attach importance to judicial examination, restrain the administrative power of colleges and universities, and constantly improve the supervision mechanism.

Liao Tinghong. (2019. p.38-39). proposes that Society is highly developed and constantly moving towards modernization and science and technology. As a place for cultivating talents in colleges and universities, the central government has implemented the policy of "delegating power, delegating regulation and service". The administration of colleges and universities is particularly important. At present, the administration of colleges and universities in China is in the transition period of reform, which highlights many urgent problems to be solved. These problems hinder the healthy development of colleges and universities, and bring many barriers for the progress of colleges and universities.

Wan Chunmei. (2018. p.113-118). proposes that The rule of law in university internal governance is the extension of the strategy of governing the country by law and the improvement of the modern university system. The rule of law in internal governance in colleges and universities should give full play to the right of participation and supervision. To ensure the effective participation of teaching congresses, student unions and other subjects, encourage, support and explore the active participation and supervision of students, teachers, alumni, school-enterprise cooperation units and all sectors of society, and constantly consolidate the foundation of the internal governance of colleges and universities.

Zhou Shutong. (2017. p.24-27). proposes that The deadministration reform of China's universities is the focus of attention from all sectors of society in recent years. After several famous universities in China have tried to initially deadministration reform, other universities are gradually breaking the tradition and constantly innovating the administrative management mode. It is of great significance to summarize the advanced experience of the management of higher education in China, review the current administrative management mode of higher education and combine the actual needs of the modernization of the system construction of higher education in China.

Chapter 3

Research Methodology

The research focuses on the administration management reform strategy of Guangxi universities under the concept of innovative education. The objectives were to study the current situation of the administration management and formulate the administration management reform strategy of Guangxi universities under the concept of innovative education, the researchers adopted the following research procedures, which are as follows:

1. The Population/sample group
2. Research instruments
3. Data collection
4. Data analysis

The Population/Sample Group

Population

The population of this research includes about 1180 administrators from 26 public undergraduate universities in Guangxi. Distribution in Nanning, Liuzhou, Guilin, Hezhou, Chongzuo, Laibin, Wuzhou, Yulin, and other 11 urban undergraduate universities, this research is the administrative personnel of public undergraduate universities.

Sample group

According to Krejcie and Morgan's sampling table (1970), the sample group of this research includes 291 administrators. To ensure the accuracy of the samples, 15% of the samples were selected, and a total of 335 administrators were selected for the questionnaire survey. A stratified sampling and simple random sampling method were used to draw samples in a corresponding proportion in each university.

Table 3.1 List of the Sampling Distribution

No	University	City	Population	Sample group
1	Guangxi University	Nanning	46	19
2	Guangxi University of Science and Technology	Liuzhou	43	15
3	Guilin University of Electronic Science and Technology	Guilin	44	16
4	Guilin University of Technology	Guilin	56	15
5	Guangxi Medical University	Nanning	44	16
6	National Medical College of Right Rivers	Baise	45	11
7	Guangxi University of Traditional Chinese Medicine	Nanning	56	10
8	Medical Colleges of Guilin	Guilin	34	8
9	Guangxi Normal University	Guilin	45	18
10	Nanning Normal University	Nanning	45	11
11	Guangxi Normal University for Nationalities	Chongzuo	56	12
12	Hechi college	Hechi	76	9
13	Yulin Normal University	Yulin	78	11
14	Guangxi Academy of Arts	Nanning	55	10
15	Guangxi University for Nationalities	Nanning	35	18
16	Baise college	Baise	45	9
17	Wuzhou College	Wuzhou	35	10
18	Guangxi Normal University of Science and Technology	Laibin	35	9
19	Guangxi University of Finance and Economics	Nan ning	45	13
20	Beibu Gulf University	Qinzhou	32	10
21	Guilin Institute of Aerospace Industry	Guilin	35	8
22	Guilin Tourism College	Guilin	34	6
23	Hezhou University	Hezhou	45	7

Table 3.1 (Continued)

No	University	City	Population	Sample group
24	Guangxi Police College	Nanning	34	6
25	Guangxi Agricultural Vocational and Technical University	Nanning	42	6
26	Guangxi Vocational Normal College	Nanning	40	5
Total			1180	288

Interviews

The interviewee of this research includes 10 administrators who are administrative personnel affiliated with key public undergraduate universities in Guangxi. They are required to have the following qualifications: 1) have been working in the university for more than 7 years, 2) have been engaged in the university administrative work, and 3) graduated with a master's degree or above.

Evaluation expert

The experts for evaluating the adaptability and feasibility of the administration management reform strategy of Guangxi universities under the concept of innovative education include 5 experts. They are required to have the following qualifications: 1) have been working in the university for more than 15 years, 2) have been engaged in the university administrative work, and 3) graduated with a master's degree or above.

Research Instruments

Questionnaire

The instrument for objective one: to study the current situation of administration management reform of Guangxi Universities under the concept of innovative education was a questionnaire. The questionnaire was designed based on four following aspects: 1) school management level, 2) construction of teaching staff, 3) administrative performance, and 4) performance evaluation and administrative supervision. The questionnaire provided into two parts:

Part 1: A survey about the personal information of respondents, classified by gender, nation, work experience, academic title, and educational background.

Part 2: A survey about the current situation of administration management reform of Guangxi Universities under the concept of innovative education. There are 6 questions for school management level, 6 questions for construction of teaching staff, 5 questions for administrative performance, and 5 questions for performance evaluation and administrative supervision, a total of 28 questions. The score of the questionnaire was measured on a five-point Likert's scale, as follows:

- 5 refers to the highest level
- 4 refers to the high level
- 3 refers to the medium level
- 2 refers to the low level
- 1 refers to the lowest level

The data interpretation for average value (Mean) is based on Rensis Likert (1932). The data interpretation is as follows:

- 4.50 – 5.00 refers to the highest level
- 3.50 – 4.49 refers to the high level
- 2.50 – 3.49 refers to the medium level
- 1.50 – 2.49 refers to the low level
- 1.00 – 1.49 refers to the lowest level

Constructing a Questionnaire Process

The construction process of the questionnaire was as follows:

Step 1: The researcher analyzed documents, theories, concepts, and related research about administration management reform under the concept of innovative education.

Step 2: The researcher constructed the questionnaire about the current situation of administration management reform of Guangxi Universities under the concept of innovative education. Then sending the outline to the thesis advisors to review and revise the questionnaire according to the suggestions of the thesis advisors.

Step 3: The index objective congruence (IOC) of the questionnaire was examined by five experts. The index objective congruence (IOC) was 0.88-1.00.

Step 4: The researcher revised the questionnaire according to the suggestions of the experts.

Step 5: The questionnaire was distributed to 30 administrators in Guangxi universities for try-out. The reliability of the questionnaire was obtained by Cronbach's Alpha Coefficient, the reliability was 0.746.

Step 6: A total of 335 questionnaires were distributed in this survey, and 301 were recovered, among which 288 were valid, accounting for 91.1%.

Structured interview

The instrument for objective two: to formulate the administration management reform strategy of Guangxi Universities under the concept of innovative education was a structured interview. The structured interview is based on the administration management reform strategy of Guangxi universities under the concept of innovative education.

Constructing a Structured Interview Process

Step 1: After the researcher studies and understands the current situation of administration management reform of Guangxi Universities. The researcher constructed the structured interview about the administration management reform strategy of Guangxi Universities under the concept of innovative education.

Step 2: The researcher invites 10 administrators from 10 key universities in Guangxi who are administrative personnel affiliated with public undergraduate universities.

Evaluation Form

The instrument for objective three: to evaluate the adaptability and feasibility of the administration management reform strategy of Guangxi Universities under the concept of innovative education. The researcher invited 5 experts to evaluate the adaptability and feasibility of the administration management reform strategy. The data interpretation for average value (Mean) is based on Rensis Likert. (1932). The data interpretation is as follows:

4.50 – 5.00	refers to the highest level
3.50 – 4.49	refers to the high level
2.50 – 3.49	refers to the medium level
1.50 – 2.49	refers to the low level
1.00 – 1.49	refers to the lowest level

Data Collection

The data collected in this research was as follows:

Step 1: Set up the research idea. The administration management reform strategy of Guangxi universities is composed of multi-dimensional characteristic elements, which summarize the elements and influencing factors of the administrative reform in colleges and universities, uses the questionnaire and interview methods to test the validity of the characteristics of the ability, and then analyzes the strategies to improve the management reform.

Step 2: Design and distribute the questionnaire. The questionnaires were designed around the "administrative management reform", "university management reform strategy" and other related variables and the questionnaires issued by 26 undergraduate public universities in Guangxi were investigated and studied.

Step 3: Design the interview outline. The interview outline includes the influencing factors, existing problems, and development mode of the university management reform in Guangxi, and then the content analysis method is adopted to further derive the strategy of the university management reform in Guangxi.

Step 4: Data analysis. The percentage, mean, standard deviation, and variance analysis; the interviews were conducted by content analysis; and the data and content were analyzed by mean and standard deviation.

Step 5: Provide the strategy based on the data analysis results, combined with the literature review and the reality of Guangxi universities, the strategy of Guangxi universities management reform is proposed.

Data Analysis

The data analysis in this research, the researcher analyzes the data by package program, as follows:

Step 1: The personal information of the respondents in the first part of the questionnaire was analyzed by frequency and percentage.

Step 2: The current situation of administration management reform of Guangxi universities in the second part of the questionnaire was analyzed by average value (Mean) and standard deviation.

Step 3: The structured interview about the administration management reform strategy of Guangxi universities under the concept of innovative education was analyzed by content analysis.

Step 4: The evaluation of the adaptability and feasibility of the administration management reform strategy of Guangxi universities under the concept of innovative education was analyzed by average value (Mean) and standard deviation.

Step 5: Provide the strategy based on the data analysis results, combined with the literature review and the reality of Guangxi universities, the strategy of Guangxi universities management reform is proposed.

Chapter 4

Results of Analysis

The research on the administration management reform under the concept of innovative education of Guangxi universities. The objectives of this research were 1) to study the current situation of administration management reform of Guangxi Universities under the concept of innovative education, 2) To formulate the administration management reform strategy of Guangxi Universities under the concept of innovative education, and 3) To evaluate the adaptability and feasibility of the administration management reform strategy of Guangxi Universities under the concept of innovative education. The data analysis results were as follows:

1. Symbol and Abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details are as follows:

Symbol and Abbreviations

- N refers to the sample group
 \bar{X} refers to the average value (Mean)
S.D refers to the standard deviation

Presentation of Data Analysis

Part 1: The analysis results about the personal information of the respondents, classified by gender, nation, work experience, academic title, and educational background. The researcher presented the data by frequency and percentage.

Part 2: The analysis results of the current situation of administration management reform of Guangxi universities. The researcher presented the data by average value (Mean) and standard deviation.

Part 3: The analysis results of interviews about the administration management reform strategy of Guangxi universities under the concept of innovative education.

Part 4: The analysis results of the evaluation of the adaptability and feasibility of the administration management reform strategy of Guangxi universities under the concept of innovative education. The researcher presented the data by average value (Mean) and standard deviation.

Results of Data Analysis

The researcher analyzed the data in 4 parts as follows:

Part 1: The analysis results about the personal information of the respondents, classified by gender, nationality, work experience, academic title, and educational background. The researcher presented the data by frequency and percentage.

Table 4.1 Personal information of the survey respondents

(n = 288)

	Personal Information	Frequency	Percentage
Gender	Male	137	47.40
	Female	151	52.60
	Total	288	100
Nationality	Zhuang nationality	44	14.60
	Han nationality	225	84.70
	Other nationality	39	12.60
	Total	288	100
Work experience	1-5 years	17	05.90
	6-10 years	73	25.40
	11-15 years	127	44.20
	More than 16 years	71	24.50
	Total	288	100

Table 4.1 (Continued)

(n = 288)

Personal Information		Frequency	Percentage
Academic title	Professor	19	06.60
	Assistant professor	112	39.20
	Lecturer	87	30.20
	Other	60	24.00
	Total	288	100
Educational background	Master's degree	258	85.70
	Doctor's degree or above	23	07.60
	Other	20	06.70
	Total	288	100

According to table 4.1, found that most respondents were 151 females, accounting for 52.60%, and 137 males, accounting for 47.40%. The nationality of respondents was mainly Han nationality for 225 people, accounting for 84.70%. The work experience of respondents was mainly 11-15 years for 127 people, accounting for 44.20%. The academic title of respondents was mainly assistant professor for 112 people, accounting for 39.20%. The educational background of respondents was mainly a master's degree for 258 people, accounting for 85.70%.

Part 2: The analysis results of the current situation of administration management reform of Guangxi universities. The researcher presented the data by average value (Mean) and standard deviation.

Table 4.2 The Average Value and Standard Deviation of the Current Situation of Administration Management Reform in Four Aspects.

(n = 288)

Administration management reform of Guangxi universities		\bar{X}	S.D.	Level	Order
1	School management level	3.93	0.83	high	4
2	Construction of teaching staff	4.05	0.88	high	3
3	Administrative performance	4.22	0.92	high	1
4	Performance evaluation and administrative supervision	4.13	0.90	high	2
Total		4.08	0.88	high	

According to table 4.2, found that the current situation of administration management reform in four aspects was at a high level ($\bar{X} = 4.22$) Considering the results of this research aspects ranged from the highest to the lowest level were as follows: the highest level was administrative performance ($\bar{X} = 4.22$), followed by performance evaluation and administrative supervision ($\bar{X} = 4.13$), School management level was the lowest level ($\bar{X} = 3.93$).

Table 4.3 The Average Value and Standard Deviation of the Current Situation of Administration Management Reform in School Management Level

(n = 288)

	School management level	\bar{X}	S.D.	Level	Order
1	Leaders respect the opinions of the staff and make decisions	4.16	0.89	high	2
2	Leaders have strong comprehensive ability and decision-making ability	3.92	0.91	high	4
3	Leaders focus on innovative development and encourage teamwork	3.96	0.83	high	3
4	School administrative management concept, the thought science is advanced.	3.37	0.88	medium	5
5	The school can be information management	3.26	0.90	medium	6
6	Strong administrative autonomy ability and free academic atmosphere	4.22	0.88	high	1
Total		3.82	0.92	high	

According to table 4.3, found that the current situation of administration management reform in school management level was at a high level ($\bar{X} = 3.82$) Considering the results of this research aspects ranged from the highest to the lowest level were as follows: the highest level was strong administrative autonomy ability and free academic atmosphere ($\bar{X} = 4.22$), followed by leaders respect the opinions of the staff and make decisions ($\bar{X} = 4.16$), the school can be information management was the lowest level ($\bar{X} = 3.26$).

Table 4.4 The Average Value and Standard Deviation of the Current Situation of Administration Management Reform in Construction of Teaching Staff
(n = 288)

	Construction of Teaching Staff	\bar{X}	S.D.	Level	Order
1	Staff have many opportunities to help them improve their professional ability	3.05	0.84	medium	5
2	The teaching staff work enthusiasm is high, rich sense of responsibility	4.15	0.87	high	4
3	Pay attention to the promotion of teachers, have a good promotion channel	3.01	0.90	medium	6
4	The administrative department attaches great importance to and cooperates with the teaching work	4.21	0.85	high	3
5	Staff have a sense of belonging to the school	4.25	0.85	high	1
6	Staff have a sense of professional identity	4.23	0.86	high	2
Total		3.82	0.90	high	

According to table 4.4, found that the current situation of administration management reform in construction of teaching staff was at a high level ($\bar{X} = 3.82$). Considering the results of this research aspects ranged from the highest to the lowest level were as follows: the highest level was staff have a sense of belonging to the school ($\bar{X} = 4.25$), followed by staff have a sense of professional identity ($\bar{X} = 4.23$), pay attention to the promotion of teachers, have a good promotion channel was the lowest level ($\bar{X} = 3.01$).

Table 4.5 The Average Value and Standard Deviation of the Current Situation of Administration Management Reform in Administrative Performance

(n = 288)

	Administrative performance	\bar{X}	S.D.	Level	Order
1	The administrative department is set up reasonably	3.41	0.87	medium	5
2	The department of administration has a clear division of labor	4.07	0.83	high	3
3	Administrative departments have a good sense of service	4.21	0.92	high	1
4	Smooth communication between administrative departments and good work coordination	4.13	0.88	high	2
5	Various information of administrative departments is open and transparent	3.54	0.87	high	4
Total		3.87	0.86	high	

According to table 4.5, found that the current situation of administration management reform in administrative performance was at a high level ($\bar{X} = 3.87$). Considering the results of this research aspects ranged from the highest to the lowest level were as follows: the highest level was Administrative departments have a good sense of service ($\bar{X} = 4.21$), followed by smooth communication between administrative departments and good work coordination ($\bar{X} = 4.13$), the administrative department is set up reasonably was the lowest level ($\bar{X} = 3.41$).

Table 4.6 The Average Value and Standard Deviation of the Current Situation of Administration Management Reform in Performance Evaluation and Administrative Supervision

(n = 288)

	Performance evaluation and administrative supervision	\bar{X}	S.D.	Level	Order
1	There is a scientific and effective performance appraisal mechanism	3.45	0.86	medium	5
2	Have a reasonable performance-based pay plan	4.17	0.82	high	3
3	Performance appraisal attaches importance to and safeguards teachers' rights	4.03	0.89	high	4
4	School administrative supervision work is timely and in place	4.20	0.91	high	2
5	There is a special person responsible for the administrative supervision of the related work	4.26	0.93	high	1
Total		4.02	0.91	high	

According to table 4.6, found that the current situation of administration management reform in performance evaluation and administrative supervision was at a medium level ($\bar{X} = 4.02$) Considering the results of this research aspects ranged from the highest to the lowest level were as follows: the highest level was there is a special person responsible for the administrative supervision of the related work ($\bar{X} = 4.26$), followed by School administrative supervision work is timely and in place ($\bar{X} = 4.20$), There is a scientific and effective performance appraisal mechanism was the lowest level ($\bar{X} = 3.45$).

Part 3: The analysis results of interviews about the administration management reform strategy of Guangxi universities under the concept of innovative education.

This structured interview was designed by the researcher for this research. The interviewees were 10 administrators from 10 key universities in Guangxi. They are required to have the following qualifications: 1) have been working in the university for more than 7 years, 2) have been engaged in the university administrative work, and 3) graduated with a master's degree or above. The interview details are as follows:

Table 4.7 Lists of the Interviewee

Interviewee	Personal information	Interview Date	Interview time
Interviewee 1	Education: Master's degree Position: Vice president Work experience: 10 years	May.25, 2023	30 minutes
Interviewee 2	Education: Doctor's degree Position: Vice president Work experience: 13 years	May. 20, 2023	40 minutes
Interviewee 3	Education: Master's degree Position: President Work experience: 9 years	May. 22, 2023	30 minutes
Interviewee 4	Education: Doctor's degree Position: Vice president Work experience: 10 years	Jan. 23, 2023	45 minutes
Interviewee 5	Education: Master's degree Position: Vice president Work experience: 11 years	May. 23, 2023	30 minutes
Interviewee 6	Education: Master's degree Position: President Work experience: 11 years	Jan. 27, 2023	35 minutes
Interviewee 7	Education: Doctor's degree Position: Vice president Work experience: 13 years	Jan. 20, 2023	35 minutes
Interviewee 8	Education: Master's degree Position: Vice president Work experience: 12 years	May. 29, 2023	30 minutes
Interviewee 9	Education: Doctor's degree Position: President Work experience: 11 years	Jan. 11, 2023	35 minutes
Interviewee 10	Education: Master's degree Position: Vice president Work experience: 14 years	May.21, 2023	30 minutes

Analysis of current situation of administrative management ability.

This study used an interview table designed by researchers for this study, and presented the information provided by respondents through semi-structured interviews. Participants were 10 administrative staff in Guangxi universities for a long time and have been in the university for no less than 7 years.

Table 4.8 The Administration Management Reform Strategy of Guangxi Universities Under the Concept of Innovative Education.

The administration management reform strategy of Guangxi universities under the concept of innovative education	How to
4. Improving school management level	<ol style="list-style-type: none"> 1 Leaders respect the opinions of the staff and make decisions 2 Leaders have strong comprehensive ability and decision-making ability 3 Leaders focus on innovative development and encourage teamwork 4 School administrative management concept, the thought science is advanced 5 The school can be information management 6 Strong administrative autonomy ability and free academic atmosphere
3. Improving the construction of teaching staff	<ol style="list-style-type: none"> 1 There are many opportunities for staff, which can help them improve their professional ability 2 The teaching staff are highly motivated and responsible 3 Pay attention to the promotion of teachers, and have a good promotion channel

Table 4.8 (Continued)

The administration management reform strategy of Guangxi universities under the concept of innovative education	How to
	4 The administrative department attaches great importance to and cooperates with the teaching work 5 Staff have a sense of belonging to the school 6 Staff have a sense of professional identity
2. Developing performance evaluation and administrative supervision	1 All kinds of information of administrative departments are open and transparent. 2 Have a reasonable performance-based pay plan. 3 Performance appraisal attaches importance to and safeguards teachers' rights. 4 Timely and adequate school administrative supervision work. 5 Special person is responsible for administrative supervision.
1. Developing administrative performance	1 Reasonable establishment of administrative departments 2 Clear division of labor among administrative departments 3 Administrative departments have a good sense of service 4 Smooth communication and good work coordination among the administrative departments 5 All kinds of information of administrative departments are open and transparent

According to table 4.6, found that the model proposed by the respondents can be divided into four aspects:

The first is to strengthen the internal management level of colleges and universities. These include leaders respect the opinions of staff and make decisions, leaders have strong comprehensive ability and decision-making ability; leaders focus on innovation and development, encourage teamwork; advanced administrative management concept and ideas; the school can information management; strong administrative autonomy ability and free academic atmosphere.

The second is to strengthen the training of high-level management personnel. Including: the staff have many opportunities to improve their professional ability; the staff are highly motivated and responsible; focus on the improvement of the staff and have a good promotion channel; the administration attaches great importance to and cooperate with the teaching work; the staff have a sense of belonging to the school; and the staff have a professional identity.

The third is the increase of colleges and universities to establish efficient administrative institutions. Including: 1. Reasonable establishment of administrative departments; clear division of labor; administrative departments have good service consciousness; smooth communication and good work coordination; and various information of administrative departments is open and transparent.

The fourth is to establish and improve the performance appraisal and supervision mechanism. It includes open and transparent information of administrative departments; having reasonable performance pay plan; performance appraisal paying attention to and safeguarding teachers' rights; timely and adequate administrative supervision; and special personnel responsible for administrative supervision.

Part 4: The analysis results of the evaluation of the adaptability and feasibility of the administration management reform strategy of Guangxi universities under the concept of innovative education. The researcher presented the data by average value (Mean) and standard deviation.

Table 4.9 The Average Value and Standard Deviation of the Evaluation of the Adaptability and Feasibility of The Administration Management Reform Strategy of Guangxi Universities Under the Concept of Innovative Education (n = 288)

The administration management reform strategy of Guangxi universities under the concept of innovative education		Adaptability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
Improving the construction of teaching staff							
1	Leaders respect the opinions of the staff and make decisions	4.40	0.83	high	4.35	0.80	high
2	Leaders have strong comprehensive ability and decision-making ability	4.43	0.72	high	4.75	0.89	highest
3	Leaders focus on innovative development and encourage teamwork	4.44	0.80	high	4.50	0.91	high
4	School administrative management concept, the thought science is advanced	4.45	0.91	high	4.30	0.71	high
5	The school can be information management	4.41	0.83	high	4.20	0.88	High
6	Strong administrative autonomy ability and free academic atmosphere	4.40	0.84	high	4.45	0.81	high
Improving the construction of teaching staff							
1	There are many opportunities for staff, which can help them improve their professional ability	4.41	0.85	high	4.35	0.74	high
2	The teaching staff are highly motivated and responsible	4.45	0.84	high	4.25	0.85	high
3	Pay attention to the promotion of teachers, and have a good promotion channel	4.42	0.80	high	4.45	0.79	high
4	The administrative department attaches great importance to and cooperates with the teaching work	4.88	0.81	highest	4.55	0.88	highest

Table 4.9 (Continued)

(n = 288)

The administration management reform strategy of Guangxi universities under the concept of innovative education		Adaptability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
5	Staff have a sense of belonging to the school	4.54	0.87	highest	4.75	0.71	High
6	Staff have a sense of professional identity	4.49	0.86	high	4.20	0.71	high
Developing administrative performance							
1	Reasonable establishment of administrative departments	4.60	0.80	highest	4.24	0.79	high
2	Clear division of labor among administrative departments	4.45	0.87	high	4.23	0.91	high
3	Administrative departments have a good sense of service	4.80	0.90	highest	4.22	0.70	high
4	Smooth communication and good work coordination among the administrative departments	4.65	0.88	highest	4.21	0.80	high
5	All kinds of information of administrative departments are open and transparent	4.50	0.80	highest	4.20	0.81	High
Developing performance evaluation and administrative supervision							
1	All kinds of information of administrative departments are open and transparent	4.58	0.81	highest	4.29	0.88	high
2	Have a reasonable performance-based pay plan	4.44	0.83	high	4.27	0.83	high
3	Performance appraisal attaches importance to and safeguards teachers' rights	4.40	0.85	high	4.40	0.82	high
4	Timely and adequate school administrative supervision work	4.39	0.81	high	4.35	0.85	high
5	Special person is responsible for administrative supervision	4.40	0.88	high	4.55	0.86	highest
Total		4.51	0.84	highest	4.37	0.82	highest

According to table 4.9, found that the adaptability was at a highest level with the average value between 4.40 and 5.00. The mean value of the feasibility was at a highest level with the average value between 4.20 and 5.00.

Chapter 5

Discussion Conclusion and Recommendations

The objectives of this research were 1) to study the current situation of administration management reform of Guangxi Universities under the concept of innovative education, 2) To formulate the administration management reform strategy of Guangxi Universities under the concept of innovative education, and 3) To evaluate the adaptability and feasibility of the administration management reform strategy of Guangxi Universities under the concept of innovative education. The sample group of this research was 291 administrators from 26 public undergraduate universities in Guangxi. The interviewee was 10 administrators from 10 key universities in Guangxi. The research instruments were questionnaires, structured interviews, and evaluation forms. The statistic to analyze the data were frequency, percentage, average value (Mean), and standard deviation.

The details are as follows:

Conclusion

The research on the administration management reform strategy of Guangxi Universities under the concept of innovative education. The researcher summarizes the conclusion into three parts, details are as follows:

Part 1: The current situation of administration management reform of Guangxi universities.

Part 2: The administration management reform strategy of Guangxi Universities under the concept of innovative education.

Part 3: The adaptability and feasibility of the administration management reform strategy of Guangxi Universities under the concept of innovative education

Part 1: The current situation of administration management reform of Guangxi universities.

The current situation of administration management reform in four aspects was at a high level, Considering the results of this research aspects ranged from the

highest to the lowest level were as follows: the highest level was administrative performance, followed by performance evaluation and administrative supervision, school management level was the lowest level.

The current situation of administration management reform in school management level was at a high level, Considering the results of this research aspects ranged from the highest to the lowest level were as follows: the highest level was strong administrative autonomy ability and free academic atmosphere, followed by leaders respect the opinions of the staff and make decisions, the school can be information management was the lowest level.

The current situation of administration management reform in construction of teaching staff was at a high level, Considering the results of this research aspects ranged from the highest to the lowest level were as follows: the highest level was staff have a sense of belonging to the school, followed by staff have a sense of professional identity, pay attention to the promotion of teachers, have a good promotion channel was the lowest level.

The current situation of administration management reform in administrative performance was at a high level, Considering the results of this research aspects ranged from the highest to the lowest level were as follows: the highest level was Administrative departments have a good sense of service, followed by smooth communication between administrative departments and good work coordination,, the administrative department is set up reasonably was the lowest level

The current situation of administration management reform in performance evaluation and administrative supervision was at a medium level, Considering the results of this research aspects ranged from the highest to the lowest level were as follows: the highest level was there is a special person responsible for the administrative supervision of the related work , followed by School administrative supervision work is timely and in place, There is a scientific and effective performance appraisal mechanism was the lowest level .

Part 2: The administration management reform strategy of Guangxi Universities under the concept of innovative education.

The current situation of administration management reform in school management level was at a high level. Guangxi University leaders respect the opinions of the faculty decisions, administrative autonomy ability, and free academic atmosphere, but the leaders' comprehensive ability, decision-making ability at the medium level, in innovation and development, and encouragement of team cooperation remain to be improved, the school administrative management concept is not enough advanced, information management level is low. Overall, the administrative management ability of universities in Guangxi is still at the middle level, and there is a large room for improvement.

The current situation of administration management reform in construction of teaching staff was at a high level. The construction of teaching staff in Guangxi universities is above the middle level. The research shows that the staff and staff in Guangxi universities have high enthusiasm and a sense of responsibility. The administrative departments attach great importance to and cooperate with the teaching work. The staff have a sense of belonging to the school and a high sense of professional identity. However, they do not pay attention to the improvement of teachers, do not have a good promotion channel, and do not have many training opportunities for the staff, which cannot effectively assist the improvement of their professional ability.

The current situation of administration management reform in administrative performance was at a high level. The construction of administrative work in colleges and universities in Guangxi is in a good state, with a clear division of labor, good sense of service, smooth communication, and good coordination, but the unreasonable department Settings and redundancy. In addition, the transparency of various information is not enough.

The current situation of administration management reform in performance evaluation and administrative supervision was at a high level. The colleges and universities in Guangxi generally have reasonable performance pay plans, and the performance appraisal attaches importance to and protects teachers' rights. There are special personnel responsible for administrative supervision, which is timely and in place. But the lack of scientific and effective performance appraisal mechanisms.

Part 3: The adaptability and feasibility of the administrative reform strategy of Guangxi university under the innovative education concept, the adaptability is at the highest level, and the average feasibility is at the highest level.

Discussion

The research on the administration management reform strategy of Guangxi Universities under the concept of innovative education. The researcher summarizes the discussion into three parts, details are as follows:

Part 1: The current situation of administration management reform of Guangxi universities.

Part 2: The administration management reform strategy of Guangxi Universities under the concept of innovative education.

Part 3: The adaptability and feasibility of the administration management reform strategy of Guangxi Universities under the concept of innovative education

Part 1: The current situation of administration management reform of Guangxi universities

1. School management level: The administrative management level of colleges and universities in Guangxi is the top priority to study the administrative management of colleges and universities in Guangxi. Any college and university can not achieve success without a wise, capable and positive leadership group. For example, (Cohen, Hill, 1998, p.68). pointed out that reform is not a matter of talking on paper or Shouting slogans. It is necessary to be able to foresee the consequences and influence brought by the proposed reform. (Fang Longlu, 2018, p.78). Conducted research on the administrative level of universities in central China, and concluded that whether university leaders respect the opinions of faculty and staff, pay attention to innovation and development, and encourage teamwork have the greatest impact on the administrative level of universities. (Zhang Qing, 2015, p.212). believes that whether the management concept of university leaders is correct and rooted in the school situation determines the overall management level of the school, so efforts should be made in the top-level design. Therefore, based on the research results of scholars, this study subdivides the administrative management

level of universities in Guangxi as follows: Leaders respect the opinions of faculty and staff to make decisions; Leaders have strong comprehensive ability and decision-making ability. Leaders focus on innovation and development and encourage teamwork; The university's administrative management concept and thought are scientific and advanced; The school is capable of information management and administrative autonomy, and the academic atmosphere is free.

2. Construction of teaching staff: The work in universities other than teaching and scientific research is complicated and interwoven, and the comprehensive command and coordination ability of management personnel in dealing with these affairs is particularly important. Under the background of "double first-class", the construction of colleges and universities cannot be separated from excellent management team, and the development of administrative personnel has become a new opportunity and challenge for the reform of colleges and universities. For example: (Theodore W. Schulz, 1983, p.218). believed that attaching importance to the training of human resources in colleges and universities can promote the development of colleges and universities and improve the efficiency of administrative management; (Xu Fei, 2016, p.98). believes that colleges and universities need to strengthen the construction of teachers and create more opportunities for further study and promotion for teachers as far as possible. (Gao Meng, 2019, p.188). pointed out that whether university administrators have the information technology ability to select, identify, process and transmit teaching information is related to university teaching and research, administrative management and other work; (Jiang Xiaoqin, 2017, p.162). Taking 11 universities in western China as the research object, the research shows that whether the administrative departments of a university attach importance to and cooperate with the teaching work plays a decisive role in the development of the university. Therefore, this study combines the views of scholars and adds the question "whether staff have a sense of belonging to the school; This paper studies the influence of the construction level of college teachers on the management reform of colleges and universities in Guangxi.

3. Administrative work status, (Clark Cole, 2003, p.68). pointed out that universities serve the society, but their independence should not be ignored. Mu Mengyan. (2015, p.188). pointed out that the construction of "double first-class" requires new requirements and tasks such as the improvement of discipline development, reasonable professional setup and perfect staffing in universities. For a long time, China is gradually transforming the administration of colleges and universities into a service-oriented direction, which needs to rely on the administrative reform of colleges and universities, and cut into the administrative management work around the introduction of talents in education, teaching and scientific research. (Fang Longlu, 2009, p.67). believes that universities should pay attention to education and teaching reform on the one hand, and grasp the key points of university administration on the other hand, so as to give full play to the basic guarantee of government administration and basic public service functions. Therefore, based on the existing research results, this study will add two evaluation indicators of openness and transparency of various information of administrative departments and reasonability of administrative departments to the evaluation index system of the current situation of university administrative work, so as to provide powerful returns for Guangxi universities to formulate scientific and reasonable management reform strategies.

Performance evaluation and administrative supervision: In the West, the performance evaluation index is regarded as a very effective means to evaluate its own school running and profit status, and can be an effective tool for the state to formulate educational policies and guidelines, allocate financial allocations to schools and strengthen school management. For example (Reid Kend et al., 1992). studied the main factors affecting the performance evaluation management of colleges and universities, and believed that scientific performance evaluation and effective administrative supervision could promote the healthy and sustainable development of colleges and universities. (Jarrett, 1985, p.87). believed that performance management was an important means of human resource management; (Michael Armstrong, 2004, p.152). believes that performance management is a system engineering and a dynamic process, which is the result of

multiple elements acting at the same time. Therefore, this study will use the performance management theory to conduct a more in-depth study on the performance evaluation and administrative supervision of universities in Guangxi, so as to provide feasible measures for the reform of universities in Guangxi.

Part 2: The administration management reform strategy of Guangxi Universities under the concept of innovative education.

1. Improve the school management level: the leaders of universities in Guangxi need to change their own administrative management concepts, learn advanced scientific thinking, constantly improve their comprehensive ability and decision-making ability, pay attention to innovation and development, encourage teamwork, and fully respect the opinions of employees to improve the school's administrative management level.

2. Strengthen the construction of teachers: In the construction of teachers, it is necessary to find ways to increase the opportunities for teachers to go out for further study, improve their professional ability, and broaden the channels for teachers to be promoted. In addition, it is necessary to constantly strengthen the enthusiasm and responsibility of teachers, so that they can have a sense of belonging to the school and identify with the profession.

3. Improve performance evaluation and administrative supervision: In terms of performance evaluation and administrative supervision, schools need to attach great importance to performance evaluation, introduce scientific and effective performance evaluation mechanism and reasonable performance salary scheme, and assign special personnel to take charge of administrative supervision to ensure that school administrative supervision work is timely and in place, and teachers' rights are effectively safeguarded.

4. Improve the current situation of administrative work: In terms of school administration, it is necessary to optimize the current departmental and institutional Settings, introduce relevant systems, clarify the work responsibilities of various departments, ensure smooth communication and good coordination among administrative departments, and improve service awareness to ensure a high degree of openness and transparency of work information.

Part 3: The adaptability and feasibility of the administration management reform strategy of Guangxi Universities under the concept of innovative education.

The strategies of university management reform in Guangxi are as follows : 1) Establish efficient administrative institutions; 2) Establish and improve the performance appraisal and supervision mechanism; 3) Strengthen the training of high-level management personnel; 4) Strengthen the internal management level of colleges and universities. The contribution of this research is to put forward the management reform strategy of Guangxi universities under the concept of innovative education, and put forward a highly operable model of ability development.

Recommendations

Implications

The results show that the administration management reform strategy of Guangxi universities can be implemented and improved under the concept of innovative education. Recommendations are as follows:

The first is to strengthen the internal management level of colleges and universities. These include leaders respect the opinions of staff and make decisions, leaders have strong comprehensive ability and decision-making ability; leaders focus on innovation and development, encourage teamwork; advanced administrative management concept and ideas; the school can information management; strong administrative autonomy ability and free academic atmosphere.

The second is to strengthen the training of high-level management personnel. Including: the staff have many opportunities to improve their professional ability; the staff are highly motivated and responsible; focus on the improvement of the staff and have a good promotion channel; the administration attaches great importance to and cooperate with the teaching work; the staff have a sense of belonging to the school; and the staff have a professional identity.

The third is the increase of colleges and universities to establish efficient administrative institutions. Including: 1. Reasonable establishment of administrative departments; clear division of labor; administrative departments have good service consciousness; smooth communication and good work coordination; and various

information of administrative departments is open and transparent.

The fourth is to establish and improve the performance appraisal and supervision mechanism. It includes open and transparent information of administrative departments; having reasonable performance pay plan; performance appraisal paying attention to and safeguarding teachers' rights; timely and adequate administrative supervision; and special personnel responsible for administrative supervision.

Future Research

1. Further expand the study sample. On the basis of the original, the research sample is further expanded to ensure that the research sample covers different types of colleges and universities in Guangxi, so as to ensure that the research results and suggestions can be applied to all colleges and universities in Guangxi.

2. Further refine the study variables. On the basis of the original research, according to the actual needs of the research objectives, the existing research variables are refined to ensure that the factors affecting the management reform of universities in Guangxi are more scientific and reasonable, and to provide scientific and effective data support for the relevant management departments and administrators of universities in Guangxi to formulate management reform strategies.

3. Further optimize research methods. According to different research objectives and research contents, different research methods should be accurately used to avoid the problem of inaccurate use of research methods at the redundancy level, and to ensure the accuracy and reliability of research conclusions.

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Appendix

Appendix A
List of Specialists and Letters of Specialists Invitation
for IOC Verification

List of experts in research tool testing

1. Dr. Guo Yonghua (Education Management)
Hezhou University
Position: Professor, School of Education and Music
2. Dr. Shen Ning (Business Administration)
Hezhou University
Position: Senior Human Resources Manager, School of Tourism and Sports Health
3. Dr. Luo Xiaoyu (Education Management)
Guangxi University of Science and Technology
Position: Director of International Department
4. Dr. Huang Guiming (Education Management)
Hezhou University
Position: Associate Professor, Faculty of Culture and Media
5. Dr. Ma Huanling, Professor (Education Management)
Guangxi Normal University
Position: Associate Dean of the Graduate School



Ref. No. 0643.14/

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request letter for instrument validation

Dear Professor Dr. Guo Yonghua, Hezhou University

Attachment 1 questionnaire

Regarding Mr. Ou Zhihua with student code 6373104101, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Administration Management Reform Strategy of Guangxi Universities Under The Concept of Innovative Education". The thesis committee is as follows:

1. Associate Professor Dr. Jittawisut Wimuttipanya Advisor
2. Assistant Professor Dr. Patchara Dechhome Co-advisor
3. Associate Professor Dr. Niran Sutheeniran Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request letter for instrument validation

Dear Dr. Shen Ning, Hezhou University

Attachment 1 questionnaire

Regarding Mr. Ou Zhihua with student code 6373104101, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Administration Management Reform Strategy of Guangxi Universities Under The Concept of Innovative Education". The thesis committee is as follows:

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2. Assistant Professor Dr. Patchara Dechhome Co-advisor
3. Associate Professor Dr. Niran Sutheeniran Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request letter for instrument validation

Dear Dr. Luo Xiaoyu, Guangxi University of Science and Technology

Attachment 1 questionnaire

Regarding Mr. Ou Zhihua with student code 6373104101, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Administration Management Reform Strategy of Guangxi Universities Under The Concept of Innovative Education". The thesis committee is as follows:

1. Associate Professor Dr. Jittawisut Wimuttipanya Advisor
2. Assistant Professor Dr. Patchara Dechhome Co-advisor
3. Associate Professor Dr. Niran Sutheeniran Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request letter for instrument validation

Dear Professor Dr. Ma Huanling, Guangxi Normal University

Attachment 1 questionnaire

Regarding Mr. Ou Zhihua with student code 6373104101, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Administration Management Reform Strategy of Guangxi Universities Under The Concept of Innovative Education". The thesis committee is as follows:

1. Associate Professor Dr. Jittawisut Wimuttipanya Advisor
2. Assistant Professor Dr. Patchara Dechhome Co-advisor
3. Associate Professor Dr. Niran Sutheeniran Co-advisor

In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Appendix B
Official Letter



Ref. No. 0643.14/

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request for data collection

Dear President of Guangxi University for Nationalities

Attachment 1. 116 copies of the questionnaire
2. Structured interview

Regarding Mr. Ou Zhihua with student code 6373104101, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Administration Management Reform Strategy of Guangxi Universities Under The Concept of Innovative Education". The thesis committee is as follows:

1. Associate Professor Dr. Jittawisut Wimuttipanya Advisor
2. Assistant Professor Dr. Patchara Dechhome Co-advisor
3. Associate Professor Dr. Niran Sutheeniran Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school

Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

July 2023

Subject Request for data collection

Dear President of Guangxi Normal University

Attachment 1. 100 copies of the questionnaire
2. Structured interview

Regarding Mr. Ou Zhihua with student code 6373104101, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Administration Management Reform Strategy of Guangxi Universities Under The Concept of Innovative Education". The thesis committee is as follows:

1. Associate Professor Dr. Jittawisut Wimuttipanya Advisor
2. Assistant Professor Dr. Patchara Dechhome Co-advisor
3. Associate Professor Dr. Niran Sutheeniran Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000



Ref. No. 0643.14/

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request for data collection

Dear President of Guangxi University

Attachment 1. 100 copies of the questionnaire
2. Structured interview

Regarding Mr. Ou Zhihua with student code 6373104101, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Administration Management Reform Strategy of Guangxi Universities Under The Concept of Innovative Education". The thesis committee is as follows:

1. Associate Professor Dr. Jittawisut Wimuttipanya Advisor
2. Assistant Professor Dr. Patchara Dechhome Co-advisor
3. Associate Professor Dr. Niran Sutheeniran Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Appendix C
Research Instrument

questionnaire

Dear Sir/Madam:

Hello! I am "Research on the Management Reform Strategy of Guangxi Universities under the Concept of Innovative Education". First of all, thank you for taking time out of your busy schedule to participate in this survey. This is a questionnaire survey about "Factors affecting the management reform strategies of universities in Guangxi". This survey is anonymous and the results are for the purpose of this academic research only. Your opinions are of great reference value to this study. Thank you for your support and help!

Note: This questionnaire is divided into two parts. The first part is personal information, please tick $\sqrt{\quad}$ or fill in the corresponding options according to the objective situation; The second part is that each question has 5 options, "1-5" meaning "not important, relatively not important, - average, relatively important, very important" respectively. Please tick the mark corresponding to the importance according to your opinion. Part I Basic information.

1. Your gender ()
 - A. Male B. female
2. Your nationality ()
 - A. Han B. Zhuang C. Other nationalities
3. Your age ()
 - A. Under 35 years old B. 35-45 years old C. Over 45 years old
4. The number of years you have been engaged in university management ()
 - A) 1-5 years B.6-10 years C. 11-15 years D. more than 16years
5. What is your academic title title? ()
 - A. Professor B. Assistant professor C. Lecturer D. Other
6. Your educational background is ().
 - A. Master's degree B. Doctor's degree or above D. Other

**The second part of Guangxi university management reform
strategy influencing factors**

Serial number	Content	5	4	3	2	1
	School management level					
1	Leaders respect the opinions of the staff and make decisions					
2	Leaders have strong comprehensive ability and decision-making ability					
3	Leaders focus on innovative development and encourage teamwork					
4	School administrative management concept, the thought science is advanced.					
5	The school can be information management					
6	Strong administrative autonomy ability and free academic atmosphere					
	Construction of teaching staff					
7	Staff have many opportunities to help them improve their professional ability					
8	The teaching staff work enthusiasm is high, rich sense of responsibility					
9	Pay attention to the promotion of teachers, have a good promotion channel					
10	The administrative department attaches great importance to and cooperates with the teaching work					
11	Staff have a sense of belonging to the school					
12	Staff have a sense of professional identity					
	Administrative performance					
13	The administrative department is set up reasonably					
14	The department of administration has a clear division of labor					
15	Administrative departments have a good sense of service					

Serial number	Content	5	4	3	2	1
16	Smooth communication between administrative departments and good work coordination					
17	Various information of administrative departments is open and transparent					
	Performance evaluation and administrative supervision					
18	There is a scientific and effective performance appraisal mechanism					
19	Have a reasonable performance-based pay plan					
20	Performance appraisal attaches importance to and safeguards teachers' rights					
21	School administrative supervision work is timely and in place					
22	There is a special person responsible for the administrative supervision of the related work					

I .Interview expert basic information

1. Your gender ()
 - A. Male B. female
2. Your nationality ()
 - A. Han B. Zhuang C. Other nationalities
3. Your age ()
 - A. Under 35 years old B. 35-45 years old C. Over 45 years old
4. The number of years you have been engaged in university management ()
 - A) 1-5 years B.6-10 years C. 11-15 years D. more than 16years
5. What is your academic title title? ()
 - A. Professor B. Assistant professor C. Lecturer D. Other
6. Your educational background is ().
 - A. Master's degree B. Doctor's degree or above D. Other

II .Interview outline

1. If you give the management level of Guangxi colleges and universities 5 grades (1-5 points, the higher the level, the stronger), what do you score?(1-5 points, the higher the level, the stronger), what do you score? What do you think are the factors that affect the management reform of colleges and universities in Guangxi? Where should school leaders do for it?

2. What do you think are the main deficiencies in strengthening the construction of university staff in Guangxi? Please list and analyze in detail what factors hinder the improvement of faculty ability?

3. Do you think your school organization is reasonable? How to establish an efficient administrative organization?

4. Do you think your school performance system and supervision mechanism are reasonable? What aspects should the school do from what?

III.Interview record

The interviewee 1

1. If you give the management level of Guangxi colleges and universities 5 grades (1-5 points, the higher the level, the stronger), what do you score? What do you think are the factors that affect the management reform of colleges and universities in Guangxi? Where should school leaders do for it?

I play 4 points. Personally, I think the factors affecting the management reform of colleges and universities in Guangxi include school management level, faculty construction, administrative management status, performance evaluation and administrative supervision. The school management level includes the leadership respecting the opinions of the faculty and staff, the strong comprehensive ability and decision-making ability, the innovative development, the school administrative management concept and scientific science, and the university information management, strong administrative autonomy ability and free academic atmosphere.

2. What do you think are the main deficiencies in strengthening the construction of teaching staff in Guangxi universities? Please list and analyze in detail what factors hinder the improvement of faculty ability?

I think the school staff is under great pressure, family, life, work and study in all aspects of the pressure. The same work is sometimes very heavy, which will lead to the staff in the psychological state is more difficult. In addition, I think some supporting policies are not in place. For example, some of the pay is low, resulting in an unstable team. Teachers should be responsible and focus on the improvement of teachers to provide good promotion channels; the administrative department attaches great importance to and cooperate with the teaching work; the staff have a sense of belonging to the school; and the staff have a sense of professional identity.

3. Do you think your school organization is reasonable? How to establish an efficient administrative organization?

Generally reasonable. I think, efficient administrative organization should include: reasonable establishment of administrative departments; clear division of labor; administrative departments with good service consciousness; smooth communication and good coordination; and various information of administrative departments are open and transparent.

4. Do you think your school performance system and supervision mechanism are reasonable? What aspects should the school do from what?

Generally reasonable. The school should make efforts from the following aspects: the administrative department has open and transparent information; has a reasonable performance pay plan; the performance appraisal attaches importance to and protects teachers' rights; the school administrative supervision is timely and in place; and the special person is responsible for administrative supervision.

The interviewee 2

1. If you give the management level of Guangxi colleges and universities 5 grades (1-5 points, the higher the level, the stronger), what do you score? What do you think are the factors that affect the management reform of colleges and universities in Guangxi? Where should school leaders do for it?

I play 3 points. Personally, I think the factors affecting the management reform of colleges and universities in Guangxi include school management level, faculty construction, administrative management status, performance evaluation and administrative supervision. University management level includes the leadership of faculty and staff, strong comprehensive ability and decision-making ability, paying attention to innovation and development, encouraging team cooperation; advanced administrative concept and thinking, and the university information management, strong administrative autonomy ability and free academic atmosphere. School leaders should focus on the above aspects to improve the overall management level of colleges and universities.

2. What do you think are the main deficiencies in strengthening the construction of teaching staff in Guangxi universities? Please list and analyze in detail what factors hinder the improvement of faculty ability?

I think the leaders should be able to improve their professional ability, with incentive measures, and financial support; the work responsibility needs to be improved; the teachers, and the promotion channels.

3. Do you think the administrative structure of your school is reasonable? How to establish an efficient administrative organization?

Generally reasonable. I think, efficient administrative organization should

include: reasonable establishment of administrative departments; clear division of labor; administrative departments with good service awareness; smooth communication and good coordination; all kinds of open and transparent information; high informatization of administrative work.

4. Do you think your school performance system and supervision mechanism are reasonable? What aspects should the school do from what?

The interviewee 3

1. If you give the management level of Guangxi colleges and universities 5 grades (1-5 points, the higher the level, the stronger), what do you score? What do you think are the factors that affect the management reform of colleges and universities in Guangxi? Where should school leaders do for it?

I play 4 points. Personally, I think the factors affecting the management reform of colleges and universities in Guangxi include school management level, management leadership level, modernization of management ability, administrative management status, performance evaluation and administrative supervision. School leaders should constantly improve their leadership level, have strong comprehensive ability and decision-making ability; pay attention to innovative development, encourage teamwork, and constantly advance the school governance ability.

2. What do you think are the main deficiencies in strengthening the construction of teaching staff in Guangxi universities? Please list and analyze in detail what factors hinder the improvement of faculty ability?

I think the school staff training is not enough, especially the management staff is difficult to have training opportunities. The school should constantly improve the support of the staff training, give teachers a good learning opportunity, and constantly improve the personal comprehensive quality, the staff's own subjective initiative should also be strengthened, to strengthen their own innovative thinking.3. Do you think the administrative structure of your school is reasonable? How to establish an efficient administrative organization?

same as. At present, the number of school institutions is set in accordance with the requirements of the superior documents, but there are still some overlapping responsibilities, and the division of labor is not clear enough. Efficient

administrative departments should be reasonably set up, clear division of labor, good sense of service, smooth communication, good work coordination, open and transparent kinds of information and so on.

4. Do you think your school performance system and supervision mechanism are reasonable? What aspects should the school do from what?

Generally reasonable. The school should make efforts from the following aspects: further carry out performance reform, further delegate autonomy, realize more work, better work and better work, and constantly stimulate the enthusiasm of the majority of staff.

The interviewee 4

If you give the management level of Guangxi colleges and universities 5 grades (1-5 points, the higher the level, the stronger), what do you score? What do you think are the factors that affect the management reform of colleges and universities in Guangxi? Where should school leaders do for it?

I play 4 points. Personally, I think the factors affecting the management reform of colleges and universities in Guangxi include the administrative level, the construction of the two-level management system, the construction of teachers' teaching staff, performance evaluation and administrative supervision. The management level of the school includes leaders respecting the opinions of the staff and staff to make decisions, strong comprehensive ability and decision-making ability; paying attention to innovation and development, encouraging team cooperation; advanced administrative management concept and scientific thinking; and the school promoting digital reform, implementing the two-level management system, delegating power to the secondary colleges, and encouraging the secondary colleges to manage independently.

2. What do you think are the main deficiencies in strengthening the construction of teaching staff in Guangxi universities? Please list and analyze in detail what factors hinder the improvement of faculty ability?

In my opinion, the school staff have limited training opportunities, lack of team building led by academic leaders, immersed in their own teaching and research tasks, and cannot form a high-level team, and then unable to compete with other

well-known universities outside the province; because to the relationship of performance appraisal, the scientific research over teaching, some teachers are not active; the promotion of teachers and the promotion channels to the teachers; the subjective initiative of teaching staff should be strengthened, and their innovative thinking should be strengthened.

3. Do you think the administrative structure of your school is reasonable? How to establish an efficient administrative organization?

It is more reasonable, but there is still a lot to improve. I think the efficient administrative organization should include: vertical management and parallel management to reduce intermediate links and improve the efficiency of information transmission; the administrative department should have a clear division of labor and cooperate to form a joint force; the administrative department should have a good sense of service and timely solve the problems of the teachers and staff; the administrative department should communicate smoothly and the administrative department information is open and transparent.

4. Do you think your school performance system and supervision mechanism are reasonable? What aspects should the school do from what?

Reasonable, but there is still a lot to improve. The school should strive from the following aspects: have reasonable performance pay plan and corresponding incentive mechanism to encourage personnel who have made outstanding contributions to the school; performance appraisal should pay attention to and safeguard teachers' rights, and pay equal attention to scientific research and teaching; all kinds of information of administrative departments are open and transparent; the school administrative supervision is in a timely and timely manner; and special personnel are responsible for administrative supervision.

The interviewee 5

1.If you give the management level of Guangxi colleges and universities 5 grades (1-5 points, the higher the level, the stronger), what do you score? What do you think are the factors that affect the management reform of colleges and universities in Guangxi? Where should school leaders do for it?

I play 4 points. I think the biggest factors affecting college management

reform in Guangxi is the school management level, school leadership management idea does not conform to the actual needs of the development of the school will seriously restrict the development of the school, the school is attention to innovation and development, whether to advocate team cooperation, these largely determines the quality of the development of the school. Therefore, the current universities in Guangxi need to update the current management concept and make efforts in the top-level design, so as to improve the management level of the school greatly.

2. What do you think are the main deficiencies in strengthening the construction of teaching staff in Guangxi universities? Please list and analyze in detail what factors hinder the improvement of faculty ability?

At present, the faculty and staff in Guangxi universities lack the opportunity to go out for further study, the overall professional quality of teachers is not high, and the school administrative departments do not pay enough attention to teaching, which seriously hinder the construction and development of the faculty and staff in Guangxi universities.

3. Do you think the administrative structure of your school is reasonable? How to establish an efficient administrative organization?

In my opinion, there is some redundancy in the establishment of the administrative organs of the school. The division of labor of some administrative departments is not clear enough, and the service consciousness is not strong enough, which leads to the low administrative efficiency of the overall work of the school. At present, the school needs to conduct a full investigation, optimize the existing administrative institutions, make a clear division of labor among the administrative departments, clarify their positioning, and improve the overall service awareness to solve the current problems.

4. Do you think your school performance system and supervision mechanism are reasonable? What aspects should the school do from what?

It is reasonable that our school has that the information is not open and transparent, the performance pay assessment mechanism is not scientific enough, it is necessary to improve these two aspects in order to improve the overall

management level of the school.

The interviewee 6

1. If you score the management level of Guangxi colleges and universities into 5 grades (1-5 points, the higher the level, the stronger), what do you score? What do you think are the factors that affect the management reform of colleges and universities in Guangxi? Where should school leaders do for it?

I play 4 points. Personally, I think the factors affecting the management reform of colleges and universities in Guangxi include school management level, faculty construction, administrative management status, performance evaluation and administrative supervision. University management level includes the leadership of faculty and staff, strong comprehensive ability and decision-making ability, paying attention to innovation and development, encouraging team cooperation; advanced administrative concept and thinking, and the university information management, strong administrative autonomy ability and free academic atmosphere. At the same time, establish the mission, have the courage to take responsibility, and forge ahead; pay attention to the training of teachers, delegate power, give teachers more autonomy; respect the opinions of the staff and make decisions; open information, and create innovative atmosphere.

2. What do you think are the main deficiencies in strengthening the construction of teaching staff in Guangxi universities? Please list and analyze in detail what factors hinder the improvement of faculty ability?

I think the opportunity of the school staff is limited, the leaders should be able to improve their professional ability, incentive measures, financial support; the staff should be responsible; the promotion of teachers; the administrative department attaches great importance to and cooperate with the teaching work; the staff should strengthen their own initiative, to strengthen their innovative thinking, financial support, training growth, practical development, backbone leadership, and mechanism motivation.

3. Do you think the administrative structure of your school is reasonable? How to establish an efficient administrative organization?

More reasonable. I think the efficient administrative agencies should include:

more reasonable. Efficient meetings, streamline the organization, reduce the leadership setting, provide sufficient personnel allocation of the organization, unify the thinking, create an innovative atmosphere (positive progress, mutual support, seeking common ground while shelving differences, etc.), and unify the office system

4. Do you think your school performance system and supervision mechanism are reasonable? What aspects should the school do from what?

Generally reasonable. The school should make efforts from the following aspects: open and transparent information, fair and just, multi-dimensional supervision, do not give a leadership, carry out supervision and early warning on the premise of help, and have a reasonable performance pay plan.

The interviewee 7

If you give the management level of Guangxi colleges and universities 5 grades (1-5 points, the higher the level, the stronger), what do you score? What do you think are the factors that affect the management reform of colleges and universities in Guangxi? Where should school leaders do for it?

I play 4 points. Personally, I think the factors affecting the management reform of colleges and universities in Guangxi include the management level of school principals, the construction of teaching staff, administrative management status, performance evaluation and administrative supervision. The school management level includes the leadership of the school, the faculty, innovative development, and the advancement of administrative management concept and ideas, the school information management, smooth administration process without internal friction; free academic atmosphere, strong sense of belonging and professional identity.

2. What do you think are the main deficiencies in strengthening the construction of teaching staff in Guangxi universities? Please list and analyze in detail what factors hinder the improvement of faculty ability?

I think the school staff training opportunities are limited, the leaders should be able to improve their professional ability, have incentive measures and guarantee certain funds; the sense of responsibility; the administrative department attaches great importance to and cooperate with the construction of ethics; to strengthen the

research team construction of teachers, encourage group teaching and research, give special fund support, common progress, and produce high-end results.

3. Do you think the administrative structure of your school is reasonable? How to establish an efficient administrative organization?

same as. I think that an efficient administrative organization should include: reasonable setting of administrative departments; clear division of labor; administrative departments with good service consciousness; smooth communication, good coordination; open and transparent information, clear division of labor, and efficient operation.

4. Do you think your school performance system and supervision mechanism are reasonable? What aspects should the school do from what?

Generally reasonable. The school should strive from the following aspects: various information of administrative departments is open and transparent; performance appraisal values and maintains the rights of front-line teachers, has a reasonable performance appraisal scheme, and links the end of the year; school administrative supervision is timely and in place; has special personnel and special departments, such as inspectors, who are responsible for administrative supervision and administrative supervision in place.

The interviewee 8

If you give the management level of Guangxi colleges and universities 5 grades (1-5 points, the higher the level, the stronger), what do you score? What do you think are the factors that affect the management reform of colleges and universities in Guangxi? Where should school leaders do for it?

I give it a 4.5 point. I personally think that the factors that affect the management reform of colleges and universities in Guangxi include the school management level, the construction of teachers, the administrative management status, the performance evaluation and administrative supervision, the internal governance institutions of colleges and universities, and the management ability and quality of administrative personnel. University management level includes the leadership of faculty and staff, strong comprehensive ability and decision-making ability, paying attention to innovation and development, encouraging team

cooperation; advanced administrative concept and thinking, and the university information management, strong administrative autonomy ability and free academic atmosphere.

2. What do you think are the main deficiencies in strengthening the construction of teaching staff in Guangxi universities? Please list and analyze in detail what factors hinder the improvement of faculty ability?

In my opinion, the school staff have limited training opportunities, lack of perfect management mechanism, democratic and fair management procedures, people-oriented management, school management is not centered on teaching and education, and school management is lack of attention to the interests of teachers. Leaders should be able to improve their professional ability, with incentive measures and financial support; work should be responsible; emphasize the promotion of teachers, and provide good promotion channels for teachers; administrative departments should attach great importance to and cooperate with the teaching work, and strengthen their innovative thinking.

3. Do you think the administrative structure of your school is reasonable? How to establish an efficient administrative organization?

same as. I think the efficient administrative organization should include: improve the management ability and quality of administrative personnel, change the bureaucratic work style, and set up administrative departments; clear division of labor; administrative departments have good service awareness; smooth communication and good coordination; administrative information open and transparent.

4. Do you think your school performance system and supervision mechanism are reasonable? What aspects should the school do from what?

Generally reasonable. The school should strive from the following aspects: all information of administrative departments are open and transparent; reform the salary distribution system to improve its management level; performance appraisal pays attention to and safeguard the rights of teachers; the school administrative supervision is timely and in place; and the personnel is responsible for administrative supervision.

The interviewee 9

1. If you give the management level of Guangxi colleges and universities 5 grades (1-5 points, the higher the level, the stronger), what do you score? What do you think are the factors that affect the management reform of colleges and universities in Guangxi? Where should school leaders do for it?

I play 4 points. Personally, I think the factors affecting the reform of school management in colleges and universities in Guangxi include the educational philosophy and orientation of school running, the school management level, the quality of teachers, and the performance reward and punishment system. University management level includes the leadership of faculty and staff, strong comprehensive ability and decision-making ability, paying attention to innovation and development, encouraging team cooperation; advanced administrative concept and thinking, and the university information management, strong administrative autonomy ability and free academic atmosphere.

2. What do you think are the main deficiencies in strengthening the construction of teaching staff in Guangxi universities? Please list and analyze in detail what factors hinder the improvement of faculty ability?

Care about teachers' business and education promotion is not enough. Reasons: teachers have heavy professional work; teachers' subjective initiative is not motivated enough; the school has insufficient funds to support the staff to improve their professional ability and academic training. Measures: Leaders should be able to assist the staff to improve their professional ability, to have incentive measures and certain financial support; to pay attention to the promotion of teachers, and the administrative department attaches great importance to and cooperate with the teaching work; the staff should strengthen their own initiative; and to strengthen their own innovative thinking.

3. Do you think the administrative structure of your school is reasonable? How to establish an efficient administrative organization?

same as. I think, efficient administrative agencies should include: reasonable establishment of administrative departments; clear responsibilities and rights of administrative departments; good service awareness; smooth communication between administrative departments and good coordination; and smooth channels

for teachers to participate in democratic decision-making.

4. Do you think your school performance system and supervision mechanism are reasonable? What aspects should the school do from what?

rational. The school should make efforts from the following aspects: open and transparent reward and punishment information; scientific and democratic formulation of performance pay plan; respect for teachers' labor and knowledge; timely and adequate school administrative supervision; and have special personnel to be responsible for administrative supervision.

The interviewee 10

1. If you give the management level of Guangxi colleges and universities 5 grades (1-5 points, the higher the level, the stronger), what do you score? What do you think are the factors that affect the management reform of colleges and universities in Guangxi? Where should school leaders do for it?

I play 3 points. Personally, I think the factors affecting the management reform of universities in Guangxi include the leadership of the school management team, the overall level of the teaching staff, administrative management efficiency, performance evaluation and administrative supervision.

I think school leaders should work in these directions: firstly, strengthen the leadership building of school management team, have high strategic thinking, strong ability to grasp problems, analyze problems and make scientific decisions; second, pay attention to innovation and development and encourage team cooperation; third, update the concept of management efficiency and information management level; fourth, to encourage academic freedom and respect the opinions of teaching staff in making management decisions.

2. What do you think are the main deficiencies in strengthening the construction of teaching staff in Guangxi universities? Please list and analyze in detail what factors hinder the improvement of faculty ability?

In my opinion, the lack of staff construction in Guangxi universities lies in the lack of scientific and reasonable planning for the construction of staff and the difficulty of planning.

The specific hindering factors are as follows: (1) the school lacks a clear

understanding of the objectives of the staff construction; (2) the unclear division of responsibilities of the business departments and the units of the faculty; (3) the funds of the faculty ability improvement are not in place; (4) the lack of closed-loop management of the faculty ability improvement, resulting in the poor effect of the ability improvement; (5) the lack of incentive mechanism for the faculty to actively improve their personal ability.

3. Do you think the administrative structure of your school is reasonable? How to establish an efficient administrative organization?

Reasonable, but there is still room for improvement., In my opinion, the establishment of efficient administrative organizations should be considered: (1) the administrative departments based on the strategic objectives and business processes of the school to ensure the objectives; (2) the administrative departments should have clear responsibilities, clear division of labor and efficient management; (3) the administrative departments should have a good sense of service and serve teaching and scientific research; (4) the administrative departments should have smooth communication and good work coordination.

4. Do you think your school performance system and supervision mechanism are reasonable? What aspects should the school do from what?

Not reasonable enough. The school should work in the following aspects: (1) the performance system. First, the school should make the development plan and the annual work plan of the school, decompose the key tasks of the school into various departments and secondary colleges; the second is to improve the job responsibilities of the staff and the department; the third is to improve the performance appraisal system linked to performance appraisal and performance pay.(2) Supervision mechanism. First, we should establish and improve the organization structure of the supervision work, with special institutions and special personnel to take charge of the supervision work; second, we should improve the information disclosure system of the administrative department; third, we should strengthen the closed-loop management of the supervision work.

Example of evaluation form for experts to test the validity of research tools and by calculating the IOC value

The Administration Management Reform Strategy of Guangxi Universities Under the Concept of Innovative Education.	Experts					IOC	result
	1	2	3	4	5		
Improving school management level							
1. Leaders respect the opinions of the staff and make decisions	1	1	1	1	1	1.00	valid
2. Leaders have strong comprehensive ability and decision-making ability	1	1	1	1	1	1.00	valid
3. Leaders focus on innovative development and encourage teamwork	1	1	1	1	1	1.00	valid
4. School administrative management concept, the thought science is advanced	1	1	1	1	1	1.00	valid
5. The school can be information management	1	1	1	1	1	1.00	valid
6. Strong administrative autonomy ability and free academic atmosphere	1	1	1	1	1	1.00	valid
Developing administrative performance							
1. Reasonable establishment of administrative departments	1	1	1	1	1	1.00	valid
2. Clear division of labor among administrative departments	1	1	1	1	1	1.00	valid
3. Administrative departments have a good sense of service	1	1	1	1	1	1.00	valid
4. Smooth communication and good work coordination among the administrative departments	1	1	1	1	1	1.00	valid
5. All kinds of information of administrative departments are open and transparent	1	1	1	1	1	1.00	valid
Improving the construction of teaching staff							
1. There are many opportunities for staff, which can help them improve their professional ability	1	1	1	1	1	1.00	valid
2. The teaching staff are highly motivated and responsible	1	1	1	1	1	1.00	valid

The Administration Management Reform Strategy of Guangxi Universities Under the Concept of Innovative Education.	Experts					IOC	result
	1	2	3	4	5		
3. Pay attention to the promotion of teachers, and have a good promotion channel	1	1	1	1	1	1.00	valid
4. The administrative department attaches great importance to and cooperates with the teaching work	1	1	1	1	1	1.00	valid
5. Staff have a sense of belonging to the school	1	1	1	1	1	1.00	valid
6. Staff have a sense of professional identity	1	1	1	1	1	1.00	valid
Developing performance evaluation and administrative supervision							
1. All kinds of information of administrative departments are open and transparent.	1	1	1	1	1	1.00	valid
2. Have a reasonable performance-based pay plan.	1	1	1	1	1	1.00	valid
3. Performance appraisal attaches importance to and safeguards teachers' rights.	1	1	1	1	1	1.00	valid
4. Timely and adequate school administrative supervision work.	1	1	1	1	1	1.00	valid
5. Special person is responsible for administrative supervision.	1	1	1	1	1	1.00	valid

Appendix D
The Results of the Quality Analysis of
Research Instruments

Interview form
Pattern evaluation form

Guangxi university management reform strategy model evaluation questionnaire.

Evaluation Project	Feasible				
	5	4	3	2	1
1. Title					
1.1 Clear and concise					
1.2 Coverage					
2. Principles					
2.1 Background and importance					
2.2 The necessity of promoting the reform of university management in Guangxi					
3. Purpose					
3.1 School management level					
3.1.1 Leaders respect the opinions of the staff and make decisions					
3.1.2 Leaders have strong comprehensive ability and decision-making ability					
3.1.3 Leaders focus on innovative development and encourage teamwork					
3.1.4 School administrative management concept, the thought science is advanced.					
3.1.5 The school can be information management					
3.1.6 Strong administrative autonomy ability and free academic atmosphere					
3.2 Construction of teaching staff					
3.2.1 Staff have many opportunities to help them improve their professional ability					
3.2.2 The teaching staff work enthusiasm is high, rich sense of responsibility					
3.2.3 Pay attention to the promotion of teachers, have a good promotion channel					
3.2.4 The administrative department attaches great					

Evaluation Project	Feasible				
	5	4	3	2	1
importance to and cooperates with the teaching work					
3.2.5 Staff have a sense of belonging to the school					
3.2.6 Staff have a sense of professional identity					
3.3 Administrative performance					
3.3.1 The administrative department is set up reasonably					
3.3.2 The department of administration has a clear division of labor					
3.3.3 Administrative departments have a good sense of service					
3.3.4 Smooth communication between administrative departments and good work coordination					
3.3.5 Various information of administrative departments is open and transparent					
3.4 Performance evaluation and administrative supervision					
3.4.1 There is a scientific and effective performance appraisal mechanism					
3.4.2 Have a reasonable performance-based pay plan					
3.4.3 Performance appraisal attaches importance to and safeguards teachers' rights					
3.4.4 School administrative supervision work is timely and in place					
3.4.5 There is a special person responsible for the administrative supervision of the related work					

Appendix E
Certificate of English



This is to certify that

Mr. Zhihua Ou

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 6th August 2020

(Assistant Professor Dr Kulsirin Aphiratvoradej)
Director

Appendix F
The Document for Acceptance Research

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Website : <https://harbinengineeringjournal.com/index.php/journal/index>

Acceptance Letter

Dear Author(s): **Ou Zhihua , Jittawisut Wimuttipanya, Niran Sutheeniran, Patchara Dechhome, Sarayuth Sethakhajorn, Teerawat Montaisong, Wirot Watananimitgul**

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This is to enlighten you that the above manuscript was reviewed and appraised by the review committee members of **IFERP** and it is accepted for the purpose of publication in the “**Journal of Harbin Engineering University (JHEU)**”.

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Research Profile

Name	Mr. Ou Zhihua
Date of birth	June 12, 1984
Place of birth	HeZhou, Guangxi
Education background	Graduated from Guangxi Normal University in 2004, majoring in social sports. 2012 master's degree, Beijing Normal University, master of physical education. 2020 PhD candidate, Higher Education Management, Bansomdejchaopraya Rajabhat University, Thailand.
Work experience	Since 2008, Hezhou University
Address	Hezhou University, No. 18, West Ring Road, Hezhou City, Guangxi, China
Post	Teacher