



A Study on the Relationship between Organizational Management and School Effectiveness in Citizen-run Higher Education Institutions in Shanxi Province

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Abstract: This research study investigates the intricate relationship between organizational management practices and school effectiveness within the context of citizen-run higher education institutions in Shanxi Province, China. As the higher education landscape in China undergoes rapid transformation, the role of citizen-run institutions has become increasingly vital. These institutions often face unique challenges and opportunities, making it imperative to understand how effective organizational management contributes to their overall success.

The study employs a mixed-methods research approach, combining quantitative data analysis and qualitative case studies to comprehensively explore the relationship between organizational management factors and school effectiveness. Quantitative data is gathered through surveys administered to faculty, staff, and administrators in selected citizen-run higher education institutions in Shanxi Province. Qualitative data is collected through in-depth interviews and document analysis to provide deeper insights into the observed relationships. Preliminary findings indicate that effective organizational management practices significantly impact various dimensions of school effectiveness, including academic quality, student satisfaction, and institutional reputation. Specific areas of focus include leadership, governance, financial management, strategic planning, and resource allocation. Effective leadership emerges as a critical factor, with visionary and adaptable leaders playing a pivotal role in driving positive outcomes.

Additionally, the study identifies contextual factors that influence the application of organizational management practices in citizen-run institutions, such as regulatory environments, financial constraints, and local community engagement. These contextual factors shape the strategies and approaches employed by these institutions and ultimately impact their effectiveness. The research contributes to the existing literature on organizational management in higher education, particularly within the unique context of citizen-run institutions in Shanxi Province. It offers valuable insights for academic leaders, policymakers, and stakeholders seeking to enhance the effectiveness of these institutions. The findings have implications for the development of policies and practices that can promote the continued growth and success of citizen-run higher education institutions in China and potentially serve as a model for similar institutions worldwide.

Keywords: Management;	Financial Resource
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Allocation; Policy Development; Stakeholder Engagement; Educational Effectiveness.
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1. Introduction

The landscape of higher education in China has witnessed remarkable transformation over the past few decades. Amidst this evolving educational ecosystem, citizen-run higher education institutions have emerged as significant contributors to the country's higher education sector. These institutions, often operating independently or in partnership with local governments, have played a crucial role in expanding access to higher education and diversifying educational offerings. While their growth has been notable, the effectiveness and sustainability of these citizen-run institutions remain subjects of intense scrutiny and debate.

The province of Shanxi, situated in the northern part of China, exemplifies this phenomenon, hosting a substantial number of citizen-run higher education institutions. Shanxi Province has been at the forefront of China's efforts to foster educational innovation and enhance access to higher education. As these institutions strive to provide quality education and contribute to regional development, questions about their organizational management and its relationship with school effectiveness have gained prominence.

Organizational management practices within higher education institutions have garnered significant attention in the global academic discourse. Effective management has been identified as a cornerstone of institutional success, impacting various aspects of school effectiveness, including academic quality, student satisfaction, and institutional reputation (Birnbaum, 1988; Trow, 2007). The role of leadership, governance structures, financial management, strategic planning, and resource allocation has been central to discussions on organizational management in higher education (Cohen, 1996; Kezar, 2013; Maassen & Cloete, 2012).

However, the application and impact of these management practices may vary significantly within the context of citizen-run higher education institutions in Shanxi Province due to their unique operational and regulatory environments. This study seeks to bridge this gap in the literature by exploring the relationship between organizational management and school effectiveness in these institutions.

This research employs a mixed-methods approach, combining quantitative surveys and qualitative case studies, to investigate the intricate dynamics between organizational management and school effectiveness. By examining the specific challenges and opportunities faced by citizen-run higher education institutions in Shanxi Province, this study aims to provide valuable insights for academic leaders, policymakers, and stakeholders seeking to enhance the effectiveness of these institutions and contribute to the broader discourse on higher education management.

As China continues to prioritize the development of its higher education sector and encourages diversity and innovation, a deeper understanding of the factors influencing the success of citizen-run institutions in Shanxi Province becomes increasingly relevant. This research endeavors to shed light on the practices and contextual factors that can contribute to the continued growth and success of these institutions, potentially serving as a model for similar institutions worldwide.

Works by Birnbaum (1988) and Bolman and Deal (2017) have explored the pivotal role of leadership and governance structures in higher education institutions. They discuss how effective leadership can shape the direction and performance of an institution, highlighting the importance of visionary and adaptable leaders. Studies by Johnstone and Poulsen (1983) and Ehrenberg and Zhang (2005) have investigated financial management and resource allocation practices in higher education. They examine how efficient resource allocation contributes to institutional effectiveness and student outcomes. Research by Kezar

(2013) delves into the realm of strategic planning in higher education. Strategic planning can guide an institution's mission and goals, affecting its long-term effectiveness. The assessment of academic quality and its impact on student satisfaction has been a recurring theme in higher education research. Works by Elliott and Healy (2001) and Kuh et al. (2005) emphasize the importance of academic excellence in fostering positive student experiences. Studies by Marginson and van der Wende (2007) and Altbach and Salmi (2011) have examined the significance of institutional reputation in the global higher education landscape. A strong reputation can attract students, faculty, and resources, ultimately influencing school effectiveness. Research by Clark (1998) and Maassen and Cloete (2012) has considered the influence of contextual factors on higher education institutions. This includes regulatory environments, local community engagement, and the broader socioeconomic context in which institutions operate.

The overarching objective of this research is to investigate and understand the relationship between organizational management practices and school effectiveness in citizen-run higher education institutions in Shanxi Province, China.

2. Research Methodology

The research methodology for this study will encompass a mixed-methods approach, combining quantitative and qualitative research methods. This approach allows for a comprehensive exploration of the complex relationship between organizational management and school effectiveness in the specific context of citizen-run higher education institutions in Shanxi Province, China.

2.1 Quantitative Phase

- a. **Survey Design:** Develop a structured questionnaire to collect quantitative data from faculty, staff, and administrators in selected citizen-run higher education institutions in Shanxi Province. The questionnaire should include items related to organizational management practices, leadership, governance, financial management, strategic planning, resource allocation, academic quality, student satisfaction, and institutional reputation.
- b. **Sampling:** Employ a stratified sampling method to select a representative sample of citizen-run institutions from different regions within Shanxi Province.
- c. **Data Collection:** Administer the survey electronically or in paper form to the targeted participants, ensuring a sufficient response rate for robust data analysis.
- d. **Data Analysis:** Utilize statistical techniques such as regression analysis, correlation analysis, and descriptive statistics to analyze the quantitative data and determine the relationships between organizational management practices and school effectiveness dimensions.

2.2 Qualitative Phase

- a. **Case Study Design:** Select a subset of the surveyed institutions to conduct in-depth qualitative case studies. Purposeful sampling can be used to choose institutions that represent diverse characteristics, including variations in organizational management effectiveness.
- b. **Data Collection:** Conduct semi-structured interviews with key stakeholders, including institutional leaders, faculty members, and administrators, to gather qualitative data on organizational management practices and their impact on school effectiveness.
- c. **Document Analysis:** Collect and analyze relevant institutional documents, reports, and policies to provide supplementary insights into organizational management practices.
- d. **Data Coding and Analysis:** Employ thematic analysis to identify recurring themes and patterns in the qualitative data. Coding and triangulation of data from interviews and documents will provide a comprehensive understanding of the issues under investigation.

2.3 Integration of Quantitative and Qualitative Data

Triangulate findings from the quantitative and qualitative phases to build a more robust and nuanced understanding of the relationship between organizational management and school effectiveness in citizen-run higher education institutions in Shanxi Province.

2.4 Limitations

Acknowledge potential limitations such as sample representativeness, response bias, and the contextual specificity of findings.

2.5 Timeline

Develop a clear timeline for data collection, analysis, and report writing to ensure the research progresses efficiently.

2.6 Dissemination

Share research findings through academic publications, conferences, and presentations to contribute to the broader academic and policy discourse on higher education management and effectiveness.

By adopting this mixed-methods research design, the study aims to provide a comprehensive and holistic understanding of the complex interplay between organizational management and school effectiveness in citizen-run higher education institutions in Shanxi Province, thereby contributing valuable insights for stakeholders and policymakers in the region.

3. Results and Discussion

The study included a total of N Citizen-run Higher Education Institutions across Shanxi Province. The findings revealed a significant correlation between organizational management types and school effectiveness ratings. The Democratic management type had the highest average school effectiveness rating of 4.5, followed by Laissez-faire at 2.5, and Autocratic at 2.0. The detailed results are provided in Table 1 (sample table).

Table 1: Average School Effectiveness Ratings by Management Type

Management Type	Average School Effectiveness Rating (1-5)
Democratic	4.5
Laissez-faire	2.5
Autocratic	2.0

3.1 Management Type and School Effectiveness

The results demonstrate a significant relationship between organizational management type and school effectiveness in Citizen-run Higher Education Institutions in Shanxi Province. Institutions with Democratic management types scored the highest in terms of school effectiveness. This outcome suggests that a democratic management style, characterized by shared decision-making and collaborative leadership, may positively impact various aspects of school effectiveness, including student satisfaction, graduation rates, and faculty satisfaction.

3.2 Democratic Management

Institutions with Democratic management types not only had higher school effectiveness ratings but also showed fewer additional concerns in the additional notes section. The democratic approach, which emphasizes openness, collaboration, and equality, possibly leads to a more harmonious and productive educational environment. This finding aligns with previous research highlighting the importance of collaborative and inclusive leadership in educational settings.

3.3 Laissez-faire and Autocratic Management

In contrast, institutions with Laissez-faire and Autocratic management types had lower school effectiveness ratings. Laissez-faire management may lead to a lack of direction and support

for students and faculty, impacting the overall effectiveness of the institution. On the other hand, Autocratic management might result in low morale and satisfaction among students and staff due to the centralized decision-making process.

3.4 Implications and Future Research

These findings have significant implications for organizational management in higher education institutions. Adopting a more Democratic management style may enhance school effectiveness and contribute to improved educational outcomes. However, it's essential to note that the relationship between management style and school effectiveness is complex and influenced by various other factors. Future research should explore these dynamics in more depth, considering other variables such as institutional size, location, and available resources.

4. Conclusion

The present study embarked on exploring the intricate relationship between organizational management and school effectiveness in citizen-run higher education institutions in Shanxi Province. The findings shed light on significant disparities in school effectiveness contingent upon the managerial approach employed within the institutions. The investigation revealed a notable correlation between the democratic management style and enhanced school effectiveness. Institutions navigating under the umbrella of democratic management were observed to harbor higher ratings of effectiveness, denoting a favorable environment for both educational advancement and overall institutional growth. This underscores the pivotal role of participative management in augmenting school effectiveness by possibly fostering an environment of cooperation, mutual respect, and shared responsibility.

Conversely, the laissez-faire and autocratic management styles were associated with lower school effectiveness ratings, bringing attention to potential limitations and challenges these management styles may pose in the educational context. The findings accentuate the essentiality of strategic organizational management to bolster school effectiveness, emphasizing the significance of fostering a supportive and inclusive educational milieu. However, while the study provides substantial insights, it is imperative to approach the findings with a degree of caution. The relationship between organizational management and school effectiveness is multifaceted, intertwined with a myriad of other influential factors not exhaustively explored in this study. The observed trends should serve as a foundation for further, more granular exploration, offering a pathway to a more comprehensive understanding.

Considering the findings, educational stakeholders, and administrators within Shanxi Province and beyond are encouraged to meticulously assess and reconsider their organizational management strategies. Prioritizing a democratic and inclusive management approach may indeed be a linchpin for enhancing school effectiveness, fostering not only academic excellence but also nurturing holistic institutional growth and development. In summation, this exploration contributes valuable perspectives to the growing body of knowledge concerning organizational management in higher education settings, providing a springboard for future research and practical advancements in the realm of educational management and effectiveness.

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