THE FACTORS INFLUENCING THE DEVELOPEMNT OF HIGHER EDUCATION MANAGEMENT — A CASE STUDY OF SUZHOU UNIVERSITY OF SCIENCE AND TECHNOLOGY

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AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION
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This Independent Study Has Been Approved as a Partial Fulfillment of the Requirements for the Degree of Master of Business Administration

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Title: The Factors Influencing the Development of Higher Education Management - A Case Study of SuZhou University of Science and Technology

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ABSTRACT

China's higher education has experienced rapid growth, achieving a remarkable leap forward over the past two decades. However, China's higher education development also faces challenges similar to those encountered globally. These challenges directly hinder the stable and healthy development of the educational ecosystem. This study took Suzhou University of Science and Technology as a case to conduct an empirical investigation into the factors influencing the development of higher education. This study aims to achieve the following research objectives: 1) To examine the effect of management structure on the development of educational management of Suzhou University of Science and Technology; 2) To examine the effect of quality of faculty and staff on the development of educational management of Suzhou University of Science and Technology; 3) To examine the effect of school culture on the development of educational management of Suzhou University of Science and Technology and 4) To xamine the effect of big data on the development of educational management of Suzhou University of Science and Technology.

This study used a quantitative research approach and designed a questionnaire based on the actual development conditions of Suzhou University of Science and Technology. The finalized questionnaire was distributed to the faculty members of the School of Education and the School of Economics and Management at Suzhou University of Science and Technology for completion to collect relevant data. The questionnaire was primarily distributed and completed through the faculty WeChat group. A total of 187 questionnaires were distributed, and all 187 were returned. Of these, 13 were deemed invalid, resulting in an effective response rate of 93.0%. The results show that all the four variables, management structure, the quality of faculty and

staff, school culture, and big data, significantly affect the development of educational management of Suzhou University of Science and Technology.

This study also provides the following recommendations based on the data analysis results: 1) Fostering a sense of responsibility in higher education management; 2) making scientific and rational allocation of human resources and 3) enhancing the professional skills

Keywords: management structure, quality of faculty and staff, school culture, big data, educational management, higher education

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XU GUYUE

DECLARATION

I, Xu Guyue , hereby declare that this Independent Study entitled "*The Factors Influencing the Development of Higher Education Management — A Case Study of SuZhou University of Science and Technology*" is an original work and has never been submitted to any academic institution for a degree.

(Xu Guyue)
Jan 11, 2025

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Chapter 1 Introduction

1.1 Background of the Study

Since the beginning of the new century, factors such as the continuous transformation of economic and cooperative relationships, rapid advancements in science and technology, and the swift evolution of social and cultural dynamics have placed new demands on the development of global higher education. To meet these demands, countries worldwide have fostered initiatives such as competition in higher education, integration of advanced technologies, and international educational collaboration. These efforts have given rise to a diversified disciplinary system, high-quality education cultivation, digitalized teaching and learning, network-based distance education, and international academic exchange, all of which promote the high-quality development of higher education (Wang, 2017).

China’s higher education has experienced rapid growth, achieving a remarkable leap forward over the past two decades. It has transitioned through three stages: from elite education to universal education and, subsequently, to mass education (Piao, 2020). This development not only aligns with the global trajectory of higher education but has also enabled China to emerge as a major player in the global higher education landscape. Moreover, various reforms in form and method have propelled the advancement of higher education toward higher quality.

However, China’s higher education development also faces challenges similar to those encountered globally. For instance, there exists a pattern of regional imbalance characterized by "prosperity in the east," "collapse in the center," and "desolation in the west. (Li, 2020)" This pattern mirrors the broader regional economic disparities in China, which exhibit trends such as "faster growth in the south than in the north" and "higher development in the east than in the west." Furthermore, this imbalance is even more pronounced within regions, with provincial capitals often outperforming local areas. In addition to disparities among universities, there are significant regional differences in metrics such as the number of full-time faculty, faculty qualifications and ranks, educational funding, and opportunities for students to gain admission (Zhuo, 2020). These disparities directly hinder the stable and healthy development of the educational ecosystem.

The report of the 19th National Congress of the Communist Party of China highlighted the promotion of the connotative development of higher education as a key

implementation goal (Liu, 2019). The nation has emphasized that building a strong education system serves as a cornerstone for the great rejuvenation of the Chinese nation. With the deepening implementation of the innovation-driven development strategy and the strategy of prioritizing education and science, the pursuit of sustainable economic development has set even higher demands on the progress and reform of higher education.

1.2 Questions of the Study

Taking Suzhou University of Science and Technology as a case, its development history fully reflects the significant achievements of China's higher education under the support of policies and the drive of societal needs. The university is deeply rooted in the demands of regional economic and social development, actively responding to the national strategies of prioritizing education and innovation-driven growth. It has made substantial progress in discipline development, talent cultivation, and scientific research innovation, injecting vital momentum into regional economic and social development. The university has developed distinctive strengths in fields such as engineering technology and environmental science, cultivating a large number of application-oriented talents. These contributions have played a crucial role in the transformation and upgrading of the local economy and the optimization of industrial structures..

However, Suzhou University of Science and Technology faces a series of issues amid its rapid development. Firstly, the alignment between the university's discipline layout and regional economic development needs requires improvement. Certain academic fields have yet to fully align with local industries and societal demands, leading to suboptimal utilization of academic resources. Secondly, there are still bottlenecks in the recruitment and cultivation of high-level talents, particularly in interdisciplinary and innovative fields. The lack of top-tier talent restricts the university's ability to further enhance its research capabilities. Meanwhile, the integration and efficient utilization of educational resources still need optimization, as some resources are not fully integrated or utilized effectively, limiting the potential for improving educational quality (Yan, 2021).

Furthermore, despite the university's significant role in regional economic and social development, it still lags behind top domestic universities in terms of research strength, internationalization, and social influence (Wu, 2023). How to overcome these bottlenecks and enhance the university's overall competitiveness in the new phase of connotative development in higher education has become a critical issue that requires

in-depth exploration. Therefore, understanding the key factors that influence the development of the university’s educational management will provide valuable decision-making support for its long-term growth. Therefore, the research questions of this study are as follows:

1) Does the management structure affect the development of educational management of Suzhou University of Science and Technology?

2) Does the quality of faculty and staff affect the development of educational management of Suzhou University of Science and Technology?

3) Does the school culture affect the development of educational management of Suzhou University of Science and Technology?

4) Does the big data affect the development of educational management of Suzhou University of Science and Technology?

1.3 Objectives of the Study

In 2021, the Chinese government emphasized enhancing higher education quality through comprehensive reforms, a diversified higher education system, and the construction of "Double First Class" universities (Li & Liu, 2020). This includes building high-quality undergraduate education, shifting from theoretical to applied approaches, dynamically adjusting disciplines and majors, reforming talent cultivation models, optimizing regional higher education resource distribution, and revitalizing higher education in central and western regions (Rong & Gu, 2023).

Therefore, in the context of high-quality development in higher education and the goal of building a strong higher education nation, promoting high-quality development in higher education has become a major issue in advancing balanced development and building a strong higher education nation.

1) To examine the effect of management structure on the development of educational management of Suzhou University of Science and Technology.

2) To examine the effect of quality of faculty and staff on the development of educational management of Suzhou University of Science and Technology.

3) To examine the effect of school culture on the development of educational management of Suzhou University of Science and Technology.

4) To examine the effect of big data on the development of educational management of Suzhou University of Science and Technology.

1.4 Scope of the Study

This study took Suzhou University of Science and Technology as a case to conduct an empirical investigation into the factors influencing the development of higher education. First, a review of the relevant literature on the factors affecting the development of higher education in China was conducted. Based on the research objectives of this study, appropriate indicators were selected from four dimensions of higher education: management structure, quality of faculty and staff, school culture, and big dara. Relevant data were collected, ensuring accuracy and timeliness.

This study used a quantitative research approach and designed a questionnaire based on the actual development conditions of Suzhou University of Science and Technology. The finalized questionnaire was distributed to the faculty members of the School of Education and the School of Economics and Management at Suzhou University of Science and Technology for completion to collect relevant data.

1.5 Significance of the Study

1.5.1 Theoretical Significance

Exploring the factors influencing the development of higher education is of significant importance for a deeper understanding of the phenomena of concentration and collapse in China's higher education system. Through this empirical research, it contributes to a better understanding of the overall and regional development of balanced higher education in China. At the same time, clarifying the internal mechanisms of China's higher education development helps reveal the connections between higher education and external systems, identifying the key factors that drive the sustainable development of higher education. This further deepens the understanding of the layout of universities, adjustments in academic disciplines, and optimization of professional structures, providing both theoretical foundation and practical guidance for promoting balanced development in higher education.

1.5.2 Practical Significance

This study took Suzhou University of Science and Technology as a case, focusing on the factors influencing its educational management development, with the aim of revealing the underlying barriers to its educational management progress. At the same time, the study draws on successful experiences of excellence in higher education to explore innovative pathways tailored to Suzhou University of Science and Technology,

promoting the optimization and enhancement of its educational management model. This helps address the current bottlenecks in educational management and provide theoretical support and practical guidance for the university's high-quality development. Furthermore, it contributes to the university's comprehensive progress in talent cultivation, scientific research innovation, and social service.

1.6 Definition of Key Terms

Development of higher education management: It refers to the process of optimizing management structures, innovating management methods, and enhancing management levels in response to the constantly changing social, economic, and technological environments, ensuring educational quality and institutional effectiveness, and promoting the overall progress of higher education institutions.

Management structure: An efficient higher education management structure is composed of individuals with diverse skills and expertise, including academic administrators, financial staff, and student affairs personnel.

Quality of faculty and staff: The quality of faculty and staff includes their ability to design and deliver effective learning experiences, assess student progress, and create a supportive and inclusive learning environment.

School culture: School culture, including shared beliefs, norms, traditions, and behavioral patterns, profoundly influences the management decision-making process in higher education institutions.

Big data: Big data refers to vast, diverse, and rapidly growing data sets that are collected, stored, managed, analyzed, and applied through advanced technological methods, especially when the scope and speed of the data exceed the capabilities of traditional data processing techniques.

Chapter 2 Literature Review

2.1 Theoretical Foundation

2.1.1 Total Quality Management Theory

The theory of Total Quality Management (TQM) originated from the international quality movement in the 20th century. It was introduced by the President of Armand. Feigenbaum, in his book *Total Quality Control*. He defined TQM as following thorough and comprehensive preliminary research, the organization integrates its research and development, operations, quality improvement, and efficiency enhancement processes organically, with the goal of satisfying both the organization's economic benefits and the personal needs of customers, thereby forming a unified and centralized whole (Qu & Wang, 2014).

Initially, TQM was applied in the industrial and commercial sectors. It focuses on customer-centric activities that involve the participation of all employees to improve production efficiency, product quality, and service quality (Li, 2021). The core objective of TQM is to ensure the organization's long-term success. In the mid-20th century, TQM was further enriched with a more scientific framework, known as the "Three-All Management," which emphasizes the participation of all employees in the entire process and all aspects of quality management within the enterprise (Yu & Liu, 2024).

In the 1980s, during a period of uneven quality in higher education across Europe and the United States, Total Quality Management (TQM) gained widespread attention and entered the field of higher education management research, accelerating reforms in higher education quality (Pan, 2002). After being introduced to the higher education sector and undergoing necessary adjustments, TQM began guiding the management approaches and strategies of higher education institutions. Universities and colleges adopted the core principles of TQM, including comprehensive participation, all-encompassing management, and process-oriented management. They implemented multi-faceted and multi-level quality management evaluation systems to assess educational and administrative practices, thereby driving continuous improvement in higher education quality management (Li &Wang, 2017). Within the TQM framework, all members of an organization — traditionally the internal employees of a business — are involved in the quality management process. In the context of higher education, this principle extends to encompass all faculty, staff, and students within the institution.

As of now, the definition of Total Quality Management (TQM) provided in the 1994 International Standard ISO 8402 is widely recognized as the most clear and accurate. It defines TQM as: "A management approach centered on quality, based on the full participation of all members of an organization, and implemented through a series of measures aimed at achieving or maintaining success by ensuring satisfaction

among organizational members, customers, and society as a whole (Orlova, 2022)."

In the context of higher education management, the core evaluation criteria of this theory focus on the quality of education management and the satisfaction of faculty and students. TQM emphasizes the active involvement of all members, aiming to optimize and innovate teaching, administrative processes, campus culture, and service delivery to ensure that all faculty and students benefit from the system (Han et al., 2023). When applying TQM in higher education management, institutions should prioritize enhancing faculty and student satisfaction to achieve long-term institutional development. The essence of this management strategy lies in ensuring the effective participation of all faculty and students, using this foundation to improve the quality of educational services and drive continuous improvement and comprehensive advancement in higher education (He, 2022).

2.1.2 Stimulus-Organism-Response Theory

The Stimulus-Organism-Response (SOR) theory is a cognitive learning theory used to explain and understand human behavioral response processes, particularly in consumer behavior analysis (Wei & Li, 2018). The theory posits that learning is not a mechanical, direct, or passive process but rather an active cognitive activity in which the organism acquires and processes stimuli.

This theoretical model includes three core elements:

Stimulus: Refers to all external factors in the environment that influence an individual, such as advertisements, prices, product displays, etc. These factors can trigger an individual's perception and attention (Chen & Gao, 2019).

Organism (Cognition): In this context, "organism" does not refer to the biological body but to the individual's internal psychological state and processes (Chen & Gao, 2019).. These include cognition, emotions, motivation, attitudes, values, and other internal factors. As mediating variables, these internal processes influence how individuals interpret and process external stimuli.

Response: Refers to the observable behaviors or decisions that individuals exhibit after receiving stimuli and processing them internally (Chen & Gao, 2019).. Examples include purchasing behavior, brand selection, and satisfaction feedback.

The SOR theory emphasizes that an individual's response is not solely determined by

external stimuli but is regulated through internal psychological processes (Li, 2021).

Applying the SOR theory to higher education management can provide deeper insights into and optimization of educational management practices. In the context of higher education management, stimuli refer to external factors such as educational policies, management measures, teaching resources, and campus culture. Organism represents the internal psychological and cognitive processes of faculty and students (He, 2022). Response manifests as the behaviors of faculty and students and the outcomes of educational management.

2.2 Development of Higher Education Management

The development of higher education management refers to the process of optimizing management structures, innovating management methods, and enhancing management levels in response to the constantly changing social, economic, and technological environments, ensuring educational quality and institutional effectiveness, and promoting the overall progress of higher education institutions. It involves systematic improvements across various aspects, including educational philosophy, policy formulation, resource allocation, teaching management, research management, and student management (Liang et al., 2017).

This development process not only focuses on improving educational quality and institutional performance but also emphasizes the modernization of educational management models. It aims to optimize the allocation and utilization of educational resources in the context of globalization, informatization, and innovation-driven development (Zhou & Chen, 2018). The development of higher education management must adhere to the laws of education, align with societal development needs, and continuously pursue reform and innovation to ultimately achieve a strong alignment between institutional goals and societal expectations (Li et al., 2024).

The high-quality development of higher education is both a grand vision and an urgent goal. It not only reflects the requirements of high-quality development in the economy, politics, and society but also serves as the overall framework for the actions of government management departments, higher education institutions, and faculty members (Feng & Li, 2017). This development goal not only addresses the questions of "what kind of individuals should be cultivated" and "how should they be cultivated," but also emphasizes the question of "for whom should individuals be cultivated." It focuses not only on improving the quality of higher education itself but also highlights the country's guidance on the direction, policies, principles, and agenda for higher education development, thereby clarifying the goal-oriented direction for higher education reform and development (Gu & Wang, 2023).

The goal of high-quality development in higher education is to build a modern higher education system that is appropriately scaled, structurally balanced, distinctive, of the highest quality, and highly efficient. This involves establishing a clear action plan that covers development concepts, goals, status, processes, methods, and mechanisms, comprehensively driving the development and innovation of higher education management. The development of higher education management is influenced by multiple factors, among which management structure, quality of faculty and staff, school culture, and big data play key roles (Hua & Chen, 2024).

2.2.1 Management Structure

An efficient higher education management structure is composed of individuals with diverse skills and expertise, including academic administrators, financial staff, and student affairs personnel (Li et al., 2024). Each member brings unique perspectives and abilities, contributing to the development of the institution's overall strategic direction and the improvement of operational efficiency. An effective management structure emphasizes clear role definitions and responsibility allocation, ensuring that each member understands their duties and can make meaningful contributions to collective goals. Additionally, the design of the management structure should reflect the core values and objectives of the institution, promoting diversity and inclusivity (Li & Tan, 2016). By integrating perspectives from different backgrounds and experiences, the management team can make more informed decisions, driving progress and innovation across the entire higher education system.

The levels and operations of the management structure refer to the hierarchical framework within which decisions are made and executed in a higher education institution. A clear management structure establishes defined boundaries of authority, communication channels, and decision-making processes, promoting effective governance and coordination (Liu et al., 2013). At the top of the hierarchy, senior management provides strategic leadership and guidance, setting the vision and goals for the institution. Mid-level managers oversee specific departments or units, translating overall goals into actionable plans and initiatives. Front-line supervisors and coordinators ensure the smooth operation of daily activities, manage resources, resolve conflicts, and provide support to faculty, staff, and students (Zhang et al., 2018).

In addition to vertical communication and decision-making channels, an effective management structure also promotes horizontal collaboration and teamwork across departments and units. By breaking down silos and encouraging cross-functional collaboration,

institutions can leverage their collective expertise and resources to address complex challenges and explore opportunities for innovation and growth (Drucker, 2009). Furthermore, the operation of the management structure should be characterized by transparency, accountability, and adaptability. Transparent communication ensures stakeholders are informed about decisions and policies that affect them, fostering trust and engagement. Accountability mechanisms require individuals and units to be responsible for their actions and outcomes, promoting a culture of continuous improvement and excellence (Zhang, 2004). Finally, adaptability enables institutions to respond proactively to internal and external changes, adjusting strategies and structures as needed to maintain resilience and relevance in a dynamic higher education environment.

2.2.2 **Q**uality of **F**aculty and **S**taff

The quality of faculty and staff includes their ability to design and deliver effective learning experiences, assess student progress, and create a supportive and inclusive learning environment (Li, 2009). Professors and lecturers with strong educational management skills can engage students, promote meaningful learning experiences, and contribute to academic success. Effective educational management not only involves subject expertise but also includes teaching knowledge and strategies tailored to meet the diverse needs and learning styles of students (Qu & Wang, 2014). Additionally, faculty members should demonstrate proficiency in assessment and feedback techniques, providing timely and constructive feedback to help students improve their learning outcomes.

Moreover, fostering a culture of continuous professional development among faculty is crucial for maintaining high educational standards and staying abreast of emerging trends and best practices in higher education. Institutions can support faculty development through workshops, peer mentoring, as well as research and scholarship opportunities (Zhong, 2001).

The quality of faculty and staff plays a crucial role in higher education management, directly influencing the academic reputation of the institution, student success, and the overall effectiveness of the university (Hao et al., 2016). High-quality faculty and staff not only possess subject expertise but also demonstrate strong educational management skills, including teaching innovation, assessment and feedback techniques, and effective communication with students and colleagues. Leadership within faculty and management is especially important, as they set clear goals, provide support and resources, and motivate team members to collectively drive the university's development.

Moreover, emotional intelligence and interpersonal skills among faculty and staff are essential for higher education management. Faculty members with strong communication skills can facilitate collaboration and coordination among different stakeholders, reduce conflicts, and enhance trust and cohesion within the university (Ji, 2007). Managers should focus on motivating and supporting faculty and staff, helping them develop their professional skills, and providing leadership training when necessary to ensure they can adapt to the ever-changing educational environment (Jiang & Song, 2022). By investing in faculty development, continuous professional training, and leadership cultivation, universities can build a highly qualified workforce that drives the ongoing improvement and innovation of higher education, thereby enhancing the overall effectiveness of education management.

2.2.3 School Culture

School culture, including shared beliefs, norms, traditions, and behavioral patterns, profoundly influences the management decision-making process in higher education institutions (Hu & Shen, 2013). The dominant culture shapes the organization's priorities, values, and approaches to problem-solving and innovation. For example, universities with a strong academic excellence and research culture may prioritize investments in faculty recruitment, research infrastructure, and academic activities to maintain their competitive edge and reputation (Xu & Mei, 2010). In contrast, universities with a firm commitment to student success and community engagement may prioritize investments in student support services, experiential learning opportunities, and outreach programs to enhance student outcomes and community impact.

School culture also affects the leadership styles and decision-making approaches of administrators and senior leaders. In cultures that emphasize hierarchy, authority, and tradition, top-down decision-making and centralized control mechanisms may dominate, while in cultures that prioritize collaboration, empowerment, and shared governance, participatory decision-making and distributed leadership models may be more common (Wang, 2014). School culture shapes communication patterns, conflict resolution strategies, and the organizational climate, which in turn affects management efficiency and employee engagement. Universities that cultivate a culture of transparency, trust, and inclusivity are more likely to foster open dialogue, constructive feedback, and collaborative problem-solving abilities, thereby enhancing the organization's resilience and adaptability when facing challenges and opportunities.

The internal culture and values of a university play a crucial role in shaping management decisions and leadership styles. Educational philosophies, such as academic freedom, critical thinking, and social responsibility, provide direction and guidance for university management

practices (Zhang, 2017). These core values not only influence the university's mission and strategic priorities but also directly guide leaders in advancing educational goals while considering social responsibility.

For example, universities that emphasize academic freedom and knowledge exploration prioritize the autonomy, creativity, and intellectual diversity of both faculty and students in their management practices. They create an environment that allows for free exploration, challenging conventional ideas, and the pursuit of knowledge (Liang, 2017). On the other hand, universities that focus on social responsibility and community engagement emphasize ethical leadership, civic responsibility, and sustainable development, incorporating these principles into their management and decision-making processes. University leaders foster a fair, just, and empathetic campus culture, promoting the principles of diversity, inclusion, and equity (Zhou, 2016). This ensures that management practices align with educational goals, ultimately enhancing the overall academic environment.

2.2.4 Big Data

Big data refers to vast, diverse, and rapidly growing data sets that are collected, stored, managed, analyzed, and applied through advanced technological methods, especially when the scope and speed of the data exceed the capabilities of traditional data processing techniques (Jiang & Song, 2022). The era of big data has brought numerous conveniences to people. When applied to university education management, it can not only promote the development of digital information infrastructure within the institution but also improve the overall quality and efficiency of management to some extent (Yang et al., 2019).

With the development of higher education, the data involved has become increasingly complex, raising higher demands on the data analysis and processing abilities of both administrators and educators. In this context, integrating modern information technologies such as big data and communication technologies into teaching not only promotes the flow of internal data within universities, breaking down existing data barriers, but also helps teachers gain insights into students' actual learning conditions (Gu, 2019). Based on this, they can develop teaching plans and educational policies that are more scientific and effective, which is a necessary means for advancing the modernization of higher education.

Students are the main participants in education, and personalized training through tailored teaching is a crucial aspect of promoting their individual development. In this context, traditional teaching methods can no longer meet the current educational demands. However, by integrating big data technology into the teaching process, implementing information-based

teaching, and constructing a blended online-offline teaching model, it is possible to leverage information technology to integrate and analyze student learning data (Miao, 2018). This approach can significantly enhance the precision and personalization of teaching management, meeting the developmental needs of students.

By utilizing big data technology to establish a big data information platform, valuable educational resources in universities can be fully integrated. Based on this, an information database of teaching and research materials benefiting different universities can be created, which can significantly enhance the utilization of educational resources (Sun, 2022).

2.3 Suzhou University of Science and Technology

Suzhou University of Science and Technology, located in Suzhou, is a full-time comprehensive university that primarily focuses on engineering while fostering a balanced development of multiple disciplines, including science, humanities, management, and arts. The university's campus spans 2,300 mu (approximately 153 hectares). It currently enrolls over 23,000 full-time undergraduate students and more than 3,800 postgraduate students, including international master's students.

The university offers a broad range of academic disciplines, encompassing ten categories: engineering, science, literature, management, arts, philosophy, economics, education, history, and interdisciplinary studies. It has been authorized to confer doctoral degrees in three first-level disciplines, master's degrees in 19 first-level disciplines, and master's professional degrees in 20 categories.

2.4 Conceptual Framework

Based on the key factors emerging from the literature analysis and their interrelationships, this study identifies the core factors as the influencing factors of the development of educational management at Suzhou University of Science and Technology, as shown in Figure 2.1.

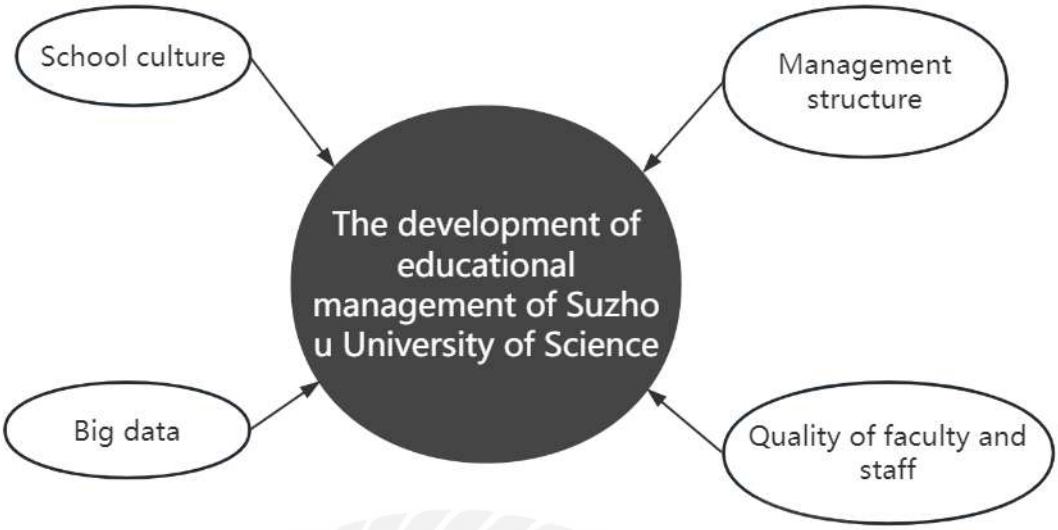

Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Research Design

Based on the analysis of the factors influencing the development of educational management of Suzhou University of Science and Technology in Chapter 2, the following key factors were identified: management structure, the quality of faculty and staff, school culture, and big data. This study used a quantitative research approach and designed a questionnaire based on the actual development conditions of Suzhou University of Science and Technology.

Subsequently, the finalized questionnaire was distributed to the faculty members of the School of Education and the School of Economics and Management at Suzhou University of Science and Technology for completion to collect relevant data.

3.2 Population and Sample

The survey participants were 187 faculty members from the School of Education and the School of Economics and Management at Suzhou University of Science and Technology. As one of the university's key teaching units, the School of Education plays an essential role in teacher training, educational theory research, and practical teaching. The quality of its educational management directly impacts the development of the faculty and the improvement of the university's overall educational management. The School of Economics and Management, on the other hand, plays a crucial role in training future management professionals, promoting academic development, and providing professional services to society. Faculty members from both schools not only have high teaching standards in their respective fields but also play an active role in the university's educational management and decision-making processes. Therefore, by surveying the faculty members of these two schools, this study gained a deeper understanding of their perceptions and feedback on the university's educational management, providing valuable insights and data to optimize the educational management system of Suzhou University of Science and Technology.

3.3 Hypothesis

H1: The management structure significantly affects the development of educational management of Suzhou University of Science and Technology.

H2: The quality of faculty and staff significantly affects the development of educational management of Suzhou University of Science and Technology.

H3: The school culture significantly affects the development of educational management of Suzhou University of Science and Technology.

H4: The big data significantly affects the development of educational management of Suzhou University of Science and Technology.

3.4 Research Instrument

The questionnaire was created using the Wenjuanxing platform and comprises two main sections:

1) Collection of participants' basic information, including gender, age, educational background, and years of service at the university. And 2) investigation of factors influencing the development of educational management of Suzhou University of Science and Technology, focusing on four key areas: management structure, quality of faculty and staff, school culture, and big data.

For measurement, the questionnaire adopts a five-point Likert scale as the evaluation tool, ranging from 1 to 5, representing "strongly disagree," "disagree," "neutral," "agree," and "strongly agree," respectively.

3.4.1 Management Structure

The impact of management structure on the development of educational management in higher education has been a long-standing topic of interest. Many scholars have explored the influence of management structure on the development of educational management through empirical research. Studies show that an efficient management structure can enhance educational management performance, optimize the allocation of educational resources, and ultimately improve the quality of education and teaching outcomes.

Barker (2019) suggested that a clear management structure in universities, with well-defined responsibilities and authorities for each department, can effectively coordinate teaching, research, and administrative tasks, reducing conflicts and duplication of work, thereby improving the overall effectiveness of educational management. Li and Tan (2016) also emphasized that communication channels and decision-making processes within the management structure play a crucial role in the innovation and adaptability of educational management. In particular, in the face of rapidly changing educational environments, a flexible and efficient management structure is more likely to promote the successful implementation of educational reforms.

The management structure scale has 8 items.

Table 3.1 Management Structure Scale

Management Structure Scale
1. The management structure is clearly hierarchical, and the responsibilities of each department are well defined.
2. Communication channels between management and faculty are clear, ensuring smooth information flow.
3. The management decision-making process is transparent and effectively reflects the opinions of faculty and staff.
4. Each department maintains consistency and coordination in resource allocation and the distribution of educational management tasks.
5. The management structure effectively resolves conflicts between departments, ensuring smooth operation of the university.
6. The management listens to feedback from faculty and staff and adjusts decisions based on actual circumstances.
7. The management's decisions take into account the needs and expectations of faculty and staff, providing strong practical guidance.
8. The management is able to make quick decisions and take effective action when encountering unexpected issues.

3.4.2 Quality of Faculty and Staff

Highly qualified teachers and administrative staff not only enhance teaching quality but also improve the efficiency and overall development of school management. Faculty quality directly influences educational standards and student outcomes. Li et al. (2024) noted that teachers with advanced degrees and extensive practical experience

are better equipped to effectively impart knowledge, mentor students, and contribute significantly to research and innovation. This high level of teaching and research capability not only boosts the academic reputation of the institution but also strengthens its ability to attract outstanding students and external resources. Hua adn Chen (2024) highlighted that teachers and staff with strong professional ethics and a passion for education can foster a positive campus culture through their daily teaching and management practices. This, in turn, enhances the cohesion and sense of belonging among faculty and students, laying a solid foundation for the sustainable development of educational management.

The quality of faculty and staff scale has 6 items.

Table 3.2 Quality of Faculty and Staff Scale

Quality of Faculty and Staff Scale
9. Teachers possess solid professional knowledge and extensive teaching experience.
10. School staff efficiently complete assigned administrative tasks.
11. Teachers and staff demonstrate a strong sense of responsibility and professional ethics in their daily work.
12. The school provides ample training and development opportunities for faculty and staff.
13. Faculty and staff contribute valuable suggestions and support to the school's educational management.
14. Teachers and staff exhibit a collaborative team spirit in their work.

3.4.3 School Culture

The characteristics of school culture lie in its cohesion, guidance, and stability, which can enhance management efficiency and strengthen the overall competitiveness of the school during the educational management process. Zhou and Cheni (2018) indicated that a student-centered school culture can guide educational management to focus on the holistic development of students, thereby optimizing resource allocation and management strategies. Zhao (2018) suggested that school culture, by establishing positive teacher-student interaction mechanisms and shared behavioral norms, can reduce conflicts in educational management and improve the efficiency and effectiveness of educational activities. A strong school culture not only supports internal management but also enhances the school's brand image and social influence. Liu (2021) argued that school culture, by shaping a positive external image, can attract more outstanding teachers, students, and external resources, thereby providing external

support for the development of educational management.

The school culture scale has 6 items.

Table 3.3 School Culture Scale

School Culture Scale
15. The school emphasizes fostering core values that are mutually recognized by teachers and students.
16. The campus cultivates an open and inclusive cultural atmosphere.
17. The school’s management policies reflect a people-oriented cultural philosophy.
18. The interactions between teachers and students are positive and harmonious, showcasing a strong campus culture.
19. The school encourages innovation, supporting teachers and students in exploring and experimenting in teaching and research.
20. The campus culture plays a positive guiding role in shaping the behavior of teachers and students.

3.4.4 Big Data

Big data has introduced new approaches and methods for the development of educational management. Wei and Li (2018) argued that by analyzing the behavioral patterns of teachers and students, big data can provide precise and personalized support, such as teaching evaluations and career planning recommendations, thereby enhancing the relevance and effectiveness of educational management. Furthermore, the application of big data in educational management has driven the digital transformation of management processes, significantly improving management efficiency and the scientific basis of decision-making (Zhao, 2021).

The big data scale has 5 items.

Table 3.4 Big Data Scale

Big Data Scale
21. Big data is widely applied in the educational management of the school to support scientific decision-making.
22. Big data technology plays a significant role in teaching evaluation and feedback processes.
23. Big data drives the digital transformation of school management processes, improving management efficiency.
24. The school emphasizes the application of big data technology in prediction and early warning systems to address potential issues.

25. The school provides training and support related to big data technology for teachers and administrative staff.

3.4.5 Development of Educational Management

The development of educational management is not only a crucial aspect of internal governance in higher education institutions but also a key factor in enhancing their core competitiveness (Li et al., 2024). By continuously optimizing the educational management system, universities can achieve comprehensive advancements in teaching quality, resource allocation, and educational innovation. This, in turn, enables them to cultivate more high-caliber talent for society and maximize their educational value and social impact.

The development of educational management scale has 6 items.

Table 3.5 Development of Educational Management Scale

The Development of Educational Management Scale
26. The educational management system of the university effectively supports the conduct of teaching activities.
27. The university emphasizes the rational allocation and optimization of resources in educational management.
28. The educational management team is capable of promptly addressing practical issues in teaching and management.
29. The university encourages innovation in educational management and provides ample support for both teachers and students.
30. The implementation process of educational management is transparent, fair, and widely recognized by teachers and students.
31. The educational management system of the university is adaptable to changes in the external environment and can make timely adjustments.

3.5 Reliability and Validity Analysis of the Scale

3.5.1 Questionnaire Reliability Analysis

The reliability measurement of the questionnaire primarily involves testing and evaluating its reliability and validity. In this study, the Cronbach α coefficient was used. A coefficient greater than 0.8 indicates high reliability, a coefficient between 0.7 and 0.8 suggests good reliability, a coefficient between 0.6 and 0.7 indicates acceptable reliability, and a coefficient below 0.6 indicates poor reliability.

Table 3.6 Reliability Analysis

Scale	Cronbach's α	Items
Management Structure	0.774	8
Quality of Faculty and Staff	0.791	6
School Culture	0.837	6
Big Data	0.816	5
The Development of Educational Management	0.763	6

SPSS was used to perform reliability tests on the scales of each research variable, and the results are shown in Table 3.6. As seen from the table, the Cronbach α coefficients for all scales are greater than 0.7, indicating that the data reliability is very high and the consistency of the scales is good.

3.5.2 Questionnaire Validity Analysis

This study assessed the structural validity of the questionnaire based on the data obtained from Bartlett's sphericity test and the KMO value.

Table 3.7 Validity Analysis

KMO and the Bartlett's Sphericity Test		
KMO		0.913
Bartlett Test	Approximate chi-square	1462.311
	df	317
	Sig.	0.000

Based on the results, the KMO value is 0.913, which is greater than 0.7. Additionally, the Bartlett's Sphericity Test has a significance value of 0.000, confirming that the questionnaire has good structural validity.

3.6 Data Collection

To facilitate data collection and analysis, the questionnaire was distributed using the Wenjuanxing platform, enabling efficient completion and feedback from the faculty. The questionnaire was primarily distributed and completed through the faculty WeChat group. A total of 187 questionnaires were distributed, and all 187 were returned. Of these, 13 were deemed invalid, resulting in an effective response rate of 93.0%. The

main screening criterion for the questionnaires was that if a respondent provided identical answers to all items in the second section of the questionnaire, the response was considered invalid.

3.7 Data Analysis

This study initially performed reliability and validity tests to verify the effectiveness of the entire survey instrument. SPSS software was used for analyzing the reliability and validity of the survey data.

And this study conducted a correlation analysis to explore the relationships between the variables. The correlation analysis examined the relationships between management structure, quality of facutly and staff, school culture, and the development of educational management, providing preliminary data support for the regression analysis. The regression analysis further investigated the specific impact and direction of these factors on the development of educational management.

Chapter 4 Findings

4.1 Introduction

This study used a quantitative approach, utilizing an online questionnaire as the data collection tool, resulting in a total of 174 valid responses. During the data analysis phase, descriptive statistical methods were first applied to examine the fundamental characteristics and distribution of the collected data. Subsequently, correlation analysis and multiple regression analysis were conducted to explore the relationships between variables and assess the extent of their influence.

4.2 Demographics

According to the statistical results, 35.1% of respondents were male (61 individuals), while 64.9% were female (113 individuals). This may be attributed to the fact that the research fields in these two colleges have a higher proportion of female professionals.

In terms of age distribution, 4.0% of respondents were below 25 years old (7 individuals), 29.9% were aged 26 - 35 (52 individuals), 48.3% were aged 36 - 45 (84 individuals), and 17.8% were over 46 years old (31 individuals). The 36 - 45 age group represents the prime stage of career development, as faculty members in this group typically possess substantial work experience and are responsible for significant teaching and research tasks, making them the predominant group among university staff.

Regarding educational background, only 1.1% of respondents (2 individuals) had education below undergraduate level, 9.8% (17 individuals) held undergraduate degrees, 39.1% (68 individuals) held master's degrees, and 50.0% (87 individuals) held doctoral degrees. This reflects that academic positions in universities typically require a master's or doctoral degree, with a doctoral degree often being the preferred qualification for teaching and research roles.

For years of service at the university, 16.1% of respondents (28 individuals) had served for less than one year, 19.0% (33 individuals) had served for 2–6 years, 40.8% (71 individuals) had served for 7–10 years, and 24.1% (42 individuals) had served for more than 10 years. The relatively high percentage of those with less than one year of service could be linked to increased recruitment efforts by universities in recent years.

The lower proportion of individuals with over 10 years of service might be due to senior faculty members transitioning into administrative roles or opting for retirement.

Table 4.1 Demographic Analysis Results

Items	Options	Frequency	Percentage (%)
Gender	Male	61	35.1
	Female	113	64.9
Age	Below 25 years old	7	4.0
	26-35 **years old**	52	29.9
	36-45 **years old**	84	48.3
	Over 46 years old	31	17.8
Educational background	Below undergraduate	2	1.1
	Undergradute	17	9.8
	Master degree	68	39.1
	PhD	87	50.0
Years of service at the university	Below 1 years	28	16.1
	2-6 years	33	19.0
	7-10 years	71	40.8
	Over 10 years	42	24.1
Total		174	100

4.3 Correlation Analysis

The correlation coefficient between Management Structure (MS) and Development of Educational Management (DEM) is 0.647, indicating a significant positive relationship ($p < 0.01$).

The correlation coefficient between Quality of Faculty and Staff (QFS) and Development of Educational Management (DEM) is 0.598, demonstrating a significant positive relationship ($p < 0.01$).

The correlation coefficient between School Culture (SC) and Development of Educational Management (DEM) is 0.621, suggesting a significant positive relationship ($p < 0.01$).

The correlation coefficient between Big Data (BD) and Development of Educational Management (DEM) is 0.573, highlighting a significant positive relationship ($p < 0.01$).

Table 4.2 Correlation Analysis Results

Variable	MS	QFS	SC	BD	DEM
MS	1				
QFS	0.634**	1			
SC	0.547**	0.524**	1		
BD	0.692**	0.714**	0.733**	1	
DEM	0.647**	0.598**	0.621**	0.573**	1
Notes:	Management Structure = MS Quality of Faculty and Staff = QFS School Culture = SC Big Data = BD Development of Educational Management =DEM **p＜0.01				

4.4 Multiple Regression Analysis

Management Structure (MS): The unstandardized coefficient is 0.322, the standard error is 0.246, the standardized coefficient (Beta) is 0.247, the t-value is 4.013, and the p-value is 0.000, indicating that the impact of management structure on the development of educational management is significant ($p < 0.01$).

Quality of Faculty and Staff (QFS): The unstandardized coefficient is 0.293, the standard error is 0.324, the standardized coefficient (Beta) is 0.262, the t-value is 3.821, and the p-value is 0.000, indicating that the impact of faculty and staff quality on the development of educational management is significant ($p < 0.01$).

School Culture (SC): The unstandardized coefficient is 0.474, the standard error is 0.251, the standardized coefficient (Beta) is 0.213, the t-value is 4.514, and the p-value is 0.003, indicating that the impact of school culture on the development of educational management is significant ($p < 0.01$).

Big Data (BD): The unstandardized coefficient is 0.291, the standard error is 0.147, the standardized coefficient (Beta) is 0.259, the t-value is 5.017, and the p-value is 0.012, indicating that the impact of big data on the development of educational management is significant ($p < 0.01$).

Table 4.3 Multiple Regression Analysis Results

	Non-Standardized Coefficient		Standardized coefficient	t	p	F
	B	Standard Error	Beta			
(Constant)	0.713	0.217	-	4.182	0.005	
MS	0.322	0.246	0.247	4.013	0.000	
QFS	0.293	0.324	0.262	3.821	0.000	98.214**
SC	0.474	0.251	0.213	4.514	0.003	
BS	0.291	0.147	0.259	5.017	0.012	
R^2	0.532					
Adjusting R^2	0.547					
DW	1.874					
Notes:	Management Structure = MS Quality of Faculty and Staff = QFS School Culture = SC Big Data = BD Development of Educational Management =DEM **p＜0.01					

Therefore, Management Structure (MS), Quality of Faculty and Staff (QFS), School Culture (SC), and Big Data (BD) all have a significant positive impact on Development of Educational Management (DEM) ($p < 0.01$). These factors collectively explain a large portion of the variability in the development of educational management, and the regression model shows a good fit. As a result, these key factors can effectively promote the development of educational management, and all four research hypotheses are supported.

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

5.1.1 The management structure significantly affects the development of educational management of Suzhou University of Science and Technology

The data analysis results indicate that the management structure has a significant impact on the development of educational management of Suzhou University of Science and Technology. A well-organized management structure ensures the efficient operation of educational management, optimizing resource allocation, improving work efficiency, and ensuring the successful achievement of educational goals.

A scientific management structure not only clarifies the division of responsibilities, boosting the motivation of teachers and administrative staff, but also facilitates the effective integration of educational resources, thereby enhancing the quality of education. In the rapidly evolving educational environment, optimizing the management structure is crucial for promoting the sustainable development of the university. Only by continuously improving the management system can the university better adapt to the demands of educational reform, enhance the level of educational management, and achieve comprehensive educational goals.

5.1.2 The quality of faculty and staff significantly affects the development of educational management of Suzhou University of Science and Technology

The data analysis results indicate that the quality of faculty and staff has a significant impact on the development of educational management of Suzhou University of Science and Technology. The quality of faculty and staff includes not only the professional knowledge and work capabilities of teachers and administrative personnel but also their overall qualities, such as educational philosophy, management skills, and communication and coordination abilities. High-quality faculty and staff are better able to understand and implement the university's educational policies, improve the quality of teaching, and promote the efficient operation of educational management. Teachers with strong qualities can effectively integrate and utilize educational resources to enhance classroom teaching, while administrative personnel with strong management abilities can optimize resource allocation and ensure the smooth progress of various school activities.

In the rapidly changing educational environment, the improvement of faculty and staff quality has become a key factor for the university's continuous progress and its ability to meet the challenges of educational reform. By strengthening the professional development and overall capabilities of both teachers and administrative personnel, the university can better adapt to the demands of educational innovation and further improve its educational management level.

5.1.3 The school culture significantly affects the development of educational management of Suzhou University of Science and Technology

The data analysis results indicate that school culture has a significant positive impact on the development of educational management of Suzhou University of Science and Technology. The formation and transmission of school culture directly influence the effectiveness and quality of educational management.

First, the university should focus on cultivating and strengthening the sense of identity and belonging among faculty and administrative staff, creating a positive and upward campus culture. By organizing various cultural activities and fostering intellectual exchange, the university can enhance the cohesion and collaboration of its staff, thereby improving the overall efficiency and effectiveness of educational management. Secondly, school culture also plays a key role in driving educational innovation. Teachers should not only be familiar with and understand the school culture but also integrate its principles into their daily teaching and management practices, creating an environment where all members are involved and grow together. This innovation and transmission of culture provide sustained momentum for educational management, facilitating the continuous renewal and improvement of educational concepts and management models.

5.1.4 The big data significantly affects the development of educational management of Suzhou University of Science and Technology.

The data analysis results indicate that big data has a significant positive impact on the development of educational management of Suzhou University of Science and Technology. The effectiveness of big data technology applications largely depends on the level of proficiency in using this technology.

This requires universities to take two key approaches: First, the establishment of a professional and technological team. The university should recruit or cultivate a group of information professionals through various channels and, based on this, form a big

data application team. This approach ensures the quality and efficiency of tasks such as data collection, analysis, and integration, ultimately realizing the intended benefits of big data applications. Second, the group that uses big data most frequently within the university is still the faculty. Therefore, it is essential for teachers to recognize the importance of big data applications. On this basis, they must not only become proficient in the basic methods and principles of big data usage but also integrate it into both teaching and management processes. By improving teachers' big data teaching capabilities, universities can drive educational management toward innovation and informatization.

5.2 Recommendation

5.2.1 Fostering a Sense of Responsibility in Higher Education Management

Higher education encompasses numerous practical components, with long cultivation cycles extending from foundational education to specialized training. It places high demands on students' practical abilities and involves a wide range of departments, units, and personnel. Consequently, managing higher education is characterized by its complexity and long-term nature.

In particular, within comprehensive universities, higher education administrators face even more intricate challenges, such as coordinating between faculties and related departments, organizing diverse educational and teaching tasks for students, and building robust faculty management systems. Every member of the higher education management team should develop a strong sense of responsibility toward their roles, uphold a commitment to social responsibility, and adhere to the unique characteristics of higher education.

It is crucial to prioritize a student-centered approach, remain focused on the mission of cultivating high-level, innovative talents and versatile professionals for the nation, and genuinely dedicate efforts to serving both educators and learners while advancing the cause of education.

5.2.2 Making Scientific and Rational Allocation of Human Resources

Comprehensive universities should grant colleges the autonomy to allocate human resources within their functional departments. The school should establish positions based on the characteristics and needs of education, ensuring that administrative and logistical staff account for no more than 30% of the workforce. Streamlining personnel

and avoiding inefficiency are essential. During recruitment, emphasis should be placed on aligning the professional backgrounds of college management staff with relevant fields to ensure the professionalism, systematization, and comprehensiveness of education management.

Additionally, the school should actively encourage professional faculty members to participate in teaching management, fostering democratic engagement. Faculty members should be encouraged to provide insights and suggestions for reforms in education management models, serving as a bridge between teaching and management. This approach will not only enhance the quality of education, teaching, and research but also improve the efficiency and effectiveness of college management systems.

Moreover, it is crucial to introduce fresh talent into the education management team and strengthen the training and promotion of young management personnel. This effort will help prevent age gaps in management teams and inject new ideas and vitality into the college management system.

In conclusion, when allocating human resources for education management, comprehensive universities must emphasize professional or related academic backgrounds. It is equally important to ensure familiarity with the unique characteristics of educational disciplines and mastery of management skills. Only by doing so can they cultivate advanced management talent aligned with the distinctive needs of comprehensive university education.

5.2.3 Enhancing the Professional Skills

Management skills are among the essential personal abilities that organizational leaders must continuously enhance and are a vital guarantee for the efficient operation of enterprises or organizations. To strengthen the professional capabilities of higher education administrators in comprehensive universities, efforts can focus on the following two aspects:

First, improving administrative management skills. This begins with enhancing administrators' ideological awareness, fostering a strong sense of service to faculty, students, and the broader educational mission. Upholding professional ethics and maintaining a positive work attitude are fundamental. Universities and colleges can regularly organize campus-wide and departmental training sessions to promote institutional teaching management policies, train staff on operational procedures and norms for teaching management platforms, and share advanced management concepts.

Additionally, organizing various skills competitions can motivate administrators to enhance their professional abilities, fostering greater enthusiasm and proactivity in their roles.

Second, raising the educational qualifications of administrators. As technology continues to advance, higher education is progressing toward greater sophistication and precision. Education administrators must stay up-to-date, improving their understanding of educational fields, staying informed about the latest developments, and adopting advanced management methods to drive the growth of higher education management. Universities or colleges can offer financial support or opportunities for career advancement to encourage administrators to pursue further degrees and improve their academic qualifications. At the same time, administrators should focus on personal development, leveraging the rich academic environment within universities. By actively participating in teaching and research projects, they can enhance their overall capabilities, contributing to both their professional growth and the advancement of the institution.

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Appendix

Dear Teacher,

Thank you for participating in this survey! This questionnaire will not collect your personal information. The data collected is purely for academic research and theoretical validation. Please complete the survey based on your work experience and personal insights. Thank you for your active participation and cooperation!

1. Please select the option that best fits your personal situation by marking a "√" in front of the appropriate choice.

1) Your gender:
   ( ) Male ( ) Female
2) Your age:
   ( ) Below 25 years old ( ) 26-35 **years old**
   ( ) 36-45 **years old** ( ) Over 46 years old
3) Your educational background:
   ( ) Below undergraduate ( ) Undergradute
   ( ) Master degree ( ) PhD
4) Years of service at the university.:
   ( ) Below 1 years ( ) 2-6 years
   ( ) 7-10 years ( ) Over 10 years

2. A. Based on your understanding, select the option that you believe applies to the situation. Mark "√" on the corresponding number, and you may select only one option.

(The options below are as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree.)

Management Structure	**5**	**4**	**3**	**2**	**1**
1. The management structure is clearly hierarchical, and the responsibilities of each department are well defined.					
2. Communication channels between management and faculty are clear, ensuring smooth information flow.					
3. The management decision-making process is transparent and effectively reflects the opinions of faculty and staff.					
4. Each department maintains consistency and coordination in resource allocation and the distribution of educational					

management tasks.					
5. The management structure effectively resolves conflicts between departments, ensuring smooth operation of the university.					
6. The management listens to feedback from faculty and staff and adjusts decisions based on actual circumstances.					
7. The management's decisions take into account the needs and expectations of faculty and staff, providing strong practical guidance.					
8. The management is able to make quick decisions and take effective action when encountering unexpected issues.					
Quality of Faculty and Staff	**5**	**4**	**3**	**2**	**1**
9. Teachers possess solid professional knowledge and extensive teaching experience.					
10. School staff efficiently complete assigned administrative tasks.					
11. Teachers and staff demonstrate a strong sense of responsibility and professional ethics in their daily work.					
12. The school provides ample training and development opportunities for faculty and staff.					
13. Faculty and staff contribute valuable suggestions and support to the school's educational management.					
14. Teachers and staff exhibit a collaborative team spirit in their work.					
School Culture	**5**	**4**	**3**	**2**	**1**
15. The school emphasizes fostering core values that are mutually recognized by teachers and students.					
16. The campus cultivates an open and inclusive cultural atmosphere.					
17. The school's management policies reflect a people-oriented cultural philosophy.					
18. The interactions between teachers and students are positive and harmonious, showcasing a strong campus culture.					
19. The school encourages innovation, supporting teachers and students in exploring and experimenting in teaching and research.					
20. The campus culture plays a positive guiding role in shaping					

the behavior of teachers and students.					
Big Data	**5**	**4**	**3**	**2**	**1**
21. Big data is widely applied in the educational management of the school to support scientific decision-making.					
22. Big data technology plays a significant role in teaching evaluation and feedback processes.					
23. Big data drives the digital transformation of school management processes, improving management efficiency.					
24. The school emphasizes the application of big data technology in prediction and early warning systems to address potential issues.					
25. The school provides training and support related to big data technology for teachers and administrative staff.					
The Development of Educational Management	**5**	**4**	**3**	**2**	**1**
26. The educational management system of the university effectively supports the conduct of teaching activities.					
27. The university emphasizes the rational allocation and optimization of resources in educational management.					
28. The educational management team is capable of promptly addressing practical issues in teaching and management.					
29. The university encourages innovation in educational management and provides ample support for both teachers and students.					
30. The implementation process of educational management is transparent, fair, and widely recognized by teachers and students.					
31. The educational management system of the university is adaptable to changes in the external environment and can make timely adjustments.					