

Research on Current Situation and Countermeasures of Educational Administration Service Ability of University Educational Administration Personnel

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Abstract

Background and Introduction: Educational administration service is the hub of university teaching work, which serves teaching and is the center of overall organization and coordination of teaching operation. In recent years, due to the continuous expansion of the scale of university running and the gradual improvement of the level of school running, universities have put forward higher requirements for the level of educational administration service. In order to cope with the diversity of higher education values in the new era, to meet the service demands of teachers and students for university management, and to enhance the vision of university administrators to enhance their personal service ability. Therefore, there is an urgent need to enhance the service capacity of academic administration staff.

Research methods: This study adopts the method of literature and data collection to construct the dimensions of service ability of university educational administration personnel. In order to investigate the current situation of service ability of educational administration personnel in colleges and universities, this study adopts the questionnaire survey method. The content of the questionnaire is the scale of educational administration service ability of university educational administration personnel, analyzing the current situation of educational administration service ability of university educational administration personnel.

This paper explores the current status and existing problems of educational administration service ability in colleges and universities, and improves educational administration service ability from knowledge sharing, strengthening organizational communication ability, and constructing information circulation system.

Keywords: University administrative staff; Educational service ability; Analysis of current situation; Lifting path; Introduction

Introduction

First of all, the nature of educational administration service management requires the improvement of educational administration service ability. Educational service management involves many departments (students' Office, personnel department, etc.), many personnel (teachers, students, parents, etc.), and many contacts with the outside world (education authorities, personnel departments, etc.), and many uncertain factors affecting work efficiency (work proficiency, professionalism, psychological quality, etc.). It is difficult to complete the task by relying solely on one person or one department, which requires the internal coordination of the organization.

Secondly, the university educational administration system needs to adapt to the needs of the Times. At present, most college and department leaders have rich experience in teaching and management, but under the planned economy system, their ideas and ways of thinking have formed a kind of stereotypical, while the existing college and university education system has progressed with The Times, and the traditional, simple and closed education can no longer meet the needs of work (Bukhtoyarov, 2021). The management of educational administration service in colleges and universities should also meet the needs of the fast pace of The Times. Making use of the advantages and characteristics of the current resource conditions, the trend of fast decision-making and strong market adaptability, the educational administration service management work is more open, and the educational administration service function is fully brought into play. Educational administration personnel are full-time or part-time employees engaged in educational administration service work in various teaching units of colleges and universities. Their educational administration service work is the foundation and core of the educational administration work of colleges and universities, and plays an important role in the entire educational administration work of colleges and universities, and escorts the normal and smooth development of teaching work, and also guarantees the orderly development of college education work(Liang Canxing, 2022).

Thirdly, the expansion of the university puts forward new requirements for academic affairs services. With the expansion of the construction of colleges and universities and first-class universities, higher requirements are put forward for the comprehensive quality, work quality and work effectiveness of the educational administration personnel in colleges and universities, which requires colleges and universities to have a stable thinking, solid work and high efficiency educational administration service team. With the advent of the era of knowledge economy, the scientific, democratic and efficient management of colleges and universities is called for, and the specialization of educational administration personnel is not only the premise of the scientific management of colleges and universities, but also an important condition to realize the democratization of university management and improve the efficiency of university management. In today's world, the professionalization of university educational administration personnel is an inevitable trend.

In view of this, this paper analyzes the current situation of educational administration service ability of university educational administration personnel, finds out the existing problems, and explores the path to improve the educational administration service ability of university educational administration personnel, so as to improve the work efficiency of educational administration personnel and avoid the disorder and fatigue of educational administration service work.

Research Objectives

1. In order to collect data, a questionnaire survey was conducted among educational administration personnel in 4 universities in Guangdong Province, and the factors affecting the service ability of educational administration personnel in colleges and universities were understood based on data analysis.

2. Through the scale of educational administration service ability of colleges and universities, the difference analysis of the collected data shows that there are problems in the current educational administration service ability.

Research Methodology

1. Documentation method

Literature materials method refers to that after establishing the research goal, the research content related materials are consulted through libraries, archives and other channels, the materials are classified and sorted, the research progress in this field is closely followed, and the thesis is put forward around the theme to lay the foundation for the research implementation. This study takes “university educational administration personnel” and “University educational administration personnel’s educational service ability” as key words, and consults relevant books, journals and doctoral papers. Through the reading and analysis of Chinese and foreign literature, the connotation of “educational administration personnel” and “educational service ability of educational administration personnel” is determined, and the composition of educational service ability of educational administration personnel is sorted out.

2. Questionnaire survey method

Questionnaire survey method refers to collecting data by sending questionnaires to understand the views, behaviors and attitudes of specific groups. Obtain quantitative data and then analyze the collected data to identify trends and patterns in the study. In order to investigate the status quo of educational administration service ability of university educational administration personnel, this study intends to collect data through questionnaire. The contents of the questionnaire include the educational service ability scale of university educational administration personnel. The educational administration service ability scale of university educational administration personnel is to study the current situation and existing problems of educational administration personnel.

3. Object of this study

The object of this study is the educational administration personnel in 4 universities in Guangdong Province. The educational administration personnel surveyed by questionnaire are the student status administrators, course administrators, examination administrators and archivists in the service of student status, course services, examination services and score services. The above academic administration personnel provide student status management services, including enrollment and registration, major and school transfer, and student status change; Curriculum management services include teaching plan, curriculum arrangement, curriculum quality assessment; Examination management services include examination arrangement, examination management, examination discipline supervision; The score management service includes score entry, score inquiry; The archives management service mainly includes college archives and school archives. The educational administration personnel investigated by the author in this study are the educational administration services

for teachers and students in colleges and universities. Based on the self-designed questionnaire, this study randomly selected the educational administration staff of 4 universities in Guangdong Province to issue questionnaires.

4. Questionnaire Design

Based on references and according to the classification of educational administration service ability by Li Jiwen (2023), Da Xiao (2022), Li Ling (2022), Zhao Ling (2022), Chen Wei (2019), Chen Sicheng (2019) and Xu Fang (2019), the questionnaire consists of two parts. The first part is basic information. Including gender, school location, education level, years of work 4. The second part is the investigation of educational administration service ability of university educational administration personnel, including four first-level dimensions, which are the basic ability of basic quality, the professional ability reflecting the professional characteristics of educational administration personnel, the expansion ability requiring development and improvement, and the innovation ability adapting to educational practice.

There are 8 questions in the basic ability of the first-level basic quality, which are divided into 4 second-level dimensions, including psychological quality ability, interpersonal communication ability, organization and coordination ability, and teamwork ability.

The first-level dimension reflects the professional ability of the professional characteristics of educational administration personnel. There are 13 questions, including 5 second-level dimensions: student status management ability, course management ability, examination management ability, score management ability and file management ability.

The first-level dimension requires the development and improvement of the expansion ability, a total of 10 questions, including lifelong learning ability, teaching service research ability, media integration ability, modern information technology application ability, flexible work adaptability 5 second-level dimensions.

The first-level dimension of innovative ability to adapt to educational practice has 3 questions. It contains three secondary dimensions, namely, innovative spirit, innovative ability, and the ability to cultivate students' innovative quality.

Research Scope

1. From the perspective of positivism, this study systematically discusses the current situation and improvement measures of the university educational administration service ability. Through literature review and field research, this paper deeply studies the background, current situation and improvement space of educational administration personnel's educational administration service, which provides reference for the development of educational administration service ability under the current prospect of university reform.

2. Research Area

This paper takes the academic administration staff of 4 universities in Guangdong Province as the research object.

3. Research Conceptual Framework

Research Conceptual Framework

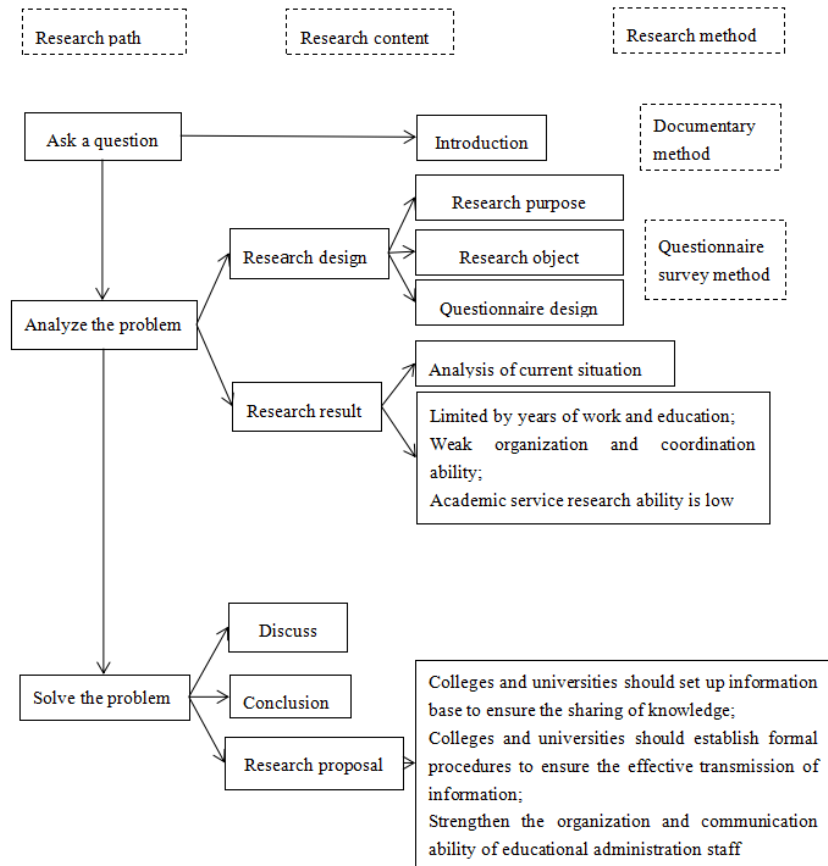


Figure 1 Research Conceptual framework Source: From the author

Research Results

This study compiled a questionnaire on Educational Administration Service Ability of Educational Administration personnel in universities and colleges, conducted a questionnaire survey on educational administration personnel in 4 universities and colleges in Guangdong Province, China, and used SPSS 25.0 for statistical analysis of the collected data, using the statistical method of difference analysis.

1. Analysis of the current situation of educational administration service ability of university educational administration personnel

1.1 Analysis of the current situation of educational service ability of educational administration personnel in colleges and universities in terms of educational level

With education level as the independent variable, the basic ability of the basic quality of the educational administration personnel, the professional ability reflecting the professional characteristics of the educational administration personnel, the expansion ability requiring development and improvement, and the innovation ability adapting to the educational practice as the dependent variable, the difference of educational administration service ability

of the educational administration personnel in the educational level was analyzed by one-way ANOVA.

Table 1 Analysis of differences in educational service ability of educational administration personnel in universities and colleges

Dependent variable	Educational level	N	Mean value	Standard deviation	F	Sig
Basic ability	College and below	4	3.844	0.120	0.363	0.296
	Undergraduate course	102	3.989	0.517		
	Bachelor degree or above	232	3.948	0.474		
Professional ability	College and below	4	3.940	0.497	0.064	0.008
	Undergraduate course	102	3.951	0.508		
	Bachelor degree or above	232	4.042	0.558		
Expansion ability	College and below	4	3.803	0.455	0.105	0.100
	Undergraduate course	102	3.793	0.482		
	Bachelor degree or above	232	3.900	0.545		
Innovation ability	College and below	4	3.509	0.680	1.007	0.036
	Undergraduate course	102	3.563	0.743		
	Bachelor degree or above	232	3.628	0.826		
Academic service ability score	College and below	4	3.803	0.412	0.252	0.027
	Undergraduate course	102	3.837	0.417		
	Bachelor degree or above	232	3.840	0.488		

As can be seen from Table 1, there is no significant difference in the basic quality and basic ability of the university educational administration personnel in terms of education level ($P>0.05$), while there is a significant difference in the professional ability of the university educational administration personnel reflecting the professional characteristics in terms of education level ($P<0.05$). There is no significant difference in the expansion ability of university administrators in terms of educational level ($P>0.05$), there is a significant difference in the innovation ability of university administrators in terms of educational level ($P<0.05$), and there is a significant difference in the total score of educational service ability of university administrators in terms of educational level ($P<0.05$). And the score of educational service ability of university educational service workers with bachelor's degree or above is higher than that of college education or below.

1.2 Analysis on the difference of educational administration service ability of university

educational administration personnel in their working years

This section takes the working years as the independent variable, and the basic ability of the basic quality of the educational administration personnel, the professional ability reflecting the professional characteristics of the educational administration personnel, the expansion ability requiring development and improvement, and the innovation ability adapting to the educational practice as the dependent variable, and analyzes the differences of the

educational administration service ability of the educational administration personnel in the working years through one-way ANOVA.

Table 2 The difference analysis of educational administration service ability of university educational administration personnel in working years

Dependent variable	Working years	N	Mean value	Standard deviation	F	Sig
Basic ability	5 years or less	105	3.857	0.531	3.143	0.015
	6-10 years	131	4.052	0.434		
	11-15 years	80	3.989	0.481		
	16-20 years	12	3.875	0.436		
	More than 21 years	10	4.175	0.472		
Professional ability	5 years or less	105	3.963	0.549	1.165	0.326
	6-10 years	131	3.917	0.484		
	11-15 years	80	4.004	0.522		
	16-20 years	12	3.715	0.471		
	More than 21 years	10	4.083	0.494		
Expansion ability	5 years or less	105	3.897	0.458	3.363	0.010
	6-10 years	131	3.722	0.501		
	11-15 years	80	3.842	0.494		
	16-20 years	12	3.500	0.327		
	More than 21 years	10	3.970	0.545		
Innovation ability	5 years or less	105	3.681	0.443	2.316	0.057
	6-10 years	131	3.463	0.674		
	11-15 years	80	3.553	0.711		
	16-20 years	12	3.166	0.697		
	More than 21 years	10	3.575	0.743		
Academic service ability score	5 years or less	105	3.564	0.393	3.321	0.011
	6-10 years	131	3.898	0.460		
	11-15 years	80	3.847	0.404		
	16-20 years	12	3.740	0.317		
	More than 21 years	10	3.950	0.502		

As can be seen from Table 2, the total score of educational administration service ability of university educational administration personnel has a significant difference in years of work ($P < 0.05$), indicating that the higher the years of work, the stronger the educational administration service ability of university educational administration personnel. The lower the working years, the lower the educational service ability of the educational administration personnel.

As for the basic ability, which reflects the basic quality of educational administration personnel, there is a significant difference in working years ($P < 0.05$). The average score of basic ability of educational administration personnel with working years of more than 21 years is the highest, followed by the working years of 6-10 years, and the average score of the working years of the lowest is 5 years or less. There was no significant difference in years of working for the professional ability reflecting the professional characteristics of educational administration personnel ($P > 0.05$). There is a significant difference ($P < 0.05$) in the working years of the academic administration staff in reflecting their expansion ability. The average score of expansion ability of the staff with more than 21 years of working years is the highest (0.545), followed by the average score of 6-10 years of working years (0.501), and the average score of the staff with the lowest is 16-20 years. There was no significant difference in the innovation ability of educational administration personnel in the working years ($P > 0.05$). In terms of the total score of educational service ability, the average score of educational staff with more than 21 years of service is the highest (3.950), followed by the average score of 6-10 years of service is 3.898, and the average score of 16-20 years of service is 3.564.

1.3 The overall status of educational administration service ability of educational administration personnel in colleges and universities

In the analysis of the overall situation, this study presents each dimension of educational administration service ability and the average of the total score of educational administration service ability, which directly reflects the development level of educational administration personnel in each dimension and the overall educational administration service ability in colleges and universities.

Table 3 Analysis of educational administration service ability of university educational administration personnel

Variable	N	Minimum value	Maximum value	Mean value	Standard deviation
Mental quality ability	338	3.00	5.00	3.997	0.607
Interpersonal ability	338	3.00	5.00	3.902	0.622
Organization and coordination ability	338	3.00	5.00	3.851	0.623
Teamwork ability	338	3.00	5.00	4.087	0.676
Basic ability	338	3.00	5.00	3.959	0.484
Student status management ability	338	3.00	5.00	3.965	0.678
Curriculum management ability	338	3.00	5.00	4.072	0.599

Examination management ability	338	3.00	5.00	3.904	0.690
Performance management ability	338	3.00	5.00	3.913	0.677
File management ability	338	3.00	5.00	3.857	0.579
Professional ability	338	3.00	5.00	3.950	0.515
Lifelong learning ability	338	3.00	5.00	3.991	0.643
Academic service research ability	338	3.00	5.00	3.628	0.605
Media convergence ability	338	3.00	5.00	3.871	0.627
Modern information technology application ability	338	3.00	5.00	3.922	0.800
Flexible working ability	338	3.00	5.00	3.656	0.749
Expansion capability	338	3.00	5.00	3.804	0.500
Innovative spirit	338	3.00	5.00	3.516	0.695
Innovation ability	338	3.00	5.00	3.570	0.869
Equal share of innovation ability	338	3.00	5.00	3.545	0.705
Average score of educational service ability	338	3.00	5.00	3.814	0.438

Table 3 shows the status of the second-level dimensions of educational administration service ability of educational administration personnel in colleges and universities. As can be seen from Table 4.3, the minimum and maximum values of the second-level dimensions of basic quality ability, professional ability, expansion ability and innovation ability are 3.00 and 5.00 respectively. Among the second-level dimensions of basic quality ability, the average value is the lowest organization and coordination ability and the largest teamwork ability. In the secondary dimension of professional ability, the lowest average value is the ability of archives management, and the largest average value is the ability of course management. In the secondary dimension of extended ability, the lowest average value is educational administration service research ability, and the highest average value is lifelong learning ability. In the secondary dimension of innovation ability, the lowest average value is innovation spirit, and the largest average value is innovation ability.

2. Problems existing in the educational service ability of educational administration personnel in colleges and universities

2.1 Educational service ability is limited by years of work and education level

From the analysis of the demographic difference of the educational service ability of educational administration personnel in universities, the educational service ability of educational administration personnel is limited in terms of working years and education level. For the educational administration staff with a long working life, they have accumulated rich

experience in educational administration and provided more opportunities to face and solve various problems in educational administration. For the educational administration staff with lower working years, the management experience is insufficient, and they can not skillfully deal with the problems encountered in the work.

As for the educational level of educational administrators in colleges and universities, through the difference analysis of the survey results, it is found that the educational administrators of junior college or below are relatively poor in innovation ability, while the educational service ability of the educational administrators of bachelor's degree or above is obviously better than that of other educational administrators. Educational staff with a low level of education may be limited by professional knowledge and theoretical basis. For educational administration staff with low education level, the lack of practical experience related to higher education system makes it difficult to flexibly deal with complex educational administration service problems in practice.

2.2 Weak organization and coordination ability

Through the analysis of the basic ability of the above basic quality, it is found that the organization and coordination ability of educational administration personnel is the weakest, and its average value is 3.851. Educational administration personnel with weak organization and coordination ability may have difficulty in effectively planning and organizing educational administration work, unable to rationally allocate resources, formulate clear work plans and schedules, resulting in confusion and delay in educational administration work, affecting the normal operation of school education and teaching.

2.3 The research ability of educational services is low

Through the analysis of the questionnaire survey data above, it is found that in the analysis of the overall status of expansion ability, the average value of educational administration staff's educational service research ability is the lowest, which is 3.628. In the process of educational administration, educational administration personnel lack the ability to deeply study and master the theories of educational administration service management, lack the creative use of theoretical thinking, and lack the habit of sensitive exploration of educational administration service.

Discussion

In recent years, educational administration service ability has attracted the attention of educational researchers and educational practitioners, but only from the aspect of teaching service, the research object is mostly college teachers, and there are few studies on educational administration personnel. Therefore, this paper focuses on the study of the educational administration service ability of university educational administration personnel, analyzes the current situation and weak links of educational administration ability, and enriches the research of university administrative service management. Further broaden the research field of university administration, realize the guidance of the direction of university educational administration service management, put forward the path of improving service management, and provide a reference for the development of universities.

However, due to the limitation of theoretical perspective and practical conditions, this study also has some points that need to be further improved. For example, due to the limitation of research perspective, there may be deficiencies in the analysis of factors of educational administration service ability of university educational administration personnel. And limited by the research conditions, the representativeness of the survey sample needs to be improved.

Conclusion

First of all, through literature review, this paper puts forward the dimensions of measuring the educational administration service ability of university educational administration personnel. Through literature review, this study finally determined the dimensions of educational administration service ability, including four first-level dimensions, namely, the basic ability of basic quality, the professional ability reflecting the professional characteristics of educational administration personnel, the expansion ability requiring development and improvement, and the innovation ability adapting to educational practice.

Secondly, through the questionnaire survey, understand and grasp the current situation and existing problems of educational administration service ability of university educational administration personnel. On the basis of reference, the Questionnaire of Educational Administration Personnel 'Educational Service Ability' was compiled to investigate the educational administration personnel in four universities in Guangdong Province and obtain first-hand information about the current situation of educational administration personnel' educational service ability. Through the analysis and collation of the survey results, it is found that there is no difference between the educational service ability and gender, and the educational service ability is significantly different from the educational level, and the educational service ability increases with the service age. There are weak links in the educational service ability of educational administration personnel.

Finally, this paper puts forward some strategies to improve the educational service ability of university educational administration personnel. In view of the existing problems in the educational service ability of educational administration personnel in colleges and universities, this paper puts forward ways to improve the educational service ability of educational administration personnel in colleges and universities. Starting from the university level and individual level, information database is established at the university level to ensure knowledge sharing and effective transmission, and personal organizational communication ability is strengthened.

Recommendations

1. Universities should establish information bases to ensure knowledge sharing

Colleges and universities should be fully aware that only the people who use the database have more direct experience and needs, and set up relevant project teams in the early stage of database establishment to fully understand and understand related issues and truly establish a suitable information database (Padhy, 2023). In addition, the social environment is constantly changing, knowledge is also constantly innovating, so after the establishment of appropriate information database, but also establish a good rapid response mechanism, in order to timely touch the new problems in practice, new needs.

2. Universities should establish formal procedures to ensure the effective transmission of information

Clarify the division and confusion of internal management that are common in colleges and universities, establish a good department work orientation, create management norms and procedures, and establish a formal work flow. Through this process, we can first infer what kind of information possessed by various departments of the school can be of benefit to others, and then try to make this information easily available to the whole school (Su Hui, 2021). And when new problems arise, information can be effectively transmitted to relevant

departments or relevant working groups, so that lessons learned can be effectively replicated. On the other hand, the functional departments of the school make more use of their relatively concentrated and single functions, which have the advantages of studying and thinking about the business to provide convenience, information and technical support for the effective development of the business management work, and promote the teaching, scientific research and other business institutions to strengthen the fine management by giving full play to their macro-coordination and supervision functions. Improve the quality of teaching and research management and disseminate advanced knowledge better and more effectively.

3. Strengthen the organizational and communication ability of educational administration personnel

Effective communication can not only let managers get what they want, but also let the managed get what they want, so that a win-win situation appears. Trust is respect for people, so as to stimulate people's work enthusiasm and enthusiasm. The top leaders of colleges and universities should change their ideas from the ideological level, listen to the difficulties encountered by educational administration personnel in their work, listen to the solutions, and raise the relevant problems to a higher level to look at and analyze, and find more appropriate solutions. As for educational staff, they should consult relevant communication books to improve their organizational ability; Actively participate in relevant team training, cultivate their own communication skills, and change the internal management focusing on specific business goals and tasks into people-oriented management that can better stimulate teachers and students' autonomy and creativity.

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