

## **Factors and Exploration of the Reform of Large Departments of Undergraduate Universities in Henan Province on Education Quality**

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**Abstract:** In 2021, the pilot work of comprehensive deepening reform of undergraduate universities in Henan Province will be carried out to provide the foundation and conditions for the reform of the undergraduate university system in Henan Province. Subsequently, more than 10 undergraduate universities in Henan Province carried out system reforms, most of which became key tasks. At present, there are problems such as low efficiency, bloated departments, low management level of administrative personnel, and lack of autonomy in the administrative management department of undergraduate universities in Henan Province. waste of resources. How to improve the education quality of undergraduate universities in Henan Province through the system reform of large departments, this article will give corresponding suggestions, and make suggestions for the future development of undergraduate universities in Henan Province.

**Keyword:** Administrative Management, large-department system, Undergraduate University, Education Quality

### 1.1 Introduction

As a province with a large population and the birthplace of Chinese culture, Henan's GDP ranks fifth in the country. Whether it is population or economy, it ranks in the forefront of all provinces in China. However, higher education in Henan Province has been facing the plight of stagnant development. According to the data in 2021, there are 139 ordinary colleges and universities in Henan Province, and only one of the 211 universities (national key universities), accounting for 0.83%, ranking first in the country, and none of the 985 and universities. Only Zhengzhou University and Henan University have entered the "Double First-Class" universities. In contrast, Shandong Province, which has the same population and GDP as the whole province, has four 985,211 universities, and have five double first-class colleges and universities. It can be seen that the reform of higher education in Henan Province is imminent.

The system of large departments is a hot word in the reform of the current government functional departments, and the reform of the system of large departments has gradually begun in undergraduate universities. Liu Jingnan (2003-2008) , the former president of Wuhan People's University, once expressed his opinion that the reform of the university's administrative organization can refer to the principle of "simplification and efficiency" of the large-department system to reduce the number of management departments and reduce management costs to establish an internal management system centered on academics. The large-department system is to integrate the business content and scope of the department, put

the affairs involving various contents under the jurisdiction of one department, avoid overlapping government functions, multi-department, and multi-head management, effectively reduce the overlap of functional agencies, and restrain government expansion, thereby improving administrative efficiency. Reducing administrative costs is one of the directions of administrative reform.

In 2021, Henan Province will hold a symposium on promoting the pilot work of comprehensively deepening reforms in undergraduate colleges and universities. It is required to base itself on the actual situation of the school, explore the reform of the "big ministry system" in the institutional setting, highlight the ability to go up and down in the post setting, and focus on front-line teaching in the post setting. Salary distribution, more flexible system design in terms of talent introduction and training. At present, more than 10 undergraduate colleges and universities have carried out the reform of professional department system. With the reform of the system of large colleges and departments, the efficiency of running undergraduate colleges and universities in Henan Province will be greatly improved.

## 1.2 Literature review

The integration and refinement of departments should be coordinated, the internal and external supervision should be combined, the execution should highlight the high efficiency, the department interests should be eliminated, and the decision-making should highlight the scientific and democratic is an effective way to promote the "mutual restriction and coordination of the three powers", so as to form a dialectical and unified relationship between various power subjects, which is not only mutually restricted but also mutually coordinated, so as to achieve the high efficiency of power operation (Song ,2015). The reform of the large-department system is an active exploration in the modernization of China's governance system, and it is also an important way for the government to solve the problems of overlapping agencies, overlapping responsibilities, and multiple departments through the merger and reorganization of internal agencies, reduce administrative levels, and reduce administrative costs (Zhu, 2021). The "Large department system" reform is an important means for colleges and universities to improve administrative efficiency, reduce management levels, and change working methods, so that functional departments will be reduced from many to few, and administrative procedures will be reduced from complicated to simplified, so as to truly promote the establishment of academic-oriented internal management in colleges and universities system (Zou Xiaohong, Liu & Zhuang 2017). For undergraduate universities, this means that they have a high degree of autonomy in running schools, a clear idea of running schools, an effective governance structure and excellent cultural spirit. Therefore, we must first find the essence of the system thinking of large departments, effectively transform the functions of the administrative institutions of universities and make the institutional reforms at all levels of undergraduate universities achieve actual results (Xu ,2019).

## 1.3 Research Theory

The existence of the theory of bureaucracy in public administration is owed to Max Weber and his great book *Economy and Society* (1922). According to Table 1.1, Max Weber has

present five main characters. They include Hierarchical Structure, Management by Rules, Organization by Functional Specialty, Purposely Impersonal and Employment based on Technical Qualification. He believes that management behavior is controlled based on knowledge, leaders should have the ability to do their jobs, and should lead based on facts rather than subjective conjectures. Max Weber's theory of bureaucracy is one that proposes a specific method of managing an organization. It proposes that the most appropriate way to run an organization is to structure it as a rigid hierarchy of individuals, subject to strict rules and regulations. Such an administrative system would be efficient and error-prone.

Table 1.1 The Max Weber Theory of Bureaucracy



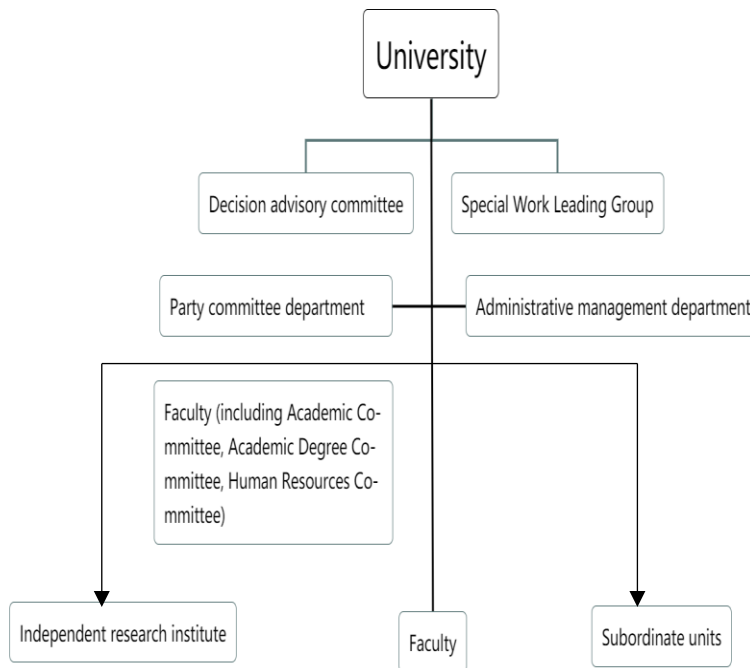
#### 1.4 Current Situation of Administrative Structure of Undergraduate Universities in Henan Province

Most undergraduate universities in Henan Province have a linear organizational structure. The schools and departments under the school are directly affiliated departments, and the party and government management is divided into functional departments. In order to understand the status quo of the establishment of functional departments of undergraduate universities, the official websites of more than 10 undergraduate universities in Henan Province were inquired about the functional departments. We found that most universities have more than 40 functional departments, and some even have more than 50.

According to Table 1.2, these departments are roughly divided into three categories. The first category is the party affairs department, which involves the party committee office,

organization department, propaganda department, academic work department, United Front Work Department, etc., and various decision-making committees and special work leading groups under it. The second category is the administrative management department, involving the principal's office, educational affairs department, student affairs department, science and technology department, finance department, personnel department, logistics department, etc. The third category is academic departments, independent research institutions, colleges at all levels and departments directly under them, involving network centers, libraries, periodical offices, publishing houses, trade unions, etc.

Table 1.2 Undergraduate University Administrative Structure



### 1.5 The significance of the reform of the large department system

As an important part of the reform of the undergraduate university system, the reform of the large department system is a very meaningful reform. Through the reform, the pace of system reform can be accelerated, and at the same time, it is helpful to improve the management level of the education quality.

The reform of the large-department system is also an extension of the reform of the large-department system of government departments, which greatly enriches the internal meaning of the reform of the large-department system. At the same time, because an undergraduate university is a place where high-level intellectuals gather, in the reform, it will inevitably be able to give full play to its talent advantages. Bing and other departments rely on and learn from each other to explore a more reasonable and advantageous department.

In addition, the reform can also speed up the construction of high-quality administrative personnel. A good undergraduate university not only needs a high-level teaching staff, but also a high-quality management team, but now there are big problems in the management team, and

the low administrative efficiency can be effectively improved by reforming the system of most departments. Lazy management team. Optimizing the structure of the administrative management team and improving the professional level of administrative personnel can really help faculty and students.

### 1.6 Hypothetical model

By constructing a hypothetical model, it can be more clearly reflected that the reform measures of the four independent variables affect the dependent variable to improve the education quality

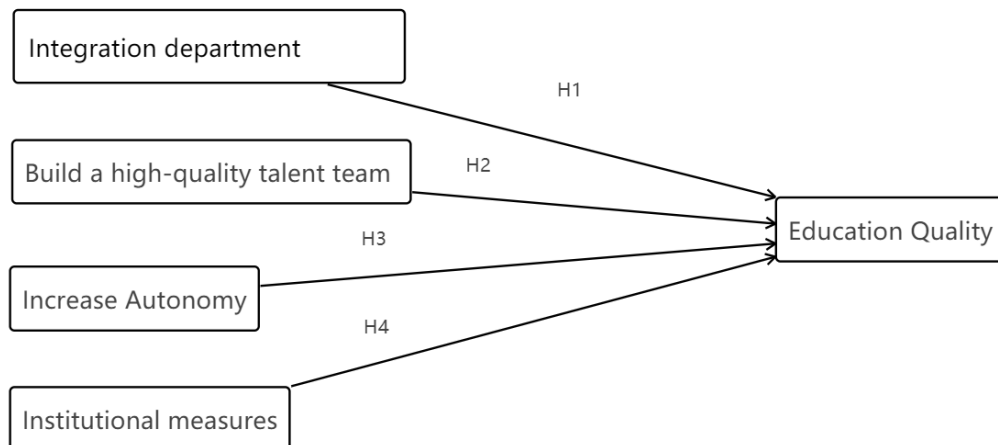
*H1. Integration departments has a positive effect on improving education quality*

*H2. Building a high-quality talent team has a positive effect on improving the education quality*

*H3. Increased autonomy has a positive effect on improving education quality*

*H4. Institutional measures that have a positive effect on education quality*

Table 1.3 Hypothetical model



### 2.1 Current problem

As a province with a large population in China, Henan Province has an urgent need to develop high-level higher education. As the institution that formulates the development of undergraduate universities and the management department of the teaching order of undergraduate universities, the administrative management department shoulders extremely important responsibilities. However, through investigation and research, it is found that the administrative management departments of undergraduate universities in Henan Province are facing problems such as low efficiency, overstaffed departments, and low comprehensive quality of administrative personnel. It has brought a great burden to the undergraduate university, and also made the teachers of the teaching department unhappy with the administrative management department. How to exercise power correctly and how to make the administrative management departments of undergraduate universities move in the right

direction through the reform of the large department system are extremely important for the future development of undergraduate universities in Henan Province.

#### 2.1.1 Low work efficiency

At present, my country's undergraduate universities mainly adopt a hierarchical structure. Most undergraduate universities are managed at two levels of college in terms of administrative management. Of course, some undergraduate universities are managed at three levels. Such a management system will be more or less. There are few cross-departmental, division of labor and bureaucracy, shirk responsibility, etc., resulting in waste of manpower, material resources, financial resources, time and other resources. The improvement of educational administrative efficiency is mainly determined by the comprehensive quality of administrative personnel, the ability to implement policies and the timeliness of handling affairs to measure the efficiency of an undergraduate university's administrative management department. But doing things in undergraduate universities in Henan Province is often faced with going to several administrative management departments for one thing, and even waiting for a long time without getting results. Invisibly, it drags down the overall administrative efficiency and wastes other resources.

#### 2.1.2 The department is bloat and its functions are unclearly

According to statistics, the institutions of undergraduate universities in Henan Province are complex and run slowly, including administrative agencies, teaching institutions, party committees, and directly affiliated units. Some undergraduate universities even have as many as 50 or more institutions. For example, Henan University has 27 party and government institutions, 21 directly affiliated institutions, and 5 affiliated institutions, adding up to 53. Most of the administrative management departments have roughly the same responsibilities, and the number of administrative staff in some undergraduate universities even exceeds that of faculty members, accounting for 45% to 55% of the total faculty, which has brought a considerable financial burden to undergraduate universities.

Due to the large number of departments, related administrative management departments often involve similar work content. As a result, responsibilities are unclear and confusing, and they cannot fully perform the responsibilities of their respective departments. The duplication and absence of administrative management departments are the two major disadvantages of the development of the management department of undergraduate universities, which makes the efficiency of the teaching department decrease day by day, and the teaching cost continues to increase. However, the administration of many undergraduate institutions does not have independent advisory, monitoring and feedback functions. This is because consulting functions are often mixed with administrative functions. This results in an inability of the administration to adequately discharge its responsibilities, as determined by the individual needs of the undergraduate university or the leadership collective. It makes the administrative management department full of political colors, and cannot really understand the true aspirations of students and faculty.

#### 2.1.3 The overall quality of managers is not high

At present, the actual treatment of personnel engaged in administrative management in

undergraduate universities in China is often not good enough. In particular, the distribution system of undergraduate universities in my country is gradually tilted towards scientific research and teaching, undergraduate universities teachers and universities administrators, and the salary gap is getting wider and wider. . In addition, administrative personnel are often at a disadvantage in a position because of their interests related to the ratings and promotions of undergraduate universities in my country. This will make many truly talented management personnel and knowledge workers either busy studying or It is to improve one's own level in various examinations, but it is not a simple daily management work, and it is more difficult to conduct in-depth research and thinking about the work. In addition, the inherent skills and professional quality of the management personnel are not high, so This will cause administrative staff to have problems such as greater mobility, insufficient innovation, and overall low efficiency of administrative management in undergraduate universities.

The second is that undergraduate universities attach great importance to management and improve the treatment of administrative personnel, which makes it difficult to attract professional and excellent administrative personnel, which also leads to a low management level of the overall administrative team. There are two extreme phenomena. One is that the overall administrative staff are older and less educated. The second is that although they are still young, they are non-management professionals who lack experience and professional skills in administrative management, which leads to a low level of overall administrative management, resulting in the situation that the entire administrative management team only seeks speed but not quality.

#### 2.1.4 The management system is not good enough

Lack of institutionalized management mode and relatively backward management concept. The lack of institutional constraints often results in excessive management authority of administrative managers, thus causing conflicts between teaching department staff and administrative staff. By with giving too much power, it tends not to listen to the opinions of teaching departments, too much administrative intervention and lack of democracy, thus causing mistakes in decision making. It gives a compulsory management mode with control as the core, administration as the main means and target as the goal. It makes the undergraduate university lose the original purpose of running the university, which should be focused on research and teaching.

Since power itself has dangerous properties, if not controlled and supervised in time, it will certainly make the undergraduate university's decision-making ability generalized, unable to mobilize the enthusiasm of the faculty, and too much political power intervention, formed between their respective departments and then form small departmental interest groups, which is not conducive to the overall development of the administrative sector, and eventually lead to the inability to think about the problem and solve it from the management object and the management of the overall situation.

### 3.1 Questionnaire analysis

By distributing questionnaires, 20 universities in Henan Province, 326 administrative department staffs and 392 students 's views and research on the system reform of large departments. A 5-point Likert scale was used for analysis. And use descriptive analysis, factor

analysis and correlation analysis to verify the hypothesis.

### 3.1.2 University ranking changes

According to the data of Software China University Rankings, starting from 2020 when undergraduate universities in Henan Province implemented system reforms, a total of 10 undergraduate universities participated in the reform. Improve the ranking of undergraduate universities through reform, among which the ranking of software comes from the school level, subject level, school resources, faculty size and structure, talent training, scientific research, service to the society, academic talents, major projects and achievements, international in terms of competitiveness, five evaluation dimensions are clearly used for assessment. Among them, the assessment content of the administrative management department also accounted for 40% of the content, accounting for a huge part of the department.

According to the Figure 1.1, It can be seen that among the universities that have implemented reforms, the rankings of 8 undergraduate universities have improved year by year, and only HNU and HPU have slightly declined in their rankings. As for the rankings of undergraduate universities that have not been reformed, only XMU and HIST have improved, while the rest have declined.

This also shows that through the reform of the large department system, the management level and work efficiency of undergraduate universities can be greatly improved. This is also a great reason why the rankings of these undergraduate universities can improve. Through correct administrative guidance, the work focus of undergraduate universities will return to academics, which also greatly proves the importance of system reform in large departments.

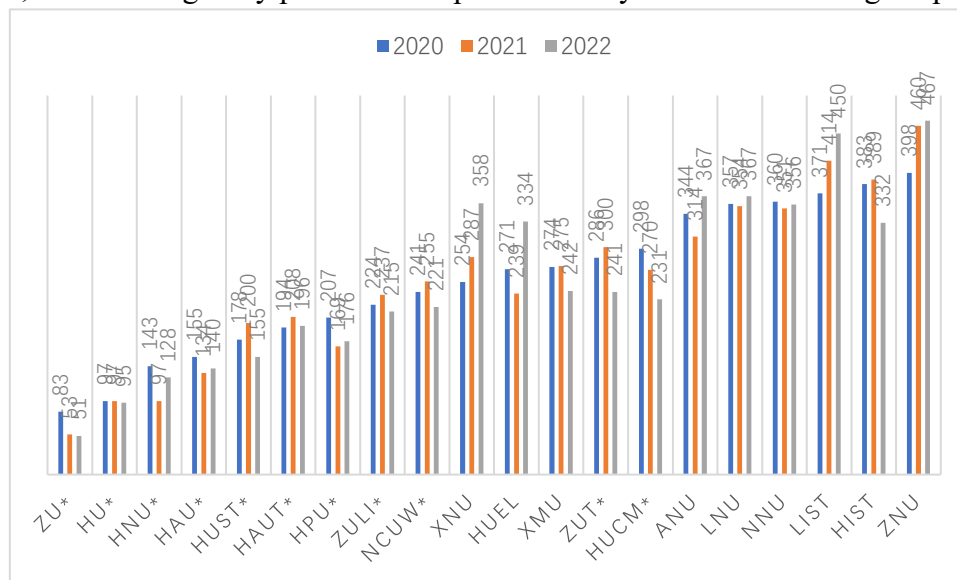


Figure 1.1 University Rank 2020-2022 (Software)

1. Zhengzhou University\*(ZU\*)
2. Henan University\*(HU\*)
3. Henan Normal University\*(HNU)
4. Henan Agricultural University(HAU)
5. Henan University of Science and Technology\*(HUST\*)
6. Henan University of Technology\*(HAUT)
7. Henan Polytechnic University\*(HPU\*)
8. Zhengzhou University of Light Industry\*(ZULI\*)
9. North China University of Water Resources and Electric Power\*(NCUW\*)
10. Xinyang Normal University (XNU)
11. Henan University of Economics and Law(HUEL)
12. Xinxiang Medical University (XMU)
13. Zhongyuan University of Technology\*(ZUT\*)
14. Henan



University of Traditional Chinese Medicine\*(HUCM\*) 15. Anyang Normal University(ANU)  
16. Luoyang Normal University(LNU) 17. Nanyang Normal University(NNU) 18. Luoyang  
Institute of Science and Technology(LIST) 19. Henan Institute of Science and Technology (HIST)  
20. Zhengzhou Normal University(ZNU)

### 3.1.3 ESI ranking changes

ESI is an important indicator used by many well-known universities around the world to measure and evaluate the strength of disciplines. The list is mainly based on the big data of SCI and SSCI journal papers and is recognized as one of the "world standards" for measuring world-class universities and world-class disciplines.

According to Figure 1.2, The ESI rankings of 5 undergraduate universities participating in the reform have increased year by year, while the ESI rankings of the undergraduate universities not participating in the reform have declined except for HAU. The 10 undergraduate universities participating in the reform have all entered the ESI rankings, especially NCUW, ZUT and HUCM have not entered the ESI rankings in 2020-2021. After two years of reform and adjustment, it finally entered the ESI ranking for the first time in 2022. Although the ranking is relatively backward, this also just shows that the reform measures are effective. Through reform, undergraduate universities can return to the essence of academics. Among the universities that have not participated in the reform, 6 undergraduate universities have entered the ESI rankings, and it is worth mentioning that XMU has entered in 2020-2021, but it has not entered the ESI rankings in 2022. Undergraduate universities that have not participated in the reform urgently need to learn from the undergraduate universities that have participated in the reform, and give full play to their own advantages to improve their disciplines.

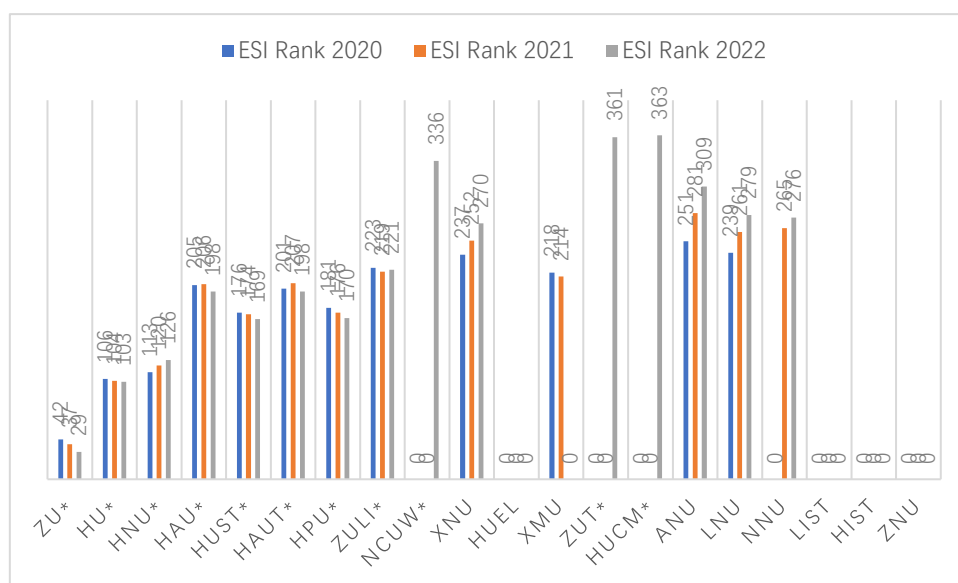


Figure 1.2 ESI Ranking 2020-2022

1. Zhengzhou University\*(ZU\*) 2. Henan University\*(HU\*) 3. Henan Normal

University\*(HNU) 4. Henan Agricultural University(HAU) 5. Henan University of Science and Technology\*(HUST\*) 6. Henan University of Technology\*(HAUT)  
7. Henan Polytechnic University\*(HPU\*) 8. Zhengzhou University of Light Industry\*(ZULI\*)  
9. North China University of Water Resources and Electric Power\*(NCUW\*) 10. Xinyang Normal University (XNU) 11. Henan University of Economics and Law(HUEL) 12. Xinxiang Medical University (XMU) 13. Zhongyuan University of Technology\*(ZUT\*) 14. Henan University of Traditional Chinese Medicine\*(HUCM\*) 15. Anyang Normal University(ANU)  
16. Luoyang Normal University(LNU) 17. Nanyang Normal University(NNU) 18. Luoyang Institute of Science and Technology(LIST) 19. Henan Institute of Science and Technology (HIST)  
20. Zhengzhou Normal University(ZNU)

### 3.1.4 Demographic statistics

According to Figure 1.3, It can be seen from the questionnaire among administrative department personnel that 165 males and 161 females participated in the questionnaire. There are 148 people in the age range of 30-40, 142 people in the age range of 41-50, and 36 people in the age range of 51-60. This also shows that among the surveyed personnel, the age is generally too old, and there are no administrative personnel aged 20-30, which is not scientific for the age distribution of the entire administrative department. The educational backgrounds of the administrative personnel who participated in the questionnaire were 210 undergraduates, 98 masters, and 18 doctors. From this data, it can be seen that the educational background of administrative personnel is generally a bachelor degree, and the low educational level is also a key factor leading to the low level of administrative management. And 148 people said that their undergraduate university is already carrying out the reform of the system of most departments, and 178 people said that they have not participated yet. This also indirectly shows that most of the system reforms are still on the sidelines in some undergraduate universities.

Category	Subject	frequency	percentage	cumulative percentage
Gender	Male	165	50.61%	50.61%
	Female	161	49.39%	100.0%
Age	30-40	148	45.39%	45.39%
	41-50	142	43.55%%	88.94%
	51-60	36	11.06%	100.0%
Education	Bachelor	210	64.41%	64.41%
	Master	98	30.06%	94.47%
	PhD	18	5.53%	100.0%
Participate in reform	Yes	148	45.39%	49.39%
	No	178	54.61%	100.0%

Figure 1.3 Respondents' distribution by staff

According to Figure 1.4 , It can be seen that among the students who participated in the questionnaire survey, there were 185 boys and 207 girls. In the age distribution, there are 225 people aged 20-22, and 167 people aged 23-25, because they are generally students above the third year of undergraduate colleges, and they have more right to speak than students of other

grades, so their Surveys are also more authoritative. Secondly, 147 people said that they had participated in the daily management of the school, and 245 people said they had not participated. This shows that most students still have not been able to participate in the daily management of undergraduate universities. To report their dissatisfaction to the administrative department, they can only follow the arrangements. Secondly, 132 students participated in the survey with a GPA of 2.8-3.0, 115 students with a GPA of 3.1-3.3, and 145 students with a GPA of 3.4-3.6. Basically, the results of all students with poor grades and good grades are included, which can also ensure the authority of the questionnaire.

Category	Subject	frequency	percentage	cumulative percentage
Gender	Male	185	47.19%	47.19%
	Female	207	52.81%	100.0%
Age	20-22	225	57.39%	57.39%
	23-25	167	42.61%%	100.0%
Participate Management	Yes	147	37.50%	37.5%
	No	245	62.50%	100.0%
GPA	2.8-3.0	132	33.67%	33.67%
	3.1-3.3	115	29.34%	63.01%
	3.4-3.6	145	36.99%	100.0%

Figure 1.4 Respondents' distribution by student

### 3.1.5 Correlation analysis

As can be seen from the above table, use correlation analysis to study the correlation between (1) EQ and (2) ID (3) BT (4) IA (5) IM, and use the Pearson correlation coefficient to indicate the strength of the correlation. It can be seen from the data that the correlation coefficient value of EQ to ID is 0.708, the correlation coefficient value of EQ to BT is 0.708, the correlation coefficient value of EQ to IA is 0.721, and the correlation coefficient value of EQ to IM is 0.723. All showed significance at the 0.01 level. Therefore, there is a significant correlation between (1) EQ and (2) ID (3) BT (4) IA (5)IM .

Pearson correlation -

	EQ
ID	0.708**
BT	0.708**
IA	0.721**
IM	0.723**

\*  $p < 0.05$  \*\*  $p < 0.01$

Figure 1.3 Pearson correlation analysis

*ID(Integration department ) BT(Build a high-quality talent team) IA (Increase autonomy)  
IM (Institutional measures)*

### 3.1.6 Linear regression analysis

Linear regression is a statistical analysis method that uses regression analysis in mathematical statistics to determine the quantitative relationship between two or more

variables. If the regression function is a linear function, the variables are said to be linearly related.

According to Figure 1.4, We can see that the regression coefficient value of ID is 0.211 ( $t=5.738$ ,  $p=0.000<0.01$ ), which means that ID has a significant positive impact on EQ. The regression coefficient value of BT is 0.192 ( $t=5.101$ ,  $p=0.000<0.01$ ), which means that BT will have a significant positive impact on EQ. The regression coefficient value of IA is 0.238 ( $t=6.522$ ,  $p=0.000<0.01$ ), which means that IA will have a significant positive impact on EQ. The regression coefficient value of IM is 0.252 ( $t=6.669$ ,  $p=0.000<0.01$ ), which means that IM has a significant positive effect on EQ.

Summary analysis, ID, BT, IA, IM all have a significant positive impact on EQ

Linear regression analysis results (n=718)

	unstandardized coefficient		standardized coefficient	t	p	VIF
	B	SE	Beta			
Constant	0.407	0.097	-	4.191	0.000**	-
ID	0.211	0.037	0.211	5.738	0.000**	2.716
BT	0.192	0.038	0.192	5.101	0.000**	2.854
IA	0.238	0.037	0.245	6.522	0.000**	2.825
IM	0.252	0.038	0.252	6.669	0.000**	2.860
$R^2$				0.644		
Adjusted $R^2$				0.642		
F				$F(4,713)=322.866, p=0.000$		
D-W Value				1.966		

DV: EQ

\*  $p<0.05$  \*\*  $p<0.01$

Figure 1.4 Linear regression analysis

*ID(Integration department) BT(Build a high-quality talent team) IA (Increase autonomy)  
IM (Institutional measures)*

### 3.1.7 Structural Equation Modeling

Structural equation modeling (SEM) is a multivariate data analysis method that can be used to study the influence relationship between multiple latent variables. Structural equation modeling consists of two parts: measurement relationship and influence relationship.

X	→ Y	URC	SE	z (CR Value)	p	SRC	Hypotheses
ID	→ EQ	0.292	0.023	12.704	0.000	0.149	Supported
BT	→ EQ	0.325	0.023	14.343	0.000	0.175	Supported
IA	→ EQ	0.262	0.021	12.279	0.000	0.134	Supported
IM	→ EQ	0.283	0.022	12.687	0.000	0.148	Supported

Figure 1.5 Structural Equation Modeling

*ID(Integration department) BT(Build a high-quality talent team) IA (Increase autonomy) IM (Institutional measures)*

The above figure shows the influence relationship and measurement relationship of latent variables. Regarding the influence relationship, it can be seen from the above table that ID has a significant impact on EQ at the level of 0.05, and the standardized path coefficient value is 0.149, which means that ID will have a positive effect on EQ. influence relationship. Similarly, BT has a significant positive effect on EQ with a normalized path coefficient of 0.175. The normalized path coefficient of IA on EQ was 0.134, producing a significant positive effect relationship. The normalized path coefficient of IM on EQ was 0.148, producing a significant positive effect relationship.

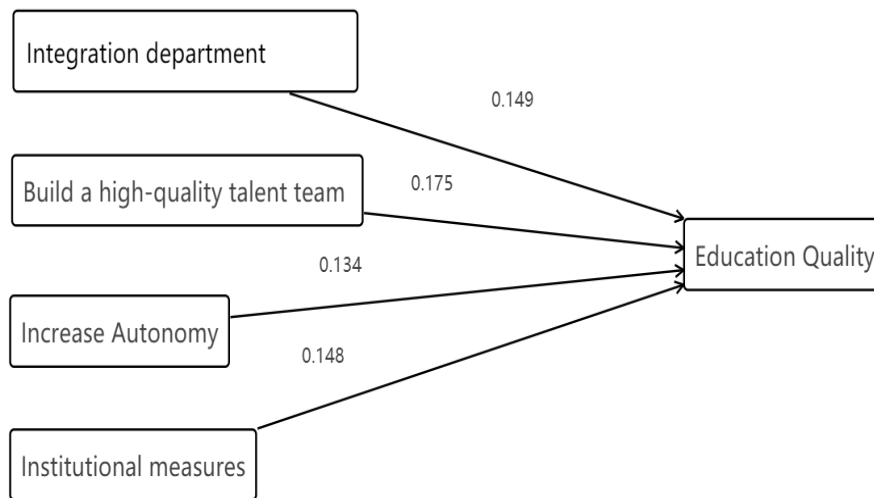
Common indicators	$\chi^2$	df	p	$\chi^2/df$	GFI	RMSEA	RMR	CFI	NFI	NNFI
Judgment criteria	-	-	>0.05	<3	>0.9	<0.10	<0.05	>0.9	>0.9	>0.9
Value	0.000	-5	Null	-0.000	1.000	null	0.000	0.998	1.000	1.004
Other indicators	TLI	AGFI	IFI	PGFI	PNFI	SRMR				
Judgment criteria	>0.9	>0.9	>0.9	>0.9	>0.9	<0.1				
Value	1.004	1.000	0.998	0.333	-0.500	0.000				

Default Model:  $\chi^2(10)=2696.369, p=1.000$

Figure 1.6 Model Fit Metrics

In this study,  $\chi^2/df$  was -000, which was less than 3, which meant that the model fitting effect was good. The RMR value is 0.000 and less than 0.05, and the GFI, CFI, and NNFI are 1.000, 0.998, 1.000, and 1.004 respectively, and the values are all greater than 0.9, which shows that the model is well constructed and the model results are reliable.

Table 1.4 The model of SEM



#### 4.1 Deepen institutional reforms in large department

By discovering problems and deepening the reform of the large-department system, it will be beneficial for Henan undergraduate universities to better improve the administrative system. By formulating reasonable plans, coordinating development, and integrating departments, we can effectively improve the service level of administrative departments and avoid waste of resources. The second is to build a high-quality talent team, introduce professional talents for management, improve the work efficiency of administrative departments through advanced management concepts, and avoid bureaucracy and formalism. At the same time, it is necessary to expand the autonomy of undergraduate universities, understand the aspirations of faculty and staff, plan scientifically, get rid of the idea of official standard, and achieve a truly democratic service-oriented department.

##### 4.1.1 Optimizing Functions and Improving Work Efficiency

Integrating departments and rationalizing the division of labor are the core contents of system reform in large departments. Through departmental reform measures, unnecessary departments are reduced, deputies are reduced, virtual positions are not set up, and management personnel are reduced as much as possible. It is a policy to do what is necessary and get it to the right person. Establish a management organization according to the principle of function, that is, teaching, scientific research, financial supervision, logistics service, personnel organization and other systems rather than corresponding to the competent department. Separate the departments that were originally affiliated to the institutions and have blurred administrative function boundaries from the school institutions to separate management and services. In this way, the problem of unclear rights and responsibilities can be avoided, a complete system of decision-making, implementation, consultation, and supervision can be implemented, and administrative efficiency can be improved.

#### 4.1.2 Planning the functional measures of the administrative management department

Integrating departments, reducing overlapping departments, and streamlining administrative personnel are the core contents of the system reform of large departments. The measures of internal integration will promote the effective integration of the internal elements of the university's administrative organization, promote the coordinated operation of internal resources, and provide conditions for the formation of a scientific and efficient coordination mechanism. With the increasing number of undergraduate students and the scale of school establishment, the rigid and mechanized management of traditional undergraduate universities is no longer suitable for the mode of modern administrative management. It is necessary to gradually move towards a flexible and free coordination mechanism to reconcile the relationship between internal administrative management departments and promote the healthy development of the entire system.

#### 4.1.3 Build a high-quality talent team

The comprehensive quality of administrative personnel in undergraduate universities directly affects the quality and efficiency of administrative management. Therefore, in order to truly implement the reform of administrative management, it is necessary to improve the comprehensive quality of administrative personnel. First of all, when recruiting employees, it is necessary to recruit talents with relevant majors or recruit those with a certain period of work experience, so that both youth and experience can complement each other, and the administrative team can be full of vigor and vitality in the combination of old and new experience. Secondly, undergraduate universities must increase their capital investment in administrative management, improve the salaries and benefits of administrative personnel, and at the same time improve their moral quality of responsibility. Clarify the administrative powers they have and the responsibilities they should perform. At the same time, the multi-channel question hotline allows students and teachers of the teaching department to report problems in a timely manner, and supervises and manages the administrative management department to improve management level and work efficiency.

#### 4.1.4 Improving the autonomy of the undergraduate university

Because in the early days of the founding of the People's Republic of China, the education system of the former Soviet Union was implemented. Undergraduate universities are mostly managed by the government as a subsidiary of the government, and the government's political awareness has largely affected the development of undergraduate universities. Therefore, it is very important to change the previous concept. It is necessary to weaken administrative intervention and return power to undergraduate universities, so that the political awareness of the government will gradually fade in the internal organizational structure of undergraduate universities. Only in this way can we provide a basis for undergraduate universities to try out system reforms in large departments. The 'Higher Education Law' issued by the Ministry of Education of China also marked seven powers conferred by undergraduate universities. 1. Enrollment autonomy. 2. Set up and adjust the autonomy of disciplines and majors. 3. Teaching autonomy. 4. The autonomy to carry out scientific research, technological development and social services. 5. The autonomy to carry out overseas scientific and cultural exchanges. 6. The autonomy to set up internal institutions, evaluate and hire teachers and other professional and

technical personnel, and adjust allowances and salary distribution. 7. The autonomy of property management and use. At the same time, it also clearly stipulates that "institutions of higher education should face the society, run schools independently according to law, and implement democratic management."

However, these powers are often not really implemented, because these powers need to be examined and approved by government agencies at various levels, and the real decision is held by the government. Perhaps the expansion of the autonomy of undergraduate universities will have certain adverse consequences, but Clark, B. R. (1986) said that the higher education system tends to "either disintegrate the whole system due to excessive decentralization and macro-control, or monopolize power due to excessive emphasis on the unity of order and organization, and one of the two is inevitable. If choose the option, the harm of the latter will definitely be greater than that of the former.

## 5. Discussion

After reviewing the relevant literature and analyzing the questionnaire survey data. It is concluded that the system reform of large departments can effectively improve the education quality of undergraduate universities. In the reform of the large departmental system, the integration of departments has produced a significant positive correlation, reducing the confusion of responsibilities, increasing the connections between various departments, and forming an administrative structure with strong echoes and correlations. Building a high-quality talent team to absorb more management talents to join the administrative management department has also produced a significant positive correlation to improve the situation of the low management level of the administrative management staff. Secondly, increasing the autonomy of undergraduate universities has a significant positive correlation to improve the power of undergraduate universities and avoid the emergence of official-based situations. In the end, the institute measures also produced a significant positive correlation, so that the entire administrative management department will move towards a flexible and free coordination mechanism, and promote the healthy development of the entire system. Through the reform of the large-department system, the rankings of more and more undergraduate universities and ESI are also rising year by year, which also shows that the large-department system has actually brought benefits to these undergraduate universities.

## 6. Limitation and future research

Of course, there are still some problems in the current institutional reform of most departments. Some obstacles have been encountered in the process of improving autonomy and institutes, and universities are still unable to better exercise their power. This is still a prominent problem in some undergraduate universities. In the subsequent research, it is suggested that undergraduate universities can strengthen reform measures, actively practice in theory, and effectively improve their own autonomy.

## 7. Conclusion

Although the institutional reform of most departments is more difficult in undergraduate universities, it involves many aspects at the same time. Although these difficulties are obstacles to institutional reform in most sectors. But I believe that as long as reasonable reform measures



and system optimization are adopted, the long-term bureaucratic style of the administrative management department can be changed, and the professional level and service quality of the administrative management department can be strengthened. Listen to their voices and solve the problems they face in work and study. At the same time, it is necessary to absorb more personnel with relevant majors and work experience into the administrative management department, improve the management level of the administrative management department as a whole, avoid waste of resources, follow the respect for knowledge of undergraduate universities, return to the original intention, and improve the academic performance of undergraduate universities. level. Only by changing the concept, weakening administrative intervention, returning power to universities, and diluting the administrative color in the organizational structure of the college department, can we provide a system premise and foundation for universities to realize the reform of large departments system (Xie, et al., 2010) . It is believed that through the reform measures of the large department system, undergraduate universities will surely achieve a qualitative leap in the system planning and management of administrative management departments.

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