

Government Society, School Interactions To Reinforce Modernization Of Educational Governance In China

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ABSTRACT

Educational governance plays an important role in the development of education. In the 21st century, international education is breaking the original traditional boundary; countries are conducting educational dialogue, exchanges and cooperation, providing opportunities and possibilities for education development in China. The modernization of educational governance is the internal demand of education reform under this major background in China. However at present, the modernization of education governance system is incomplete, the modernization of education governance ability is unbalanced, leading to the level of education development is restricted. This study systematically analyzes the current situation and existing 3 limiting factor of the modernization of education governance. Firstly, the government management function is simplex, ignoring the government to provide education service function; Secondly, education services are lacking of social intermediary supervision, evaluation and talent feedback in the aspect of administrative functions; then, modernization governance in schools appear hysteresis, they cannot form the virtuous circle of school-child-family. In this regard, this thesis put forward corresponding proposals, aiming at government society and school, respectively. Government should change its function and role, and take service and supervision as the management mode. Actively encourage and attract the participation of various social organizations and individuals, and attach importance to the role of social organizations in educational governance. Schools should improve organization or governance structure, realize the democratization of school management, and actively encourage teachers and students to participate in school governance. More than that, interactions of government, society and school should take into consideration, to reinforce the modernization of educational governance, further to promote education reform and development in China.

Keywords: Educational governance; Modernization; Interaction; Government; School

INTRODUCTION

Educational governance plays an important role in global education (Grek, 2008; Lessard, 2015; Brassard, 2015; Zhang, 2017; Zhang, 2020; Zhang, 2022). The Commission on Global Governance led the publication of "Global Governance", which made the concept of "global governance" known. With the development of global diversification and the improvement of communication technology, the communication between countries has become more and more extensive, and global governance has become the mainstream of The Times (Edworda, 2012; Edword, 2015; Bozkurt, 2022). With the efforts made by the government, society, schools and other parties to promote the development of education, education has gradually become an indispensable part of the world, and educational governance has become an important field of global governance. It is an important content of deepening the comprehensive reform in the field of education and an important guarantee for the healthy development of Chinese educational undertakings to construct a perfect system of education governance, improve the ability of education governance and realize the modernization of education governance (Yi, 2015; Liu, 2017; Liu, 2020; Li, 2022).

For China, Xiong Mei published an investigation report on strengthening the construction of weak schools in the stage of compulsory education in some large and medium-sized cities (Xiong, 1998). which gave birth to

the idea of governance among Chinese scholars. Yu Keping was among the first scholars to learn from the Western model of public administration reform, which laid the foundation for the development of the modern education governance idea (Yu, 2001; Yu, 2021). The primary task is to improve national education governance. The subject of "education governance" is diversified, which not only refers to the educational administrative departments, but also includes schools, society and the government (Oliveira, 2018; Oliveira, 2020). Therefore, how to strengthen the modernization of China's education governance under the interaction of the government, society and schools is not only a major topic, but also a realistic topic for us to deepen the comprehensive reform of higher education.

In the process of changing the social governance model from simple government supervision to more emphasis on social collaborative governance, government departments still show relatively obvious role, identity, ideology and administrative culture of the regulatory government, and still adopt the administrative management mode in specific micro fields. The role and identity transformation of the government and its functional departments as the leader of education governance have not been really completed. Lack of interaction and cooperation among diverse subjects in the field of education; The educational action objectives of the society, the government and the school are separated from each other, and it is difficult to meet the requirements of collaborative education in the field of education under the policy background of "double reduction" (Zhong, 2022; Jia, 2022).

In this paper, investigation and research are mainly conducted through the method of investigation and research. Among the three subjects of government, society and school, the school is selected as the main research object. Questionnaires are set up for students in the school to collect information for specific analysis, and the results are summarized (Li, 2017; Zhang, 2018).

METHOD

This paper studies the specific content and problems to be solved through the method of literature, experience summary and investigation.

Literature Data Method

Through collecting and analyzing relevant literature on strengthening education governance in society, government and schools, the content of this paper is enriched and scientific.

Experience Summary Method

On the basis of practice and research, surveys are conducted through questionnaires and other means in the study of educational governance, and corresponding adjustments are made according to the survey results.

Investigation Method

Investigation method refers to a research method that obtains relevant information and analyzes the information through investigation and understanding the objective situation. It is a common method in scientific research. Among them, questionnaire method is one of the most widely used methods in investigation and research, so this paper also uses questionnaire method for analysis.

Questionnaire Design

In this paper, school is selected as the main object of investigation among the three subjects of government, society and school, and questionnaires are issued to college students in different schools to investigate the students' participation in school education governance (this questionnaire is divided into three parts, as Table 1).

Table 1: Index system of student questionnaire survey

Dimensionality	Research content	Question number
Understanding of university governance	Knowledge	4、5
	Satisfaction degree	6、7
The degree of participation in university governance	Degree of participation	8、10、12
	Participation way	13、14、16
Current situation of university governance	Open question	18、20、21、22
	Solution	25、28、29、30

Questionnaire Reliability and Validity Analysis

Reliability is an index to test the internal consistency of questionnaire survey. Alpha coefficient is used as the new index of questionnaire survey. Validity is the index to test the validity degree of the questionnaire, and factor commonality is used as the index of the validity analysis. After calculation, the Alpha coefficient of the

total questionnaire was greater than 0.715. Factor commonality degree is greater than 0.450. indicating high reliability and validity of the questionnaire.

Questionnaire Distribution

The questionnaire was distributed and retrieved online. In order to ensure the validity and authenticity of the questionnaire, the purpose and significance of the questionnaire were explained to the surveyed students before the questionnaire was distributed.

Questionnaire Collection

527 questionnaires were collected, and 527 were valid, with an effective rate of 100%. Eight universities in Jilin, Beijing and Shanxi are selected as research objects to represent several types of Chinese colleges and universities. The survey included 985 universities, 211 universities and provincial undergraduate schools.

RESULTS

According to the above questionnaire surveys, we have summarized as follows:

Promote the Modernization of Education Governance Needs to Enhance the Ability of Internal Governance of Universities

Dimension 1: Understanding of university governance (Figure 1, Figure 2)

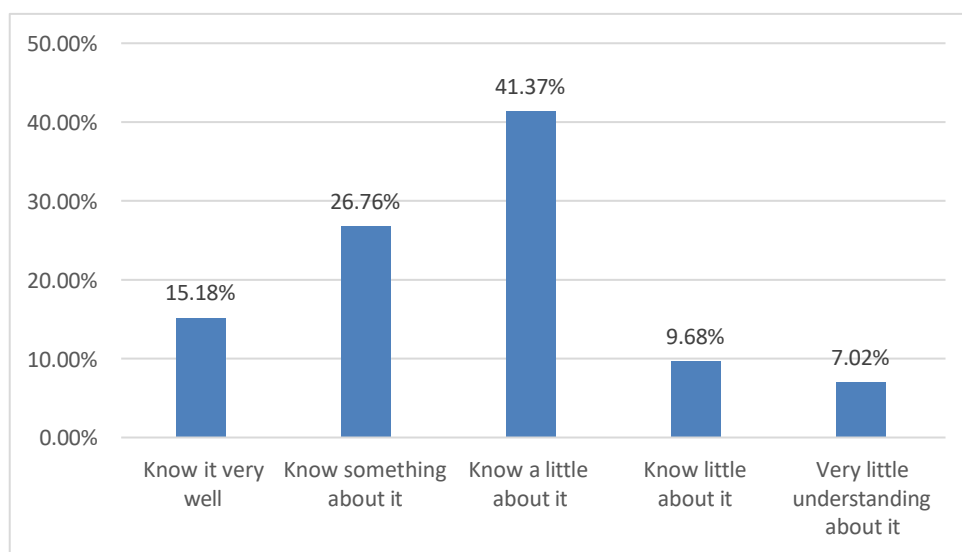


Figure 1: Understanding of university governance of Students

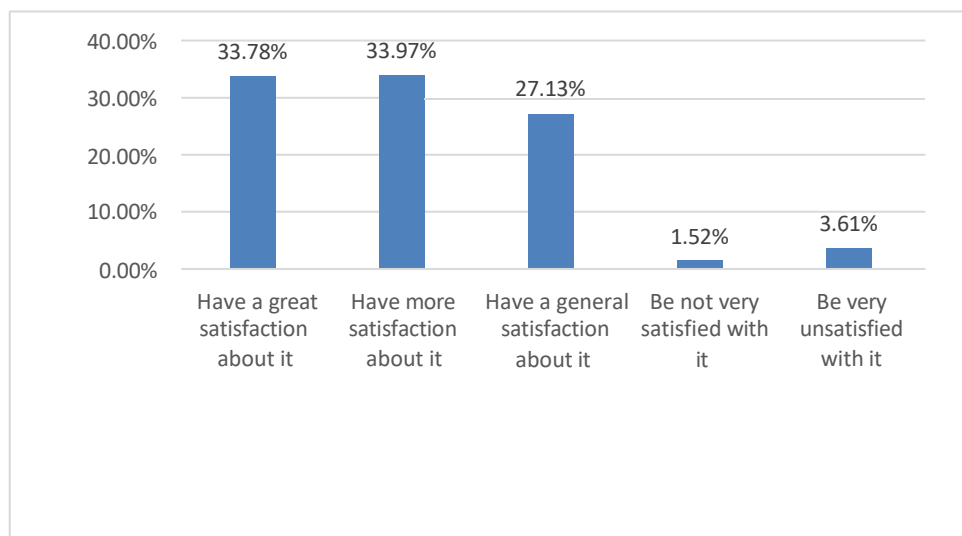


Figure 2: Satisfaction with university governance of Students

According to the Figure 1, 15.18% of college students know university governance very well ; 26.76% of college students know something about university governance ; 41.37% of college students know a little about university governance; 9.68% of college students know little about university governance; 7.02% of college

students have a very little understanding about university governance. The survey shows that most college students have some understanding of university governance; only 16.7% of them do not understand university governance.

According to the Figure 2, 33.78% of college students have great satisfaction about university governance; 33.97% of college students have more satisfaction about university governance; 27.13% of college students have a general satisfaction about university governance; 1.52% of college students are not very satisfied with university governance; 3.61% of college students are very unsatisfied with university governance. The survey shows that 94.88% of college students are satisfied with university governance, indicating that most colleges and universities have achieved excellent results in governance.

Dimension 2: Participation degree in university governance (Figure 3, Figure 4)

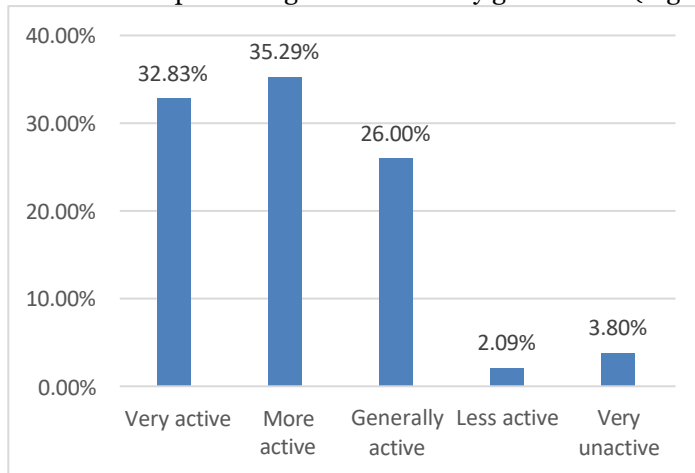


Figure 3: Participation degree in university governance of students

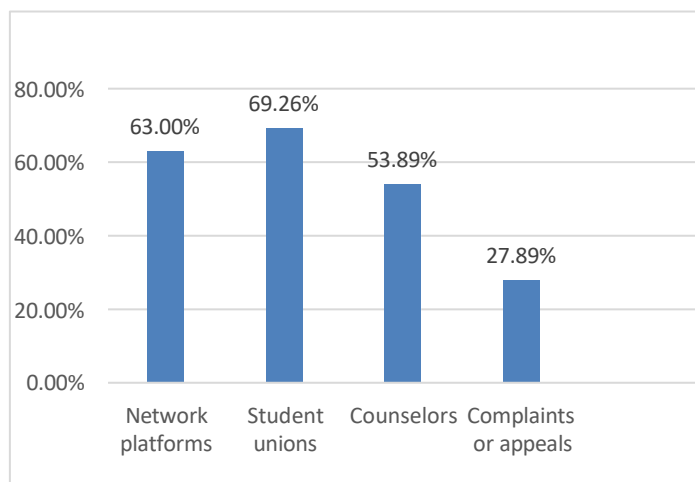


Figure 4: How do college students participate in university governance

According to the survey in the Figure 3, 32.83% of college students are very active to participate in university governance; 35.29% of college students are more active in university governance; 26% of college students are generally active to participate in university governance; 2.09% of college students are less active in university governance; 3.80% of college students are very unactive to participate in university governance. The survey shows that 94.12% of college students actively participate in university governance.

Figure 4 shows that 63.00% of college students participate in university governance through college websites, forums, blogs, WeChat and other network platforms. 69.26% of college students participate in university governance through student unions, student associations and other organizations and administrative departments; 53.89% of college students participate in university governance through counselors or professors; 27.89% of college students participate in university governance through rights protection channels such as complaints or appeals, reports and charges, letters and visits, etc. The survey shows that college students participate in university governance through network platforms, professors and other ways, but college students participate in relatively few ways, Universities should increase ways to encourage college students to participate in university governance.

Dimension 3: current situation of university governance (Figure 5)

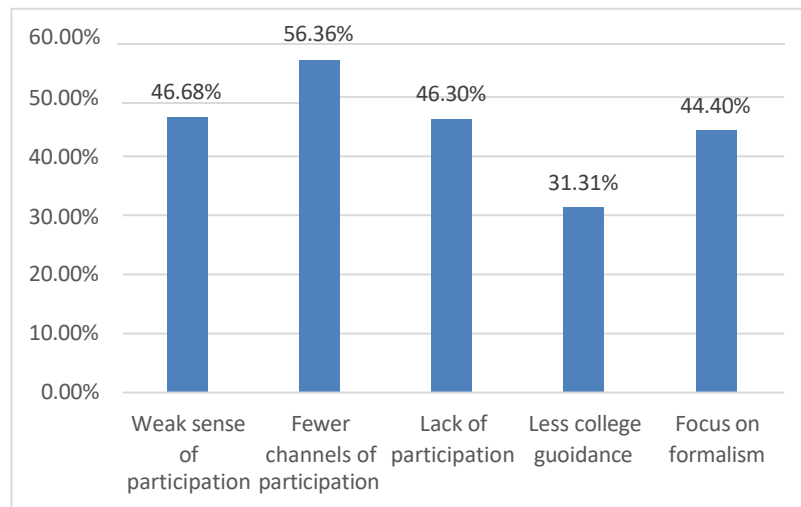


Figure 5: Problems existing in university governance

According to the survey in the Figure 5, 46.68% of college students believe that there is a problem of college students' weak consciousness of participation in college governance; 56.36% of college students think that there are fewer channels for college students to participate in college governance; 46.30% of college students think that there is a problem of college students' participation ability or lack of theoretical knowledge in college governance; 31.31% of college students think that there is a problem of less guidance for college students to participate in governance in colleges and universities. 44.4% of college students think that participation in university governance is only a formality with a low sense of existence. The survey shows that there are still many problems in the governance of colleges and universities. Universities should strengthen the awareness of college students to participate in the governance of colleges and universities, encourage and guide college students to participate in the governance, and increase the channels of student governance.

Therefore, Figure 5 lists the survey findings: First of all, universities should cultivate college students' awareness of the importance of participation in university governance; Second, the colleges should increase the channels for college students to participate in governance, such as the Principal's reception day, Student conference and so on. Abundant channels will also improve colleges students' enthusiasm to participate in governance; Third, cultivate and improve college students' ability to participate in governance, strengthen college students' theoretical knowledge and practical ability of college governance; Fourth, the colleges should encourage college students to participate in the governance of colleges and universities should not only a formality, college students' suggestions and opinions on the governance of the university should be appropriate to take or give feedback. Only in this way can students become more confident, responsible and actively participate in university governance.

The college students' participation in college governance mainly focuses on two aspects: First of all, participate in study and life related matters through the student union organization and student societies; The second is to participate in teaching related matters through teaching evaluation. According to the above surveys, firstly, college students' participation in university governance shows the following characteristics: First, college students think they have the necessity and motivation to participate in university governance; Second, the status of college students participating in university governance is low, and they have no corresponding management power; Third, college students are not confident about their ability to participate in university governance. In addition, the college are not actively encourage college students to participate in management, and there are few channels for college students to participate, and there are path obstacles. The form of college students' participation in university governance is only reflected in college students' participation in the student union organization or campus broadcast media, and participation channels such as the president's reception day and Student conference are relatively lacking. Then, most of the suggestions put forward by the university for the college students are not adopted or feedback, which will greatly suppress the enthusiasm and confidence of the college students. Therefore, in order to improve the modernization of educational governance, Universities should do the following:

Cultivate College Students' Consciousness and Ability to Participate in University Governance

Strengthening the cultivation of college students' social practice ability, thinking ability, decision-making ability, democracy and legal consciousness is the fundamental solution to college students' participation in university governance. Because of the lack of experience and weak ability of college students, colleges should cultivate college students' awareness of participation in university governance and let college students understand its importance. Cultivate college students' ability and guarantee the effect and quality of college

students' participation in university governance.

The Right of College Students to Participate in University Governance should be Protected

As one of the basic rights of college students, both universities and administrators should respect and protect the participation right of college students. Through the questionnaire survey, it is found that the major reason why college students do not actively participate in the university governance is that college students do not realize the status and role in the university governance. In the traditional teaching concept, the rights of middle university college students as educates are quite limited, unable to realize the importance of governance, indifferent to college management activities, ignore the role of college students in university governance, and the essence of education governance modernization is governance education modernization. In the face of the teaching mode of modernization of education governance, universities and management should first change the traditional concept, regard college students as subjects, attach importance to and respect college students' suggestions and rights, and protect the rights of college students in participating in university governance.

The University has Established Perfect Laws and Regulations for College Students' Participation in University Governance

About the college students' participation in university governance started late in China, the experience was insufficient, and the system protection was lacking, which could not provide escort for the college students to participate in university governance. Therefore, we should carry out the analysis and adjustment on the basis of the actual situation of the university and the society, further improve the relevant systems of the college students' participation in college governance, realize the importance of the college students' participation in college governance, and add the college students' participation in university governance to the relevant laws and regulations of the university.

To promote the modernization of education governance, it is necessary to continuously improve the governance ability of universities and give full play to the principal role of universities in promoting the modernization of education governance in China. To improve the ability of internal governance, first of all, universities should focus on improving the quality of education. The guiding ideology of China's Education Modernization 2035 emphasizes on improving the quality of education and enhancing college students' moral, theoretical, cultural and institutional confidence. Conscientiously implement the national policies and guidelines, set up the national curriculum, improve the teaching quality, active classroom atmosphere, so that college students can improve the ability of innovation and practice in learning. Secondly, the university should establish a complete university system. The management of teachers should be democratized, so that teachers can really participate in university governance; The principal should play the dual role of the administrator of the university and the educator of the college students, so to regulate the authority and responsibility of the principal is the key to establish and perfect the university system. Finally, the establishment of university management and system needs the encouragement and support of college students, because college students are also one of the main bodies of the university. Major decisions of the university should be discussed with and consulted by college students, who should also supervise the university's management activities. The cooperation between the university and the government provides help and support for promoting the modernization of education governance.

Promote the Modernization of Education Governance; we need to Attach Importance to the Role of Social Organizations in Education Governance.

To promote the modernization of education governance, we need a strong social organization system, social support is needed. First of all, education governance should take the government as the main body. Through the government, social organizations and individuals should realize the importance of education governance, encourage and guide social organizations to participate in education governance with high quality. At the same time, the government should establish relevant institutions to monitor and evaluate the process and results of education governance, so as to improve the efficiency and quality of education governance. Secondly, universities belong to the social system, and the survival and development of universities are closely related to the changes of social environment. Society is an important external environment of the university, and the management of the university also needs social support and guarantee: the society provides advanced teaching equipment and experimental equipment to the university; A large number of outstanding talents in social organizations provide human resources and quality teachers for universities; Social organizations and individuals to provide financial help to the university, financial support. These supports and guarantees allow the government, society and universities to organically integrate and fully interact, thus achieving the goal of promoting the modernization of education governance.

Promoting the Modernization of Educational Governance Needs to Cultivate the Idea of the Modernization of Educational Governance

The government should play a leading role in promoting the modernization of China's educational governance. First of all, the government should establish the idea of educational governance modernization. "China's Education Modernization 2035" proposes eight basic concepts, namely, putting moral first, developing in an

all-round way, serving all the people, lifelong learning, teaching college students in accordance with their aptitude, innovation, integrated development, joint contribution and shared benefits. These "eight more emphasis" are the new requirements for realizing education modernization put forward by combining the new era, new contradictions and new ideas. Comparatively speaking, the focus of integrated development is to promote the organic integration and interaction between society and university. Therefore, it is more direct and obvious to pay attention to integrated development to strengthen the modernization of China's educational governance. Second, the government should clarify its responsibilities and role in education. In the field of education, the government should attach importance to the service function of education and reduce its control and authority over education. Finally, the government should transfer power to society and promote social organizations to actively participate in education governance. The government and society should divide power reasonably and give full play to the role of the government in education governance. Therefore, in order to promote the modernization of education governance in China, the government should comprehensively apply laws, regulations, policies and provide financial support to manage education, give universities and society more autonomy, encourage and support various forces to join in education management, so that the government, society and university organic integration, so as to promote the modernization of education governance.

Promote the Modernization of Education Governance Requires the Interaction between Society, Government and Universities

With the development of the Internet especially the mobile Internet, the mode of education governance is changing from one-way management to two-way interaction. In the face of the major transformation of Chinese social governance pattern, the impact of the new scientific and technological revolution on education, and the need to coordinate both domestic and international overall situation, Chinese educational governance in the new era faces many new tasks and requirements.

CONCLUSIONS

As an important concept, the modernization of educational governance has been applied widely. The modernization of educational governance is an important content of the modernization of education, which together with the modernization of other aspects of education forms a complete form of educational modernization. In view of the current situation and contradiction of the modernization of education governance in China, we find the following three solutions: first, cultivate the government's idea of the modernization of education governance; Second, attach importance to the role of social organizations in education governance; Third, improve the university's internal governance ability. However, promoting the modernization of education governance is a complex project, which requires the combination of theory and practice, which requires the mutual integration of the government, society and universities, through mutual interaction, to realize and strengthen the modernization of education governance in China.

Therefore, in the existing social rules and system, the society, the government and the university have a clear allocation of rights, obligations and responsibilities in education governance, and a clear and fine demarcation of management boundaries; Establish a system to stimulate and safeguard the public welfare education feelings of social organizations; We will improve the system of governance with the list of rights, especially the list of responsibilities and the negative list.

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