

The Construction of Executive Power in the Administration of Higher Education

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Abstract This article examines administrative authority in higher education using Guangdong, Beijing, Guangxi, and data from other regions. It examines whether higher education's administrative management system, personnel quality, assessment standards, and public attention can generate administrative power at the institutional, university, and social levels. The study aims to determine if the system, staff quality, and public involvement are the major variables in building administrative authority. The study used data from Guangdong, Beijing, Guangxi, and other regions, employing empirical analysis to evaluate the impact of the administrative management system, personnel quality, and public attention on administrative power. Results reveal that the management system, personnel quality, and evaluation criteria contribute to building administrative authority. The quality of personnel and system is the most important, and assessment criteria are secondary. Public engagement can build administrative authority, but it's hard to implement and enforce. Improving administrative personnel quality and management systems is crucial for building effective administrative authority in higher education, though public engagement remains challenging to implement.

Keywords: • higher education • administrative management • executive construction • personnel quality • institutional governance

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1 Introduction

In an increasingly competitive environment, higher education should continuously improve its education quality and scientific research level to attract more outstanding talents and educational resources. At the same time, in order to meet the country's demand for talent and science and technology, the execution of colleges and universities is critical. Only by better building the executive force can college education improve the quality of education, enhance scientific research levels, improve social service capabilities, and better achieve strategic educational goals (Almaraz-López, Almaraz-Menéndez, & López-Esteban, 2023). In order to realize the construction of the executive power of university education administration, it is necessary to solve the problem of the system construction of university administration, the ability and quality of university administrators, the assessment standards of university administration, and the construction of the public participation in the executive system, specifically, the system is the basis of the executive force, and the perfect system can ensure the standardization and effectiveness of administrative management. In the decision-making system, college administrative personnel are the core force of execution. Their ability and quality directly affect the effect of execution through training, selection, assessment and other means that can improve ability and quality of administrative personnel; through training (Andreiev, Mamedov, Dymenko, & Kozlova 2023), selection, assessment and other means to improve the ability and quality of administrative personnel; public participation is a critical way to improve the construction of executive system, through public participation can stimulate the enthusiasm and creativity of employees for work, improve cohesion and centripetal force, and better achieve the goals of college education. The purpose of this paper is to explore the construction of executive power in the administrative management of higher education and to solve the relevant problems raised in depth by combining literature review and empirical analysis (Calderón Arregui, Godoy Mena, & Marrero Fernández, 2023) to provide a valuable reference for improving the efficiency and results of administrative management in higher education, and to provide adequate theoretical support and practical experience for the construction of executive power in the administrative management of higher education (Cervený et al., 2023).

2 Literature review

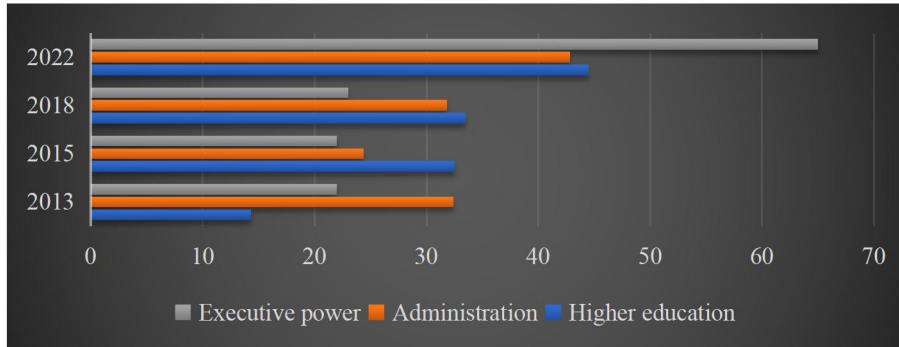
2.1 The role of administrative management in the execution of higher education

The administration of higher education is a comprehensive management work that is responsible not only for maintaining the daily operation of the school but also for undertaking the critical mission of promoting the development of the school. The construction of executive power is one of the key factors in the management

effectiveness of universities. As higher education becomes more widespread and advanced, the environment and tasks faced by higher education administration and management are becoming increasingly complex, and the requirements for execution are also rising (Colombo, Silva, da Fonseca, & Rodrigues, 2023). There are many problems in the implementation of university education administration, such as insufficient policy implementation, low management efficiency (Cordeiro, de Nadae, do Nascimento, de Moura-Fé, & Ramos, 2023), and poor information communication, which restrict the development and operation of colleges and universities. In order to better understand the construction of executive power in university education administration, this paper reviews the relevant literature at home and abroad to provide theoretical support and reference for university education administration. It can be seen that it is of great practical significance and theoretical value to study the construction of executive power in the administration of university education (Ghahreman et al., 2023).

2.2 Factors influencing administrative management

Regarding the influencing factors of execution, scholars believe that many factors affect the execution of university administration, such as policy formulation, personnel quality, management process, and communication mechanism (Halytska-Didukh, Hrytsak, Tetiana, Yablonska, & Yablonskyi, 2023). The management process is one of the important factors affecting execution, and the standardization and optimization of the process should be strengthened. In terms of the strategy of improving execution, scholars have put forward a variety of strategies and methods to improve execution (Huba, Khatniuk, Pobiianska, Hrytsenko, & Chapliuk, 2023), such as strengthening personnel training, optimizing management processes, and improving communication mechanisms (Jackson, Priest, & Ritchie, 2023). Personnel training and management ability should be strengthened to improve the execution and work efficiency of managers. Regarding the importance of execution, scholars generally believe that the execution of university education administration is the core of university management efficiency and is crucial to the development and operation of universities. Execution is an integral part of the management of colleges and universities, and only with solid execution in management can various policies and measures of colleges and universities be effectively implemented. In terms of the construction elements of execution, scholars have different views on the construction elements of execution in the administration of university education but generally believe that policy implementation, personnel quality (Klyucharev & Tyurina, 2023), management procedures, communication, and other factors are essential factors affecting execution. Personnel quality is one of the key factors affecting the execution of university administration, and management personnel's training and management ability should be strengthened, as shown in Figure 1.

Figure 1: Development of educational administration in higher education

Source: CNKI survey results.

From the data in Figure 1, it can be seen that the development of higher education administration is relatively good, and the research on higher education and administrative management has gradually become a hot topic, which affects the government's executive power (Kryshtanovskaya & Lavrov, 2023).

2.3 Executive strategy of administrative management

In terms of the problems and countermeasures of execution, there are some problems in the current administrative management of university education in terms of execution, and scholars have put forward corresponding countermeasures and suggestions from different perspectives, such as strengthening policy publicity, optimizing the management process, and improving the quality of management personnel (Lendinez-Turón, Domínguez-Valerio, Orgaz-Agüera, & Moral-Cuadra, 2023). Policy publicity should be strengthened, and the policy awareness and implementation of managers should be improved to ensure the smooth implementation of the policy. Through the research on the construction of executive power in university education administration, it can be seen that scholars at home and abroad generally believe that the executive power of university education administration is the core of university management efficiency, which is very important to the development and operation of universities (Lendinez-Turón et al., 2023); at the same time, it is generally believed that the factors affecting executive power include policy formulation, personnel quality, management process, communication mechanism, etc., and relevant countermeasures and suggestions are also put forward in the strategy of improving executive power (Luu et al., 2023).

3 Methodology

3.1 Research hypothesis

The following hypotheses are proposed regarding the impact of the administrative system, personnel quality, assessment standards, and execution in higher education administration, with the results shown in Table 1.

Table 1: Assumptions

Dimension	Hypothetical content
At the level of university education	H1: The administrative system of higher education has a positive impact on execution
	H2: The quality of university educators has a positive impact on execution
	H3: The assessment standards of higher education have a positive impact on execution
Social participation level	H4: Public attention has a positive impact on the execution of administrative management
	H5: Institutional, personnel quality, and public participation are the main factors in the construction of the executive system and have had a positive impact
Target relationships	Whether the system, personnel quality and public participation, and the construction of the executive system are independent and the relevant impacts

3.2 Data collection

This paper selects 10 data indicators related to the execution of university education administration in Beijing, Guangzhou, Guangxi Province, and Hunan Province as the research object and all the data indicators involved are based on 2019 – 2023, with the management system, personnel quality and assessment standards of higher education in the region as the starting point. Interviews and other methods were used to collect relevant data and data, focusing on the construction of execution in the administrative management of local university education and through the in-depth analysis of existing literature to ensure the scientificity and rationality of the measurement indicators (Nesje & Wiers-Jensen, 2023). The design of the measurement indicators fully considers the actual situation of the execution of higher education administration in Beijing, Guangzhou, Guangxi Province, and Hunan Province, and the SPSS17.0 software is used for empirical analysis. At the same time, in order to confirm the reliability and validity of the variables, the study assumes that the measurement indicators of the relevant variables are carried out based on the existing relevant literature and data and the construction and operationalization of the relevant research in this paper have reference value (Paravina, Nemkova, Majorova, & Malchikova, 2023).

3.3 Variable description

- 1). Explanatory variable: administrative execution (EX)
- 2). Explanatory variables: management system (M.S.), personnel quality (P.Q.), assessment standard (A.C.)
- 3). Control variables: strategic planning (S.P.), organizational structure (O.S.), public participation (P.P.), resource allocation (R.A.), the external environment (E.E.) (Pericolo, Fedele, Iacuzzi, Pauluzzo, & Garlatti, 2023), and the overall results are shown in Table 2.

Table 2: Variable description

Variable type	The name of the variable	Variable symbol	Description of the variable
Target level	Executive management	EX	The capacity and effectiveness of administrative agencies in implementing policies, laws, regulations, etc., through the evaluation of the quality, speed and coverage of policy implementation.
Social participation level	Management	MS	The systems and mechanisms of the administrative body in terms of organization, coordination and management, through the evaluation of organizational structure, management system, decision-making process and supervision mechanism.
	Quality of personnel	P.Q.	The quality and ability of the administrative agency staff in terms of professional ethics, professional level, communication ability, etc., are evaluated through personnel recruitment, training, assessment, and incentive mechanisms.
	Assessment criteria	AND	The standards and indicators for evaluating the work performance of administrative agencies in terms of task completion, work efficiency, service quality, etc., are evaluated through the performance evaluation system, goal setting, and assessment methods.
University level	Strategic planning	S.P.	Construct the critical control variables of the execution of university education administration. The strategic plan sets out the direction and goals of the university and identifies the strategies and measures needed to achieve these goals. By developing a clear strategic plan, university administrators can clarify their tasks and responsibilities and improve implementation efficiency.
	Organizational structure	THE	The framework of higher education administration has an important impact on the construction of execution. A reasonable organizational structure clarifies the responsibilities and authority of each department, promotes collaboration and communication between various departments, and ensures that the execution of administrative management can be implemented.

Variable type	The name of the variable	Variable symbol	Description of the variable
	Public participation	P.P.	The degree and effect of public participation in administrative decision-making and management in public opinion collection, public opinion surveys, hearings, etc., through evaluating the breadth, depth, and effect of public participation.
	Resource allocation	Go out	An important factor influencing the execution of higher education administration. The administrative process can be optimized through the rational allocation of human, material and financial resources, the work efficiency can be improved, and the effective implementation of various management measures can be ensured.
	External environment	E.E.	It has a certain impact on the execution of higher education administration, the macro environment in politics, economy, culture, and other aspects, and the development trend of the higher education industry. Universities should pay close attention to changes in the external environment and adjust their strategic planning and management promptly to adapt to the changing social needs and market environment.

4 Results

4.1 Descriptive statistical analysis

To clarify trends and better study the dispersion of sample data, the sample data from 10 colleges and universities in Beijing, Guangzhou, Guangxi Province, and Hunan Province were statistically described. The maximum, minimum, mean, and standard deviation of different variables were analyzed, with the overall results shown in Table 3.

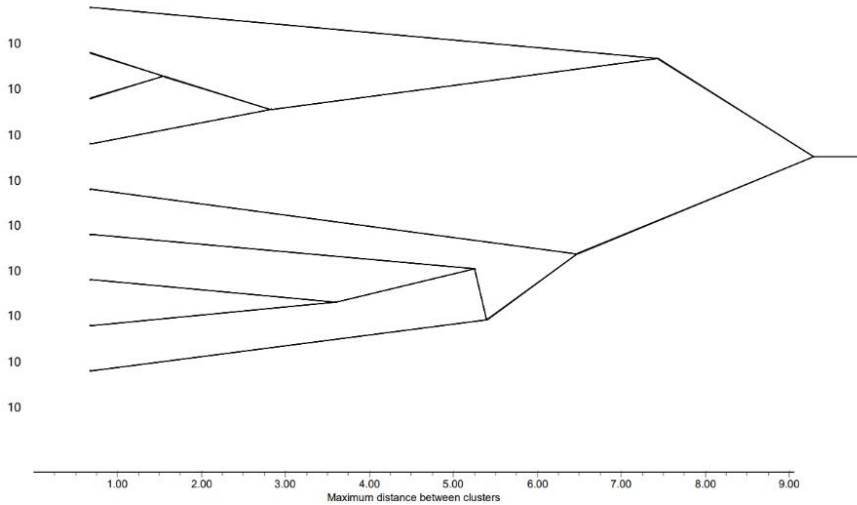
Table 3: Descriptive statistics

Variable	Observations	Average value	Standard deviation	Minimum	Median	Maximum
EX	10	24.32	10.23	9.65	44.635	79.62
MS	10	20.45	9.65	6.23	34.285	62.31
P.Q.	10	21.23	11.27	7.12	39.17	71.22
AND	10	22.36	12.33	8.45	40.855	73.26
S.P.	10	2.32	1.34	1.156	3.196	5.236
THE	10	4.62	3.26	1.323	3.783	6.243
P.P.	10	4.56	3.55	1.685	3.804	5.923
Go out	10	0.57	0.46	0.24	0.16	0.08
E.E.	10	32.46	13.24	18.33	52.23	86.13

Note: T values are in parentheses; *, **, and *** indicate significance at 10%, 5%, and 1% levels, respectively.

For the overall results in Table 3, Figure 2 is shown.

Figure 2: Binary classification results of indicator data



4.2 Correlation analysis

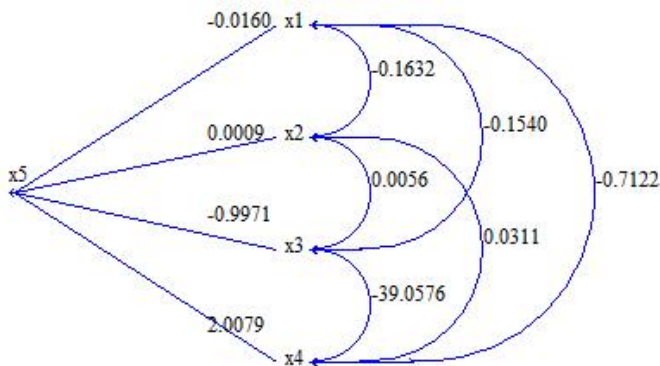
In order to avoid the multicollinearity problem between variables and improve the reliability of the test results, the Pearson correlation coefficient test was performed on the main variables. Pearson's correlation test was used to test the actual validity of the sample data, and the correlation between the dependent variables present in the model and their different independent variables was also tested, as shown in Table 4.

Table 4: Correlation analysis

	EX	MS	P.Q.	AND	S.P.	THE	P.P.
EX	1	-	-	-	-	-	-
MS	0.86	1	-	-	-	-	-
P.Q.	0.87	0.93	1	-	-	-	-
AND	0.54	0.94	0.93	1	-	-	-
S.P.	0.63	0.99	0.74	0.44	1	-	-
THE	0.44	0.82	0.46	0.44	0.41	1	-
P.P.	0.79	0.36	0.45	-0.35	0.44	0.63	1
Regression=11279.15							
Remaining=0.001							
Sum=11279.15							
Partial correlation=0.001							

Table 4 shows the correlation analysis between variables, and a brief analysis of the correlation coefficient matrix can obtain a preliminary judgment on the relationship between the management system, personnel quality and assessment standards, and the construction of the execution system. There was a significant positive correlation between the management system and the construction of the executive system (0.86), indicating a positive relationship between the management system and the construction of the executive system. There was a significant positive correlation between personnel quality and the construction of the executive system (0.87), indicating a positive relationship between the personnel quality and the construction of the executive system. There was a significant positive correlation (0.54) between the assessment standard and the executive system's construction, indicating a positive relationship between the assessment standard and the construction of the executive system. For the regression results in Table 4, the composite regression in Figure 3 can be obtained, and the results are shown in Figure 3.

Figure 3: The direction of the return of administration



From the data in Figure 3, it can be seen that the comprehensive regression of administrative management shows a positive relationship, in which there is a negative correlation between S.P. and EX, and a negative correlation between P.Q. and EX, indicating that there is a simple negative change between the two. In the empirical analysis of the sample, there is a positive correlation between the management system, the quality of personnel, and the construction of public participation and execution system. However, it should be noted that the correlation coefficient reflects the linear relationship between the variables, but it is not sufficient to account for causal relationships. Therefore, these relationships are only preliminary judgments, and more in-depth regression analysis is needed in follow-up studies to further verify and analyze these relationships' essence and impact.

4.3 Regression analysis

A multi-indicator regression analysis was performed for executive ability, and the results are shown in Table 5.

Table 5: Regression analysis

	University level	Social relationship level	Target level
constant	0.093***(4.72)	0.095***(5.12)	0.094***(4.92)
EX	0.046***(5.27)	0.048***(5.36)	0.052***(5.65)
MS	0.087***(3.62)	0.072*(1.93)	0.062**(2.35)
P.Q.	0.062***(2.39)	0.064***(2.56)	0.066***(2.71)
THE	0.064***(2.68)	0.074***(2.84)	0.071***(2.79)
P.P.	-0.277***(-22.24)	-0.275***(-22.09)	-0.276***(-22.12)
Go out	0.374***(21.34)	0.376***(24.37)	0.378***(26.33)
E.E.	0.072***(8.29)	0.074***(8.33)	0.076***(8.52)
R-Square	0.046	0.045	0.046
Adj. R-Square	0.46	0.46	0.46

Note: *** indicates a significant correlation at the 0.01 level (bilateral), ** indicates a significant correlation at 0.05 (bilateral), and * indicates a significant correlation at 0.1 (bilateral).

As shown in Table 5, the explanatory variables of the three models at the university level, model 2 and target level are the construction of the executive power system, and each model contains a set of explanatory variables, namely management system, personnel quality, and assessment standards, as well as the regression coefficient related to each explanatory variable.

At the university level, the influence between the management system and the construction of the executive system is significant (0.087***), and the t-statistic is 3.62, indicating a positive relationship between the management system and the construction of the executive system.

In model 2, the relationship between personnel quality and the construction of the executive system is significant (0.072***), and the t-statistic is 1.93, indicating a positive relationship between the quality of personnel and the construction of the executive system.

At the target level, the impact between the assessment standard and the construction of the execution system was significant (0.062***), and the t-statistic was 2.35, indicating a positive relationship between the assessment standard and the construction of the execution system.

At the same time, the control variables of strategic planning (S.P.), organizational structure (O.S.), public participation (P.P.), resource allocation (R.A.), and

external environment (E.E.) have a significant impact on the management system personnel quality, public participation, and the t-statistics are significant.

4.4 Robustness analysis

The judgment of stability between the values is carried out, and the judgment of stability belongs to a kind of practical result judgment of execution ability, so it is necessary to conduct a comprehensive analysis of execution ability and obtain the corresponding review results, as shown in Table 6.

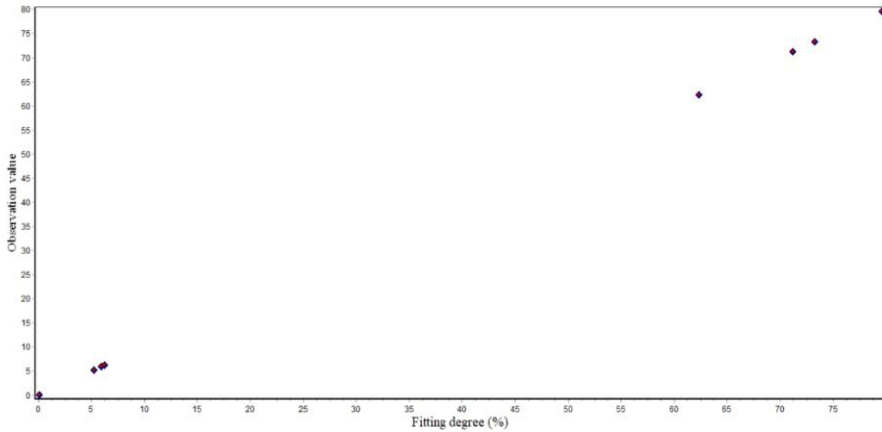
Table 6: Robustness test results

	Model 1	Model 2	Target level
Constant	0.095***(5.12)	0.098***(6.23)	0.093***(4.72)
EX	0.045***(5.23)	0.047***(5.32)	0.051***(5.63)
MS	0.086***(3.66)	0.089***(3.86)	-
P.Q.	0.075(2.03)	-	0.045(1.14)
S.P.	0.063***(3.44)	0.065***(2.73)	0.067***(2.83)
THE	0.065***(2.70)	0.075***(2.86)	0.072***(2.81)
AND	-0.287***(-25.24)	-0.285***(-26.09)	-0.279***(-23.12)
Go out	0.379***(22.34)	0.382***(26.37)	0.386***(27.33)
E.E.	0.074***(8.33)	0.076***(8.52)	0.079***(8.96)
R-Square	0.047	0.046	0.047
Adj. R-Square	0.44	0.44	0.44

Note: *** indicates a significant correlation at the 0.01 level (bilateral), ** indicates a significant correlation at 0.05 (bilateral), and * indicates a significant correlation at 0.1 (bilateral).

Based on the existing control variables, all the data were re-regressed. The regression results of Heckman's test in Table 6 show that the regression coefficients are significant, indicating no sample selection bias for hypothesis 1 and hypothesis 2. The robustness analysis of the data in Table 6 is shown in Figure 4.

Figure 4: Results of robust regression



As can be seen from the content in Figure 4, the robust regression of the data is between 5% and 60~75%, the data is relatively concentrated, and the overall robustness is strong. Therefore, assumptions 1 and 2 in the administration of higher education are valid, and the deviation is small. After the regression for hypothesis 2 corrects the sample selection bias, the significance and sign direction of the regression results are still consistent with the previous paper, proving the results' robustness.

4.5 Regression results

From the regression point of view, the assumptions H1, H2, H3, H4, and H5 are all verified. It shows that there is a positive relationship between the management system, personnel quality and assessment standards and the construction of the execution system. To a certain extent, the management system, personnel quality and assessment standards affect the orientation of the construction of the executive system. In addition, the control variables in the model, strategic planning (S.P.), organizational structure (O.S.), public participation (P.P.), resource allocation (R.A.), and external environment (E.E.) also statistically significantly affected the construction of the executive system, which indicates that the construction of the executive system is affected by a combination of multiple factors.

Table 7: Final results of the regression

Hypothesis	Raw value	Fit value	Residuals	Weight
H1	79.6200	79.6172	0.0028	1.0114
H2	62.3100	62.3156	-0.0056	0.9973
H3	71.2200	71.2126	0.0074	0.9834

Hypothesis	Raw value	Fit value	Residuals	Weight
H4	73.2600	73.2654	-0.0054	0.9987
H5	5.2360	5.2395	-0.0035	1.0089

As can be seen from the final results in Table 7, the weight of hypothesis H1 is the highest in the regression results, followed by H5, H4, H3, and H2.

5 Discussion

The above analysis shows that the administrative management system, personnel quality, assessment standards, and execution of higher education have a positive impact. However, this impact is not active but needs to be combined with the management system, personnel quality, assessment standards, and public participation, so the suggestions are as follows.

5.1 Establish clear plans and goals

For the construction of executive power in the administration of university education, it is necessary to understand the necessity and positive significance of its research fully. In the administration of higher education, it is important to have clear plans and goals, and each department and staff should understand and follow the established plans and goals to ensure that the university administrators work towards the same goal and improve the efficiency and quality of work. It is necessary to start from many aspects, such as formulating clear plans and specific goals, strengthening cooperation and communication between departments, and establishing incentive mechanisms to comprehensively improve the administrative level of higher education and provide a strong guarantee for the development of higher education. Creating detailed schedules and task assignments helps clarify job responsibilities and tasks, ensures that the public is held according to the scheduled time nodes, and breaks down tasks into smaller parts to facilitate the division of labor among employees. At the same time, it fully recognizes the importance of university administration to the development of university education and provides guarantee and support for the development of university education by coordinating, integrating, and utilizing various educational resources. Therefore, improving the execution of higher education administration is conducive to improving the quality and level of higher education.

5.2 Strengthen communication and collaboration between departments

The administrative management of university education is a complex system of engineering, which requires close cooperation and consensus between various departments, and relevant meetings can be held regularly to establish an effective communication mechanism and cooperation mode to promote the effective development of relevant work and provide a strong guarantee for the development

of university education through effective communication mechanisms and cooperation models (Ren, 2023). Frequent meetings between various departments of colleges and universities can enhance communication, effectively understand the progress and plans of all departments, achieve timely sharing, discussion, and coordination of relevant educational resources, avoid duplication of work and waste of resources, and enhance the exchange of opinions and deep integration of various departments, thereby improving work efficiency and quality. In terms of establishing an effective communication mechanism and collaboration mode, a cross-departmental collaboration group or working group can be established to conduct in-depth research and discuss specific issues or projects. By establishing an information-sharing platform or database, it is convenient for all departments of colleges and universities to obtain the required information promptly, enhance the exchange of positions and resources for university employees, improve the quality and ability of employees, and promote teamwork and communication.

5.3 Strengthen administrative training and education

The training and education of administrative personnel in colleges and universities is an important way to improve their executive and management capabilities. Employees can improve their communication and teamwork skills through training and better cope with complex working environments and difficult topics. The administrative management level of colleges and universities is the key to improving the executive power of management personnel, and the training and education of employees can fully grasp the level of management theory and practice, enhance team management, better performance evaluation, and motivate employees, which is very important to improve management efficiency and promote organizational development. Cultivating the executive ability of university administration is conducive to better guiding and motivating the team, and the executive ability of university administrators can stimulate the enthusiasm and creativity of employees, better deal with and solve conflicts and problems in management, and help better improve the performance and results of university administration (Shabayek, Warren, Tinanoff, Kolker, & Johnsen, 2023). Third, the special training on the execution of administrative management in colleges and universities will help to better communicate and exchange with employees, students, and other relevant personnel. Through training and Xi, we can clearly understand each other's ideas and intentions, listen to and understand others' views and needs, solve communication barriers and conflicts, etc., which will help managers better cooperate with others and improve the organization's cooperation ability and execution effect (Sharma, Guneet Singh Bhalla, & Bhalla, 2023).

5.4 Establish an administrative incentive mechanism

Establishing an incentive mechanism is an important measure to improve the executive power of educational administrators in colleges and universities.

Through establishing a reward system, promotion mechanism, and employee welfare, the enthusiasm of university administrators is stimulated, and a strong guarantee is provided for the development of university education. The first is to implement a reward system according to the work performance and the degree of contribution, set up different reward standards, and give bonuses, honorary certificates, letters of commendation, and other corresponding rewards through the reward system can effectively stimulate employees to actively perform their duties, improve the quality and efficiency of work and level (Shchekhovska, Gavrylechko, Vakuliuk, Bardachov, & Husarin, 2023). Second, the perfect promotion mechanism can provide more career development opportunities and space for university administrators so that employees can see their career development prospects and potential. Job promotion, higher pay, more responsibilities, and better career development opportunities motivate employees to work hard and improve execution and management efficiency. Third, improving the welfare of university administrators is also an essential part of the incentive mechanism. Based on essential benefits such as medical insurance, housing subsidies, and paid annual leave, group activities such as tours, team building, and visits can be appropriately added so that employees can feel the care and support of the school to perform their duties more actively.

5.5 Supervise and give feedback on administrative issues

Establishing a supervision mechanism is an indispensable part of the administrative management of higher education. Through regular inspection, evaluation, and feedback, the efficiency and quality of administrative management can be effectively improved, which is a strong support and practical guarantee for the development of university education (Soliz, DeLoach, & Mesa, 2023). First, the supervisory mechanism should be solid and powerful. In the administrative supervision mechanism of colleges and universities, the support and participation of the leadership play a decisive role, and they should take the lead in complying with the supervision mechanism, performing the corresponding duties and obligations, and dealing with violations seriously. The second is the mechanism of regular inspection and evaluation. Departments and employees should formulate work plans and goals, adopt self-inspection (Stare, Klun, & Dečman, 2023), mutual inspection, and third-party evaluation, and conduct regular inspections and evaluations to facilitate timely discovery and rectification of problems. At the same time, the evaluation results are linked to employee performance and promotion opportunities to motivate employees to perform their duties better. Third, establishing a feedback mechanism will help promptly reflect the problems and difficulties encountered in the work and suggest improvement. The feedback mechanism can be diversified, such as holding regular employee forums and setting up suggestion boxes so that the leadership can understand the needs and suggestions of employees promptly and adjust and improve relevant measures at any time.

5.6 Innovate administrative management methods and approaches

In the administrative management of university education, introducing advanced management concepts and methods can effectively improve the execution. The itemized management method has been applied in various ways in higher education administration. First of all, it can be used for large-scale and complex activities carried out by colleges and universities, such as campus construction, curriculum reform, etc., by decomposing the project into multiple small projects (Suttmann-Lea & Merivaki, 2023), the progress and needs of the project can be more clearly understood, and the waste of resources can be avoided. Secondly, project management methods can also be used for day-to-day management work. For example, small projects such as student activities and club activities are assigned to everyone to complete together, improving administrative management's participation and efficiency. In addition, some advanced management concepts and methods can also be adopted in the administrative management of higher education. For example, process optimization methods can simplify work processes and improve work efficiency, and measures such as simplifying the approval process and optimizing the information management system can improve the efficiency and level of university administration (Vander Kloet & Campisi, 2023).

5.7 Establish an administrative information platform

The use of information technology to establish an information platform, to achieve the sharing, transmission and exchange of information on the administration of college education, improve work efficiency, reduce information distortion and delay, avoid duplication of work and waste of resources for the development of college education to provide a strong guarantee. First, through the integration of all aspects of university education administration, the use of internal office systems, student management systems and other information platforms to achieve information sharing and transmission, to achieve high-quality completion of various tasks. For example, through the internal office system, the staff can keep abreast of the school's work plan and arrangement, and communicate and exchange opinions promptly, and the student management system can help students better understand the school's management regulations and curriculum settings, and quickly select courses and consult. Second, the establishment of an information platform should reduce information distortion and delay. Through the information transmission and exchange of information platforms, the administrative management of colleges and universities can be standardized and transparent, and errors and delays caused by human factors can be avoided. Third, the information platform can also avoid duplication of work and waste of resources by integrating all systems to achieve information sharing and reuse, avoid repeated input and data confusion.

6 Conclusion

6.1 The administrative management system, personnel quality and assessment standards have a positive effect on the execution

A good administrative system of higher education can promote the accuracy and implementation effect of administrative decision-making, and improve the efficiency and quality of implementation. Excellent personnel quality can enhance the sense of responsibility and execution of administrative staff. Scientific assessment standards can motivate university administrators to perform their duties actively and improve the implementation effect. Therefore, colleges and universities should further strengthen the improvement and promotion of the management system, assessment standards, and personnel quality and strengthen the execution of the administrative management of higher education.

6.2 Public attention has a positive impact on the execution of administrative management

Public attention can increase the transparency of administrative management and strengthen the sense of responsibility and execution among administrative personnel. Public supervision and feedback will also help administrative organs discover and correct management problems on time, prevent abuse of power and illegal acts and improve the effectiveness of enforcement. Therefore, public attention has encouraged the management personnel to perform their duties conscientiously, improved work efficiency and quality, and improved the execution of the administrative management of higher education.

6.3 Increase the implementation of the system, personnel quality, and public participation

The main factors of the construction of the executive system have had a positive impact: a sound management system can improve the efficiency and standardization of management, the improvement of personnel quality can enhance the sense of responsibility and work efficiency of managers, public participation can increase transparency and fairness, and improve the performance of duties by managers, all of which have effectively improved the execution of administrative management. Therefore, in constructing the executive system, the management system, personnel quality, public participation, and other factors should be comprehensively considered to promote the effective execution of administrative management.

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