

Management and Administration of Higher Education System: A Case Study of Universities and Colleges in Meishan City, Sichuan Province, China

Yunbin Zhang ^{a,*}, Nutteera Phakdeephrot ^b

Rattanakosin International College of Creative Entrepreneurship, Rajamangal, University of Technology Rattanakosin, Nakhon Pathom 73170, Thailand

^{a,*} zhang.yunbin@outlook.rmutr.ac.th, ^b nutteera.pha@rmutr.ac.th

* **Corresponding author:** Yunbin Zhang (Email: zhang.yunbin@outlook.rmutr.ac.th)

Abstract: This research investigates administrativeization within higher education institutions in Meishan City, Sichuan Province, China. The aim is to explore and discuss administrative management phenomena and problems existing under current management systems in these institutions; analyze historical, realistic, internal, and external reasons behind their administration, propose effective coping strategies in order to optimize administrative power while upholding academic standard management strategies; as well as present specific recommendations regarding standard academic standard management policies.

Keywords: Higher Education; Administration; Bureaucratization; Management; Strategies; Quality Control.

1. Introduction

1.1. Preface

With the progress of The Times and the renewal and iteration of technology, the quality of life of Chinese people has been gradually improved, and people's demand for higher education has also been improved accordingly. With the passage of time, the management system of higher education increasingly shows its deficiencies and defects.

1.2. Research Background

In the long-term development process of China, the deficiencies and defects existing in the higher education management system are gradually emerging. Among them, the administration of higher education is one of the problems that the management staff of various colleges and universities need to pay more attention to at the present stage. The administration of universities has greatly promoted the abuse and corruption of power, thus destroyed the balanced distribution of public wealth, and greatly damaged the development and progress of China. The development of this situation is not only due to the traditional bureaucratic-centered thinking mode, but also due to the lack of private participation and independent operation of universities in the development of Chinese universities, which has caused some negative comments. Explore the connotation of the university, clear the role of the government and the university, reasonable allocation of school resources, scientific planning for the development of the university, construct "regardless" control framework, give up the administrative level of university, regain university civilization, constructing modern university system, strengthen the enforcement of law, promote the university to the social citizen moral standards, it is the important way of Chinese university to social citizens.

1.3. Study Purpose and Significance

1.3.1. Study Purpose

1. Discuss the phenomenon and problems of "administrative" management under the current management

system of universities in Meishan City, Sichuan Province.

2. Analysis of the current university system of universities in Meishan City, Sichuan Province and the historical, realistic, internal and external causes of the administration of universities.

3. Based on the reality, analyze the education quality supervision of universities in Meishan City, Sichuan Province, discuss the coping strategies of the administrative phenomenon of the university; optimize administrative power, implement academic standard management, establish scientific and diversified monitoring system, and create service-oriented modern management culture.

1.3.2. Theoretical Significance

1. Practical necessity of "deadministration" in colleges and universities

In recent years, due to the widespread existence of administration in colleges and universities, this phenomenon has contradicted the core values of modern universities, and has caused a negative impact on the development of higher education. In fact, this phenomenon has greatly weakened the independence of universities, making them a bureaucratic system, thus hindering the implementation of their impartiality, destroying social justice, thus hindering social progress, and establishing a cultural environment with respect for knowledge and talent. Major changes in "deadministration" are crucial for universities.

In addition, many studies at home and abroad have shown that excessive administration is not only detrimental to the development of higher education, but also may lead to some negative consequences, such as lack of autonomy in teaching and research, rigid school management system, and unfair allocation of resources (Yang Liping, 2016; Dill, 2005).

2. "Deadministration" aims to help us dig deep into the roots of history and lay a foundation for the educational philosophy and spirit of Chinese universities.

To evaluate the success or failure of a university, it should be not only based on the quality of talents it cultivates, but also on its contribution to society. At present, Chinese universities and presidents pay more attention to the external

performance, such as "tall and complete", while ignoring the development of connotation, which leads to the lack of unique characteristics and personality of Chinese universities. Therefore, in order to truly evaluate the excellence of a principal, we must start from his contribution, not just his administrative level.

3. The introduction of "de-administration" provides a strong support and guarantee for the autonomy of colleges and universities.

The foundation of today's university system should adhere to the principles of autonomy, independence, fairness, openness and innovation, and strive to promote academic development and promote social progress. Although China's relevant laws clearly give universities more independence, there are still many shortcomings that need to be further strengthened and improved. Because the administrative power of the university is extremely concentrated beyond the scope of academic power, the government intervention is more frequent, which thus weakens the independence of the university and affects their innovative spirit. In addition, due to government intervention, university educational resources are severely compressed, thus hindering their innovation, so that they fail to fully demonstrate their unique charm. Therefore, colleges and universities need to reduce government intervention, strengthen academic autonomy, and promote the development and innovation of colleges and universities through the reform of "de-administration".

4. The "De-administration" of colleges and universities is conducive to the improvement of the educational level of colleges and universities

In practice, although the "educational thinking" emphasized by educators and the "administrative thinking" implied behind the administration in running schools sometimes produce complete opposition, they are all derived from a unique idea: a more effective method, rather than just relying on an administrative measure. In the administrative field, the social structure is very carefully divided, and each department must abide by the corresponding regulations. However, in the field of education, we do not delimit the social structure, but rather manage according to our own ideas. In this case, our goal is to achieve the greatest social benefits, and to fill the school with a unique humanistic atmosphere. For a long time, due to the control of administrative power, a lot of resources are abused, and the prevalence of administrative bureaucracy, led to the academic chaos, scholars' ideas were seriously affected, their creativity was seriously damaged, the enthusiasm of education workers also hit seriously, leading to the spread of corruption, and social unrest (Li, 2015). In today's administrative thinking, universities are seen as a treasure house of wealth, where faculty members indulge in their desire for administrative power and extract wealth and status far beyond other possible gains. The core mission of a university is to provide quality educational resources, but if teachers ignore this mission, students will face serious consequences. Therefore, colleges and universities should pay more attention to guiding the return of academic rights, provide more opportunities for academic personnel and grassroots academic organizations to participate, and give them greater decision-making power.

5. The introduction of "de-administration" can effectively restrain the influence of "pan-administration", thus promoting the recovery and development of the university spirit.

The trend of administration in colleges and universities has brought adverse effects to the academic freedom of teachers

and students, so colleges and universities should pay attention to the importance of "de-administration" and prevent the tendency of "pan-administration". The "de-administration" of universities can not only enable teachers and students to better focus on academic research and learning, but also create a more free environment for the return of the university spirit.

The purpose of a university should be to explore the unknown world and to explore the unrevealed secrets. It should become a society with rich resources and professionals, committed to promoting social progress. This requires our teachers to have enough time and energy to explore and practice, and to get more results. According to the principle of academic freedom, scholars should have the right to explore, practice, share knowledge, as well as the opportunity to express individual views. Only with a good learning atmosphere, sufficient space for exploration and sufficient autonomy, can excellent scientists, educators, and even cultural masters emerge.

1.3.3. Policy Significance

According to the national medium and long-term education reform and development plan outline, the requirements of chapter 13 of the Ministry of Education will accelerate the implementation of education system reform, realize the effective allocation of education resources, realize the fair sharing of education resources, promote win-win cooperation of education institutions, realize the effective use of education resources, at the same time, strengthen the internal governance of education institutions, encourage education institutions more scientific and orderly operation. Therefore, we emphasize that the cooperation between the government and schools must be equal, and must comply with various laws, regulations and regulations. The government must give the necessary help and have the obligation to supervise. In addition, schools must also conscientiously abide by all kinds of regulations, and actively participate in social welfare activities. We hope that through this cooperation, we can promote fairness, justice and transparency in education, and provide fair opportunities for everyone (Ministry of Education, PRC, 2010).

In addition, institutions of higher learning shall also independent teaching activities, scientific research, technology development and social services, and independent school planning and organize the implementation, independent setting teaching, scientific research, administrative institutions, independently determine the internal income distribution, management and use of talents, independent management and use of school property and funds (Ministry of Education of the People's Republic of China, 2010). Therefore, institutions of higher learning need to strengthen the construction of the articles of association, manage the school in accordance with the articles of association, and establish a scientific assessment and incentive mechanism, so as to better implement the appointment system and post management system. Institutions of higher learning should also expand social cooperation, promote the mode of close cooperation and joint construction between institutions of higher learning and enterprises of universities, and improve their ability to serve economic construction and social development (Ministry of Education of the People's Republic of China, 2010).

1.3.4. Practical Significance

School "de-administration" is a hot topic in the current university management reform. The introduction of "de-administration" has significantly improved the autonomy of

universities in Meishan City, Sichuan Province. Although the introduction of "safety" makes the management of schools more standardized, it lacks vitality. Principals have had to follow "superior authorities" instructions, and even if they make unique, reasonable recommendations, they can only rely on "stillborn" when not in the spirit of the superiors and the documents concerned. With the introduction of "de-administration", the power of principals has been effectively restricted, which makes the autonomous management of schools get greater development space and growth opportunities. "To administration", further enhance the management level of the school, however, when the school out of the administrative orbit, enhance autonomy, challenges and risks also increased, therefore, the principal must constantly thinking, practice, in order to enhance the overall level of "effectiveness" in practical work, rather than just relying on superior departments "a paper file". Through continuous internal communication and communication, the internal environment and cultural atmosphere of the school can be greatly improved. In addition, the implementation of "de-administration" will also enable students to better adapt to the society, and improve their comprehensive quality. In the past, due to the lack of sufficient supervision, the school's educational activities were strictly supervised by the higher departments, which made some principals lack of responsibility, thus unable to take contingency measures as early as possible, thus affecting the healthy growth of students. With the promotion of de-administration, school activities are more flexible, principals have more sense of autonomy, and more actively participate in the activities, so that the school can better serve the society, better implement its goals, and better meet the needs of the people. Take proactive actions to address various challenges and make progress with the whole public in the most efficient and innovative way.

2. Research Background and Methods

2.1. Research Background

The purpose of this study is to explore the management and "administrative" phenomenon of higher education system in universities in Meishan, Sichuan Province, analyze the current university system, history, reality, internal and external reasons, as well as the empirical analysis of education quality supervision, and propose coping strategies.

2.2. Study Hypotheses:

1. Administrative phenomenon in the higher education system affects the education quality and academic freedom.
2. Some regulations and management methods of the current university system will lead to the administration of universities.
3. The establishment of scientific and diversified monitoring system and service-oriented modern management culture can deal with the administrative phenomenon in colleges and universities.

2.3. Methods

This study focuses on the management of higher education system and the phenomenon of "administrative" research, in Meishan city, Sichuan province, for example, through the method of questionnaire survey and interview, explore the school management system and the existence of "administrative" problem, analyze the current university

system and lead to the administration of history, reality, internal and external reasons, from the empirical perspective of education quality supervision analysis, put forward countermeasures, aims to improve the management efficiency and education quality of colleges and universities.

The significance of this study lies in the in-depth analysis of the management and "administrative" phenomenon of higher education system, the influence of the internal management system and external environment on the administration, and the forward strategies and suggestions to solve the problems, so as to provide reference for the management and development of higher education. Meanwhile, the limitations of this study also need to be further explored and improved.

3. Results and Analysis

Education quality supervision is an integral component of academic institutions ensuring high standards in terms of both teaching and administrative processes. Meishan City in Sichuan Province has seen great interest regarding evaluation of education quality in universities in this city; specifically its evaluation. In Meishan City's universities specifically, evaluation is of special interest due to empirical aspects related to this evaluation such as construction of index systems as well as any issues or difficulties existing regarding supervision (Li Ying Hu, 2022).

3.1. The Index System: A Comprehensive Approach

As part of any empirical analysis, developing an index system that accurately measures outcomes is fundamental. At Meishan City's universities, this index system relies on expert evaluations as its cornerstone. An expert evaluation group was charged with creating a teaching quality evaluation system which would transition evaluation from being an abstract concept into concrete action (Li X., Yang L., Li B & He Y 2021).

3.2. Four Dimensions of Evaluation

The evaluation system consists of four primary dimensions.

Financial Dimensions: This dimension addresses the financial aspects of universities, including income, expenditure and potential financial risks.

Customer Dimensions: In this aspect of customer analysis, focus is placed on measuring satisfaction among various stakeholder groups including students, parents, and wider society.

Internal Business Process Dimension: This element assesses the internal processes at universities, such as education management, construction administration and overall effectiveness.

Learning and Growth Dimension: This dimension assesses areas such as professional construction, scientific research and the creation of teacher teams.

Each dimension had sublayers which were meticulously detailed by an expert assessment group. Selection criteria used included objectivity, rationality and scientific relevance to ensure an evaluation system as accurate and reflective of ground reality as possible (Wang C. and Xu S 2022).

Table 1. Progressive Structure of Education Quality Supervision Level in Higher Education Institutions in Meishan City, Sichuan Province

Level 1 indicators	Secondary indicators	Level 3 indicators
Financial dimension A1	Financial Income B1	Financial input cost C1 Social donation fund: C2
	Financial Expenditure B2	Teaching expenses: C3 Scientific research expenditure: C4 Construction cost of characteristic disciplines C5
	Financial Risk B3	Financial work completion status: C6 Financial risk prevention: C7
Customer dimension A2	Student satisfaction level B4	University infrastructure C8 Teaching resources C9
	Parent satisfaction level B5	Employment rate C10 The postgraduate entrance examination rate is C11
	Social satisfaction level B6	Universities are ranked C12 C13 Social Reputation, C14 Employer's satisfaction: C15
Internal business process dimension A3	Education Management B7	Key subject ratio C16 Student training program is scientific C17 Application situation of big data technology C18 Composition of the teachers C19 Education management system C20
	Construction management B8	Number of laboratories and scientific research bases built C21 Big data technology and facility construction C22 Think-tank construction situation C23
	Educational Effect B9	Research funding and projects C24 Scientific research results output C25 The pass rate of students is C26 Student graduation rate is C27
Learning and growth dimensions A4	Professional construction of B10	State key disciplines number C28 Construction situation of characteristic specialty C29 Construction situation of master and doctoral programs C30
	Scientific research and construction B11	Number of academic conferences held C31 Number of educational reform projects C32
	Teaching staff construction B12	Teacher training C33 Talent introduction intensity C34 The proportion of teachers with senior professional titles is C35

3.3. The Hierarchical Structure

Table 1 details the hierarchical structure of evaluation system. It represents an accumulation of efforts made by an expert group to ensure comprehensive teaching quality evaluation. Under financial dimensions, secondary indices like financial expenditure A2 fuzzy comprehensive

evaluation score have been calculated at 3.7065 for example. As this calculation process applies across numerous indicators included in this research study, only specific calculations will be listed here for clarity purposes.

3.4. Current State of Education Quality Supervision

Table 2. Judgment matrix of the criterion layer B

Level 1 indicators	weight	Secondary indicators	weight	Level 3 indicators	weight
Financial dimension A1	0.10	Financial Income B1	0.43	Financial input cost C1 Social donation fund: C2	0.80 0.20
		Financial Expenditure B2	0.43	Teaching expenses: C3 Scientific research expenditure: C4 Construction cost of characteristic disciplines C5	0.49 0.31 0.20
		Financial Risk B3	0.14	Financial work completion status: C6 Financial risk prevention: C7	0.75 0.25

Customer dimension A2	0.30	Student satisfaction level B4	0.33	University infrastructure C8 Teaching resources C9	0.33 0.67
		Parent satisfaction level B5	0.26	Employment rate C10 The postgraduate entrance examination rate is C11	0.67 0.33
		Social satisfaction level B6	0.41	Universities are ranked C12 C13 Social Reputation, C14 Employer's satisfaction: C15	0.46 0.28 0.16 0.10
Internal business process dimension A3	0.40	Education Management B7	0.40	Key subject ratio C16 Student training program is scientific C17 Application situation of big data technology C18 Composition of the teachers C19 Education management system C20	0.25 0.36 0.15 0.14 0.10
		Construction management B8	0.20	Number of laboratories and scientific research bases built C21 Big data technology and facility construction C22 Think-tank construction situation C23	0.55 0.24 0.21
		Educational Effect B9	0.40	Research funding and projects C24 Scientific research results output C25 The pass rate of students is C26 Student graduation rate is C27	0.33 0.33 0.17 0.17
Learning and growth dimensions A4	0.20	Professional construction of B10	0.52	State key disciplines number C28 Construction situation of characteristic specialty C29 Construction situation of master and doctoral programs C30	0.40 0.40 0.20
		Scientific research and construction B11	0.15	Number of academic conferences held C31 Number of educational reform projects C32	0.50 0.50
		Teaching staff construction B12	0.33	Teacher training training C33 Talent introduction intensity C34 The proportion of teachers with senior professional titles is C35	0.54 0.54 0.16

The calculation results of fuzzy comprehensive evaluation scores for all evaluation indicators are shown in the following table:

Once an evaluation system was in place, the next step was assessing Meishan City universities' education quality supervision using comprehensive evaluation methodology. An overall score of 3.7330 was identified which places them within 'good' territory; however a closer inspection of individual evaluation indices shows areas that need improvement.

3.5. Financial Dimension Analysis.

Meishan City universities' financial management was measured with an overall financial dimension score of 3.6530. Yet there remain areas for concern - specifically financial income being evaluated the lowest among its subdimensions

indicating poor oversight in that area. Recent rapid expansion has caused universities to take out bank loans which pose debt risks while ongoing expansion necessitates equipment purchases due to resource sharing limitations leading to asset losses. To address these difficulties effectively universities need to strengthen internal control systems; increase financial risk prevention measures; and refine asset management practices accordingly.

3.6. Customer Dimension Analysis Tool.

Meishan City universities excelled at customer satisfaction with an overall score of 3.7605 on this measure; however, student satisfaction fell below this benchmark due to factors like reduced postgraduate entrance examination rates and inadequate teaching resources affecting both student and parent satisfaction levels. Universities must focus on

nurturing scientific attitudes and innovative spirits within students while creating conducive research environments

conducive for collaborative efforts that empower student participation in projects such as these.

Table 3. The calculation results of fuzzy comprehensive evaluation scores for all evaluation indicators

	score	Level 1 indicators	score	Secondary indicators	score
Comprehensive evaluation results of college education quality in Meishan City, Sichuan Province	3.7330	Financial dimension A1	3.6530	Financial Income B1	3.554
				Financial Expenditure B2	3.7065
				Financial Risk B3	3.7925
		Customer dimension A2	3.7605	Student satisfaction level B4	3.6458
				Parent satisfaction level B5	3.6458
				Social satisfaction level B6	3.8762
		Internal business process dimension A3	3.7267	Education Management B7	3.6941
				Construction management B8	3.7758
				Educational Effect B9	3.7347
	Learning and growth dimensions A4	3.7441	Professional construction of B10	3.7140	
			Scientific research and construction B11	3.8400	
			Teaching staff construction B12	3.7478	

3.7. Internal Business Process Dimension Analysis.

Internal business process dimension scoring 3.7267 indicates effective management. Conversely, education management's slightly lower score suggests room for growth. Universities in Meishan City prioritize teacher development to enhance education quality; yet there remains room to integrate big data tools like IT tools into teaching as well as supporting key disciplines for sustainable growth.

3.8. Learning and Growth Dimension Analysis.

Meishan City universities excel at managing learning and growth with an average score of 3.7441 on the learning and growth dimension, though their professional construction scores suggest otherwise. A lower professional construction score highlights a need to intensify focus on key and characteristic discipline construction as well as discipline structure adjustment and layout optimization, in addition to strengthening master's and doctoral programs to support lasting development of universities in Meishan City.

3.9. Conclusion

Our empirical analysis of education quality supervision at Meishan City's universities offers valuable insight into their current state. Overall quality is commendable but specific areas, especially regarding financial and customer dimensions need further attention. A comprehensive evaluation system using expert evaluations offers institutions a roadmap to further increase education quality so as to continue serving both their students as well as the wider community effectively (Hu, J., Zhao Y., Zhang J. and Cao J).

4. Conclusion and Prospect

University administration places great significance on party leadership in education, particularly with respect to its core tenet of "for whom, cultivate what people, how to cultivate people". Unfortunately, one significant challenge facing university administration today is excessive administrative intervention into internal university affairs - something which disrupts natural progression while endangering long-term development of academic institutions. Utilizing theories of administrative efficiency and scientific management this chapter explores university administration in Meishan city in Sichuan Province by offering potential solutions to existing obstacles (Bian & Wang 2021).

4.1. Key Findings and Discussions

Research undertaken within Meishan City in Sichuan province centered around higher education has exposed various "administrative" anomalies. Most notable of these is an excess of administrative authority overshadowing academic freedom - due to factors like stringent policy requirements, internal challenges within university system structures and external environmental pressures (Bian, F., & Wang, X., 2021; Eduardo, J., & Bernardo, E. L., 2022).

There is an evident gap in education supervision; to address it we propose an innovative multi-pronged strategy: optimizing administrative roles, supporting academic-centric management practices and cultivating an innovative service-oriented management culture. An empirical study on Meishan universities was instrumental in helping assess current quality levels; our empirical evaluation provided valuable insight into where improvements could take place (Bondarchuk, J., Vlasiuk, T., Fastovets, N., & Bondarchuk, IO. A.).

4.2. Insights and Recommendations

The deadadministration debate has long been led by academic theorists, while practitioners remain divided or neutral on its topic. For any reform to succeed successfully, however, collaboration among government, society, universities, and individuals must occur; clearly demarcation of administrative boundaries must also occur with government switching its role from controlling to supervisory so universities retain autonomy while expanding (Thu, T. T., & Ha, N. T. T., 2021).

As was discussed before, historically speaking the relationship between governments and universities has been one of obedience and control; to address this imbalance the government should pivot toward macro-management while refraining from excessive meddling into university affairs; while some degree of administrative management is crucial for overall higher education development (Eduardo, J., & Bernardo, E. L., 2022).

Balance between administrative and academic power is of utmost significance in universities. Academic freedom should be upheld while creating an ideal atmosphere for research and teaching (Bondarchuk, J., Vlasiuk, T., Fastovets, N., & Bondarchuk, IO. A.).

4.3. Limitations

Our study, though comprehensive, focused only on seven educational institutions located within Meishan city in Sichuan province. To gain a fuller perspective of education quality supervision landscape a wider sampling would have been advantageous.

4.4. Future Prospects

This research has provided a basic understanding of education quality supervision within Meishan's higher education institutions; however, more refined strategies and actionable suggestions to raise standards across multiple universities is urgently necessary (Bian, F., & Wang, X., 2021).

4.5. Conclusion

At its heart, this study offers an in-depth exploration into the management nuances and administrative challenges related to higher education management in Meishan City in Sichuan Province. Through surveys and interviews we identified core problems, explored their root causes, and suggested viable solutions in an effort to increase management efficiency and raise quality of education - serving as an indicator for further efforts related to managing and developing higher education in China. Our overarching goal was to enhance management efficiency as well as quality education delivery - serving as an indicator for future endeavors pertaining to higher education management and development projects in China and elsewhere in Sichuan Province (Thu, T. T., & Ha, N. T. T., 2021).

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