

The Influence of Marketization on Governance Model in Chinese Private Higher Education

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Abstract—With the acceleration of the market-oriented process of higher education, private higher education has become an indispensable part of education, and the construction and improvement of its management structure plays a key role in the balance of educational laws. The development of private colleges and universities in China is the product of higher education marketization, and their organizational structure and management behavior have been significantly different from those of public colleges and universities due to the influence of market factors. The marketization of private higher education promotes the development of private colleges and universities by leaps and bounds in the form of hardware and scale expansion, which has a great impact on the leadership system, organization, management and operation of private colleges and universities.

Keywords—Private higher education; Marketization; Governance model

I. INTRODUCTION

The process of private higher education marketization in China can be roughly divided into three stages. The first stage was from the early 1980s to 1992. In this stage, some private colleges and universities make use of the market mechanism to seek development, such as renting school buildings, employing part-time teachers and recruiting students from all over the country. Most of the scholars at this stage are retired old professors. They run self-study examination classes or training courses. They are small in scale, do not have their own campuses, and rely more on rented school buildings. Meet the needs of enterprises and institutions in the evaluation of professional titles and social guidance for self-examination^[1]. The second stage was from 1992 to 1998. With the rapid development of China's market economy, private colleges and universities have also been flourishing, the main body of school began to diversify, more funds and talents poured into the field of private higher education. Around the mid-1990s, private colleges and universities with their own campuses and libraries began to appear. Scholars began to consider the development of the schools from a longer-term perspective, and their running behavior was gradually standardized. The third stage began in 1998, especially in 1999, when the government made it clear that the enrollment expansion policy of public institutions marked the beginning of the development of China's higher education from the elite stage to the popular stage, which greatly stimulated the demand of Chinese society for higher education^[2]. This demand far exceeds the supply of

education opportunities by public institutions financially supported by the government, which solves the demand problem for market channels and creates unprecedented conditions for private institutions to seek development through the capital market.

II. THE CHARACTERISTICS OF MARKETIZATION AND LEADERSHIP SYSTEM, ORGANIZATIONAL STRUCTURE AND MANAGEMENT OF PRIVATE COLLEGES AND UNIVERSITIES

A. *The Relationship Between the Uncertainty of Colleges and Universities in the Market Environment and the Personality Charm of Core Leaders*

In larger private colleges and universities, the main contributors at the core of power, that is, the management of school affairs by the core leaders of the school can be developed. Often he does not act solely according to the powers conferred by his administrative duties or the powers conferred by his school funds, and he often has a high authority. The founder made the school deeply impressed by his ideas and his character shaping school, and his name was closely integrated with the school. The emergence of this situation is related to the irreplaceable role of others in the highly uncertain environment of the development of private education by the wisdom and ability of the core leaders.

The environment of private colleges and public colleges is quite different, not only in the face of uncertain enrollment market, employment market, teacher market, but also in the face of constantly changing policies and various requirements that many government management departments change from time to time. In the process of dealing with complex environments, it is difficult to cope with this situation without superior wisdom and ability, and without the "entrepreneurial talent" and "entrepreneurial spirit", which are often referred to in the business world. It is in dealing with major school events and major choices, the founder established authority. His faith and spirit shape the campus culture, his legend has become a part of the school culture tradition, his own has become the symbol and sign of the school. These characters with what Weber calls "Carrimarte" are hard to replace by others, especially when schools are in fierce competition for survival, and when schools are not yet fully regularized.

In addition, in the course of dealing with the major events in the school and the long-term development of the school, the

core leaders of the school have gradually formed a certain social network in the process of dealing with government departments, enterprises, banks and other key institutions. The accumulation of a certain amount of non-transferable social capital and the ability to control and operate these resources reinforce the irreplaceable nature of core leaders.

B. The Influence of Market Environment on the Organizational Structure Design of Private Colleges and Universities

The main resources needed for the development of private colleges and universities, such as funds, venues, students and teachers, are obtained from the market, not from the government, although the government's policies will have an impact on the market supply and demand of corresponding resources. Therefore, to make use of the resources obtained by the market, private schools must establish corresponding mechanisms to adapt to the market, and their organizational structure must also adapt to the requirements of the market^[3].

The adaptation of private colleges to the market environment is first manifested in the establishment of specialized external institutions to meet the needs of the market. Moreover, these institutions often have a relatively high position in the organizational structure of the school, which is reflected in the large number of personnel. Relatively large power and other aspects. The heads of some school admissions offices pointed out that the enrollment office has great power when enrolling students. The faculty and staff of the whole school must follow the recruitment of the Admissions Office. Some schools can form an enrollment team of one or two thousand students including students. A small number of schools can also form a team of several hundred people.

In order to better deal with the relationship with the external environment, especially to shape a good image of the school in the market, in order to introduce more students and teachers, better placement of students in employment, most private colleges and universities introduced the concept of market planning, some schools also set up a special publicity planning office. In the organizational framework of private universities, most departments related to finance, logistics and industry are directly managed by the founders or the board of directors of the universities. This may be because these sectors are directly involved in the operation of capital and the distribution of benefits and need to be controlled by core leaders with rich experience in capital operation.

C. Teachers' Market and Construction of Teachers' Team in Private Colleges and Universities

In the initial stage of private schools, more than 90% of teachers are part-time teachers, and some schools are even part-time teachers. Some schools still have more than 80% part-time teachers. Part-time teachers do not have to pay for housing, medical care and various insurance costs, but only for class time, which greatly reduces the personnel funds of private colleges and universities. The teaching staff mainly includes part-time teachers, which makes private colleges and universities more flexible to adapt to the market^[4]. According to the needs of the market, private colleges and universities can

hire teachers from public colleges and universities at any time to offer majors without worrying about the problems of teacher training and career change. This is an important aspect of the vitality of private colleges and universities.

In the process of development, some private colleges have gradually realized the malpractice that the proportion of part-time teachers is too large, and started to train full-time teachers from the aspects of improving teaching quality and running schools. But even so, most private colleges and universities still consider the allocation of full-time staff and the cultivation of full-time teachers from the perspective of cost effectiveness. Many private colleges and universities begin to recruit full-time teachers for public basic courses, while part-time teachers still dominate professional fields. This is because compared with professional courses, public basic courses require a large number of teachers, and the setting and teaching content of public basic courses are relatively stable. Another reason is that the newly hired full-time teachers of public basic courses are mainly fresh college graduates, and their personnel costs are relatively low.

Generally speaking, some of the full-time teachers in private colleges and universities are professors, scholars retired from public institutions or research institutes, or professors or scholars of public institutions or research institutes who are still in service. The latter part of the people in some private colleges and universities are called double-employed teachers. The proportion of full-time teachers who have teaching experience in private colleges is becoming smaller and smaller. Most private colleges and universities begin to base themselves on the retention students or the fresh graduates of public colleges to establish a stable teaching staff. Of course, the changes in the composition of private colleges and universities are closely linked with the changes in the teacher market.

D. Quality of Students, Examination-Oriented Education and Closed Management of Private Colleges and Universities

The students of private colleges and universities are "invited" from the market by the university with a large amount of manpower and financial resources. For most schools, the source market of students is very unstable, and it is still in the stage of primitive accumulation at present, and they still need to constantly expand the enrollment scale. Therefore, most private colleges cannot effectively control the quality of students and are not willing to control the scale of enrollment. Under the current enrollment system, the consequences of such behavior are that the quality of students in ordinary private colleges and universities, especially the academic quality, is generally worse than that of public institutions, and most of the students are enrolled at the middle school stage without developing good study habits. Students who are weak in self-control and lose in the college entrance examination. The education of ordinary private colleges is mainly based on self-study exams and/or diploma exams. Self-study exams and diploma exams are difficult forms of examination that are not determined by private colleges. Schools and classroom teachers cannot decide the time of exams and content. In order to reduce the possible disadvantages of this kind of exam-oriented education, many private colleges require students to pass self-study examination or diploma examination, but also require

students to expand their horizons and master more skills. In order to control the students' learning time effectively, private colleges adopt closed management.

E. The Relationship Between the Training Mode and Employment of Private College Students

The competition among private colleges and universities is first the competition of the students. With the students, the schools can exist and develop, but the final competition is the competition of the students in the job market. Therefore, many private colleges and universities attach great importance to the employment of students, and regard the solution of "export" (employment) as the key to solving import (enrollment). Some private colleges and universities even give up the promise of the package allocation and propose to guarantee the distribution of graduates. In order to make the students recognized in the labor market and solve the problem of employment, private colleges and universities have adopted a variety of strategies, such as weakening the impact of exam-oriented education, enhancing skills training, and training practical talents. Changing students' concept of employment and lowering students' expectation of employment. Strictly manage the students and cultivate the quality of employees needed by the company; Try to establish direct contact with the job market, especially employers^[5].

From the various practices taken by private colleges and universities to promote employment, a common major strategy is to consciously divide the labor market, which is to distinguish it from the employment field of graduates from public colleges and universities, and to develop characteristic majors, which is to distinguish it from the employment field of other private colleges and universities. Relative to the public university, private colleges attach importance to students' skill training, emphasizes the students with a disciplined, obedient, can the quality of the work, for students to achieve closed accurate militarized strict management, enterprise's management style, even can make students early training by the company code of conduct, but also makes the private colleges and universities in cultivating students in such aspects as knowledge level, ability and quality appeared significant difference. In contrast, the students of public colleges tend to do middle-level jobs, while the students of private colleges are more positioned at the grass-roots level. The students of public colleges want to stay in large and medium cities and enter the international or domestic well-known large and medium-sized enterprises, especially high-tech enterprises, while quite a lot of private colleges and universities take small and medium-sized cities and small and medium-sized enterprises as the development field of employment. The differences between private institutions of higher learning and public institutions of higher learning in the way of education and the distinction between them in the labor market, to some extent; it confirms the socialized function of education and the theory of "consistency" between education and labor market.

III. MARKET-ORIENTED ECONOMY AND OPERATION MODE OF PRIVATE COLLEGES AND UNIVERSITIES

A. The Management Idea and Management Mode of Private Colleges and Universities

The marketing concept and behavior of the enterprise. With the popularization and marketization of higher education, in the global higher education, both public and private universities are consciously learning from the concept of enterprise product marketing. The private higher education in China depends on the development of the market, and the founders of the later period are mostly from the business background, so it is more natural to accept and carry out the marketing concept, especially in the market orientation and segmentation. Most regions focus on developing public colleges and universities in the process of development, but they have no ability to take into account or disdain the fields, so that they are distinguished from public institutions in the student market and labor market. Private colleges and universities in the student market and the job market also continue to subdivide, competing for the development of specialty, in order to delineate their own field. The marketing concept and behavior of private colleges and universities also focus on how to pack the school and its leaders and push them into the market so as to gain advantages in the enrollment market and employment market. In particular, in the process of recruiting students, private colleges and universities have generally adopted the means of image planning and advertising on a large scale, making full use of national and local television, newspapers and other news media, and the way of propaganda has been constantly changing. In order to attract more students and parents of students. Some million people-run colleges and universities in the enrollment promotion of the investment reached tens of millions of Yuan each year.

The way in which debts are operated. The mode of debt management is generally adopted by enterprises. For colleges and universities, not only public institutions, but also private institutions that depend on the market for survival are also very difficult to accept for a long time. But the later private colleges and universities have generally adopted this method and obtained the extraordinary development. The way of debt management has made some private colleges and universities surpass some local ordinary public institutions in hardware in a relatively short period of time, and have set up a good image in society, thus making it easier to recruit students, expand their scale, and complete their own primitive accumulation. Realize the cycle of loan-infrastructure-enrollment-interest-loan-infrastructure-enrollment.

Power and centralized and efficient and flexible operating mechanism. In many private colleges and universities, there exists the phenomenon that the core leaders hold the power alone. The high concentration of decision-making power enables the school to mobilize resources such as people, wealth and material efficiently and flexibly. This is different from the long waiting time for public institutions to apply for government funding. However, it should also be noted that the result of high efficiency and high concentration of power is that the quickness of decision-making is often at the expense of democracy and equal participation, and that many important

things in private schools do not need to be discussed by the broad masses. It is the core leadership who decides. In some private colleges, not only part-time teachers do not have the opportunity to participate in the decision-making and management process, but also full-time teachers, and even senior management personnel do not have such opportunities.

B. Strict Management and Satisfaction of the Room's "Service Consciousness".

The private colleges and universities are quite strict and meticulous in management. Most private colleges and universities stipulate the duties of teachers, class teachers and dormitory management personnel in detail, and have strict evaluation and correspondingly fine and strict reward and punishment measures. Private colleges and universities also pay more attention to the material factors of human behavior incentives, many schools have detailed increase or withhold the provisions of wages and bonuses. Some colleges and universities have also learned from the practice of enterprises to implement structural wage management. 70% or 80% of the monthly salary is normally paid, while the other 30% or 20% is at the end of the month or the end of the year depending on the performance. Still have the practice that the school learns from an enterprise, in teacher and cadre troop management implement year-end report on a job to make, end eliminate a system, and want to eliminate certain scale employee every year.

Some private colleges and universities are also actively trying to introduce international quality certification system. Some private colleges and universities are already considering introducing such management. These schools which have introduced or try to introduce these management systems emphasize the service nature of private education. The succession of children and the trend of familization of schools. With the passage of time, the leaders in the initial period of private colleges are aging, and the transfer of leadership has become a key issue for the further development of some private colleges. In some private colleges and universities, some older college founders have begun to train their children as successors, some children have begun to take important management positions in schools, and some schools are showing signs or trends of familiarization. This phenomenon is related not only to the marketization of private higher education, but also to the introduction of the idea of private enterprise into the school by the school founder. In the absence of a strong guarantee of the legitimate rights and interests of the founder, the possession and control of the school is the most effective way to guarantee the rights.

C. The Influence of the Operation Idea and Way of Private Colleges and Universities on Their Development and Transformation

For the development of private colleges and universities, the market law is decisive; the understanding of this law, grasp and application of this law has an important impact on its

organizational structure and operational mechanism. The marketing concept and the characteristics of enterprise management are common in private colleges and universities, which is also a very important characteristic that distinguishes them from public colleges and universities. Colleges and universities that are good at borrowing market forces can develop, but those that are not good at using the market and unable to control the market may eventually be eliminated.

IV. SUMMARY

Private colleges and universities are in the changing market. At the present stage, private colleges and universities have the characteristics of enterprise operation as well as general universities. It is necessary and feasible to introduce some market operation mechanisms. But the key point is: What proportion of market operation should be accounted for in the management of the school? It is a naked contractual relationship. It is a kind of employment relationship. The relationship of interests can be done by the school? Furthermore, the form of business operations may be effective in viewing education as a product or service output, but this requires that the educational content output is quantifiable. This may not be appropriate for institutions pursuing high-level development and innovative faculty and students. At present, some large-scale private colleges and universities have listed some world-class universities as their goals. However, these first-class universities are all research-oriented universities. Their educational philosophy, mode and teaching mode are quite different from those focusing on skills training and technology application. At present, the quality of students, the strength of teachers and the management style of enterprises in many private universities in China are difficult to adapt to the transformation of research-oriented direction. These problems will be unavoidable when these private colleges and universities are further developed for organizational transformation.

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