



Research on the Construction of an Evaluation Index System for Governance Effectiveness of Secondary Colleges Based on Grounded Theory

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Abstract

Background and Aim: This article focuses on studying the governance effectiveness of secondary colleges in universities, constructing evaluation indicators through grounded theory three-level coding. With the reform of China's higher education management and the expansion of autonomy in universities, attention to the governance of secondary colleges has been increasing. Policy promotion and support have provided institutional foundations and development opportunities for the research on the governance of secondary colleges, promoting the modernization of internal governance in colleges and improving the quality of higher education. The understanding of the main bodies of college operations is continuously strengthening, and the evaluation of college effectiveness is also receiving significant attention. Therefore, constructing evaluation indicators for the governance effectiveness of secondary colleges has become an important measure to promote the modernization of university governance, enhance governance capabilities, and promote the development of the quality of higher education.

Materials and Methods: This research uses qualitative research methodology by examining phenomena through the lens of Grounded Theory, with the research tool being interview research, grounded theory three-level coding, and the Delphi method to develop evaluation indicators for the governance effectiveness of secondary colleges. The interview method explores the evaluation dimensions of governance effectiveness in secondary colleges from the perspectives of institutional decision-makers and participants. Grounded theory, entailing a comprehensive analysis of interview data and policy documents, establishes governance effectiveness evaluation indicators using the three-level coding approach of "open coding - axial coding - selective coding". Subsequently, the indicators are subjected to reliability and validity testing through the Delphi method.

Results: Evaluation indicators for the governance effectiveness of secondary colleges were constructed. They include 7 primary indicators and 24 secondary indicators, namely environmental adaptability, integration and collaboration, institutional progress, resource allocation, research and innovation achievements, quality of talent cultivation, and satisfaction of teachers and students. The secondary indicators include structural adjustment, technological updating, adaptive capacity, school-enterprise cooperation, school-college integration, department collaboration, process simplification, institutional norms, clear rights and responsibilities, fair distribution, resource utilization, flexible resource allocation, achievement transformation, local contributions, research quality, employment and further education, teaching quality, faculty development, professional development, welfare system, environmental atmosphere, management effectiveness, service quality, and decision-making participation.

Conclusion: Based on the research results, evaluation indicators for the governance effectiveness of secondary colleges were formed, covering various aspects such as environmental adaptability, research and innovation, talent cultivation, the satisfaction of teachers and students, integration and collaboration, institutional progress, and resource allocation. By using these indicators, a framework and reference for evaluating and improving the governance effectiveness of secondary colleges in local universities can be provided, thereby contributing to the overall development of higher education.

Keywords: Secondary Colleges; Governance Effectiveness; Evaluation Indicators

Introduction

As China's higher education management undergoes reform and university autonomy expands, there is a growing focus on the governance of secondary colleges. The 19th National Congress of the Communist Party of China outlined the objective of "accelerating the construction of world-class universities and achieving the development of higher education with enriched connotations," calling for universities to bolster internal governance, enhance teaching quality, and elevate disciplinary competitiveness. The



impetus and backing of policies have laid the groundwork and presented developmental opportunities for the study of secondary college governance, fostering the modernization of internal governance within colleges and the enhancement of higher education quality. Moreover, the governance of secondary colleges stands as a pivotal element in the establishment of a modern university system, particularly crucial in propelling China's university system towards modernization. A comprehensive examination of college governance can elucidate relationships among diverse stakeholders within universities, refine power and responsibility allocation, and augment university governance efficacy. Furthermore, amidst the expansion of the university scale and the intricate nature of organizational structures, college governance encounters fresh challenges and prospects. Hence, a thorough investigation into college governance holds significant importance in advancing the modernization of university governance and enhancing internal management standards, contributing to the development of a more adaptable and efficient university governance framework.

The understanding of the main body of college education has been continuously strengthened, and the evaluation of college effectiveness has also received attention. The evaluation of the governance effectiveness of secondary colleges is not only a supervision and management of colleges but also an important means to promote the development and improvement of colleges. Through the feedback and guidance of evaluation results, colleges can adjust and improve management strategies promptly, improve internal governance effectiveness, optimize resource allocation and utilization, and enhance teaching quality and disciplinary competitiveness. At the same time, the evaluation results also provide a reference basis for the development planning and decision-making of colleges, which helps colleges achieve connotation development and sustainable development. Researchers have made some progress in constructing effectiveness evaluation indicators, including the issues of importance, purpose, principles, and attempts of methods such as analytic hierarchy process, data envelopment analysis, factor analysis, and balanced scorecard (Ye & Xu (2018).

However, existing research mostly stays in the stage of speculation and theoretical exploration, and the selection and determination of indicators still have subjectivity and limitations, lacking systematicness and scientificness. Therefore, it is of great importance and urgency to clarify the connotation and constituent elements of the governance effectiveness of local universities and construct an evaluation indicator system that is in line with the governance effectiveness of secondary colleges.

Objectives

1. To collect data and understand the current situation of governance in secondary colleges and the dimensions of governance effectiveness evaluation through semi-structured interviews with different governance participants.
2. To construct a governance effectiveness evaluation indicator model by using grounded theory three-level coding and analyzing the data through "open coding - axial coding - selective coding" to build a theoretical model.
3. To test the reliability and validity of the evaluation indicators, the Delphi method is used to ultimately construct evaluation indicators for the governance effectiveness of secondary colleges in local universities.

Literature review

1. Connotation of Governance Effectiveness in secondary colleges

"Governance effectiveness" refers to the ability and beneficial results or states demonstrated by the governance entity in practical activities around governance goals. For secondary colleges, governance effectiveness refers to the comprehensive reflection of governance ability, efficiency, and achievements in the process of achieving organizational goals. This concept emphasizes the positive results of governance, which refers to the governance state that points to positive effects and positive goals. At the same time, governance effectiveness is a dynamic result that shows dynamic changes in governance effectiveness, either high or low, influenced by different factors (Wei, 2021).



2. Research on Governance Effectiveness Evaluation of secondary colleges

The evaluation of governance effectiveness in higher education institutions is an important means to comprehensively assess the internal governance situation of colleges, aiming to improve the management level and quality of education. The evaluation includes the achievement of college goals, resource allocation and utilization, decision-making and execution capabilities, organizational coordination and communication abilities, and other aspects. The constituent elements include leadership, organizational structure, institutional development, human resource management, financial management, etc. By constructing a scientifically reasonable evaluation indicator system, the governance effectiveness of colleges can be objectively assessed, guiding improvement and development.

Scholars have put forward different views on the evaluation of organizational effectiveness in universities. Zhang (2009) based on the theory of quality management system, established a university organizational performance evaluation indicator system consisting of 5 primary indicators and 16 secondary indicators. Xing & Li (2010) constructed a university organizational performance evaluation model based on the balanced scorecard framework, including financial performance, teaching and research performance, social satisfaction, and employee satisfaction. Ying & Li (2010) constructed a university performance evaluation indicator system consisting of 4 primary indicators (talent cultivation, scientific research, social services, and resource conditions) and 13 secondary indicators. Luo (2013) used the super-efficiency data envelopment analysis method to evaluate the input-output efficiency of "985" universities.

Regarding the evaluation of the performance of secondary colleges, Lu & Guo (2008) focused on the core aspects of internal construction and constructed a primary assessment indicator system consisting of four aspects: teaching conditions, talent cultivation, scientific research, and teaching status, with 13 secondary indicators and 28 tertiary indicators. Ye & Xu (2018) constructed a comprehensive performance model from the dimensions of goal achievement, construction level, and input-output. Zhang Zhang et al (2021). constructed a three-dimensional model for the implementation and evaluation of performance assessment and indicator construction in internal secondary colleges of universities.

Although the academic community has made certain achievements in the research on organizational effectiveness evaluation in universities, there are still some limitations. When constructing indicator systems, scholars mostly focus on evaluating a certain aspect, either using a single indicator or multiple indicators to evaluate governance effectiveness. There is a lack of a scientific, systematic, and comprehensive evaluation indicator system for governance effectiveness. In addition, the research on the governance effectiveness evaluation of secondary colleges in domestic universities is not yet mature and requires further in-depth and systematic research.

Therefore, this study aims to construct a scientific and systematic evaluation indicator system for the governance effectiveness of secondary colleges. By considering the performance and achievements in decision-making, organizational management, resource allocation, teaching, and research, it aims to comprehensively assess the governance effectiveness of secondary colleges. This will provide targeted improvement measures and further enhance the governance effectiveness of secondary colleges through the more effective application of evaluation indicators.

Conceptual Framework

The conceptual framework of this chapter is illustrated in Figure 1.

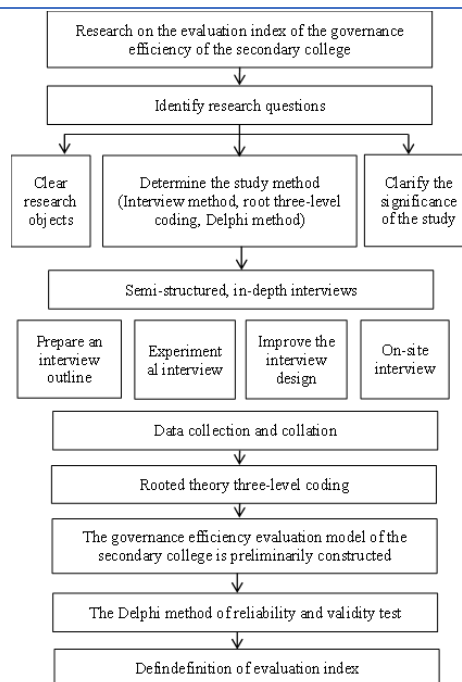


Figure 1. The Construction of Evaluation Index System for Governance Effectiveness of Secondary Colleges
Note: Constructed by the author

Methodology

1. Interview Method

The interview method is a qualitative research method that involves face-to-face conversations between interviewers and interviewees to understand the interviewees' thoughts and behaviors.

This study uses a semi-structured in-depth interview method to collect qualitative data. The aim is to interview the participants involved in the governance of secondary colleges from a bottom-up perspective. The study includes interviews with university administrators who are responsible for institutional policies, administrators and teachers from secondary colleges who are responsible for policy implementation, as well as students. By exploring the dimensions of governance effectiveness from the perspectives of different participants, a comprehensive understanding of the governance effectiveness of secondary colleges can be obtained.

2. Grounded Theory Three-Level Coding

Grounded theory is a social science research method proposed by American sociologists Glaser and Strauss in 1967. It involves conceptualizing and inducing data to derive a new theoretical framework from the basic data, explaining a phenomenon or problem A in a bottom-up process.

This study utilizes grounded theory to integrate with the concept of governance, reflecting the actual situation of governance effectiveness in secondary colleges and the importance of grassroots participation. Through field research, collaboration with administrative teachers, and capturing multiple perspectives to enhance practicality, a more accurate, comprehensive, and practical evaluation indicator system can be constructed. These indicators will be based on actual data and the experiences of participants, better reflecting the governance effectiveness of secondary colleges and providing strong support for their improvement and development.

3. Delphi Method

The Delphi method is a research method used for expert consultation and consensus building. It is commonly used to explore complex problems, especially when there is no definitive answer. The method



involves multiple rounds of anonymous voting and discussion among experts to reach a consensus or provide recommendations.

In this study, the Delphi expert validation assessment will be conducted. Ten experts in relevant fields will be invited to participate in the initial assessment of the indicator system. Their input will be used to determine whether the content of the indicators aligns with the research concept, merge and modify indicators with unclear meanings or expressions, provide opinions on adding or deleting indicators, and comprehensively evaluate the comprehensiveness of the indicator system

Results

1. Data Sources and Collection

The data for this study mainly come from two sources: first-hand data obtained through interviews with various functional departments of local universities in Guangdong and the administrative staff and teachers of secondary colleges, totaling 108,000 words in 18 interviews. The second source includes secondary data such as policy documents like the "National Medium- and Long-Term Education Reform and Development Plan," academic research, and internal university documents like "University Charter" and "Performance Evaluation Reports," totaling 34,000 words.

The logic of governance emphasizes a bottom-up approach and the involvement of stakeholders at various levels. Therefore, this study uses a combination of intensity sampling, theoretical sampling, and stratified sampling to select interviewees. Eighteen representative administrative teachers were selected for semi-structured in-depth interviews. These interviewees come from four different local undergraduate universities in Guangdong Province (Table 1). The interviewees include school leaders with rich theoretical and practical experience, secondary college leaders with grassroots management and teaching experience, leaders and administrative staff from functional departments, as well as regular teachers and other stakeholders. Therefore, their interview data have good credibility and generalizability for constructing evaluation indicators for the governance effectiveness of secondary colleges.

Table 1 Sociodemographic attributes of the respondents

Project	Attribute	Number of people	Percentage
sex	men	13	72%
	women	5	28%
Education Level	Doctoral Students	10	56%
	Master's Students	6	33%
	Undergraduate Students	2	11%
	Professors	4	22%
	Associate Professors	5	28%
professional ranks and titles	Lecturers	5	28%
	Assistant Lecturers	2	11%
	none	2	11%
	School leaders	2	11%
	Deputy Director of Functional Department(deputy)	3	17%
Position	Dean of the secondary school	5	28%
	Administrative Staff of Secondary School	3	17%
	teachers	3	17%
	students	2	11%



2. Grounded Theory Data Coding and Analysis

This study adopts the three-level coding of grounded theory for qualitative analysis, including open coding, axial coding, and selective coding, and ensures the validity of the study through theoretical saturation testing. A total of 756 minutes of 18 interview recordings were transcribed and organized into interview text data and policy documents, totaling 142,000 words. Nvivo 11.0 software was used for coding and analysis.

(1) Open Coding

First, the transcribed data were reviewed line by line to select original statements related to the governance effectiveness of secondary colleges and label them with tags and names for conceptual coding. Then, further induction and comparison were conducted to identify and extract highly relevant concepts, aggregating concepts with logical connections into the same category and naming them (Chen, 2000). Finally, through data organization, 102 third-level nodes were identified among 411 original statements and 127 concepts.

(2) Axial Coding

Axial coding is an analysis process that further examines, summarizes, and clusters the categories obtained from open coding. Since the categories obtained in the open coding stage are scattered, axial coding involves re-examining, summarizing, and clustering these categories (Chen, 2000). In this stage, 28 second-level nodes were formed based on the third-level nodes.

(3) Selective Coding

Selective coding involves selecting a "core category" and connecting relevant categories. During this process, the concepts and categories formed in each stage are continuously pondered and scrutinized to identify their connections and differences and to summarize the core category (Chen, 2000). Ultimately, seven primary nodes were determined: environmental adaptation outcomes, research and innovation achievements, talent development quality, the satisfaction of teachers and students, integration and collaboration outcomes, institutional progress outcomes, and resource allocation outcomes.

(4) Theoretical Model Construction

Theoretical model construction involves developing core categories based on open coding, axial coding, and selective coding, and connecting these core categories to construct a theoretical model based on a complete logical framework (Chen, 2000).

From the core categories, it can be seen that these seven indicators correspond to the governance process and governance outcomes of secondary colleges. They reflect the evaluation and measurement of the governance process and represent governance indicators, which are process indicators. They also reflect the performance level and quality of secondary colleges in various aspects and represent performance indicators, which are outcome indicators.

The logic between them is that the governance capacity and effectiveness of a college directly influence the achievement of performance indicators. Good governance capacity and effectiveness can provide a favorable organizational environment and resource support for a college, which is conducive to improving the performance level in research and innovation, talent development, and teacher and student satisfaction. Improvements in governance indicators can indirectly promote improvements in performance indicators.

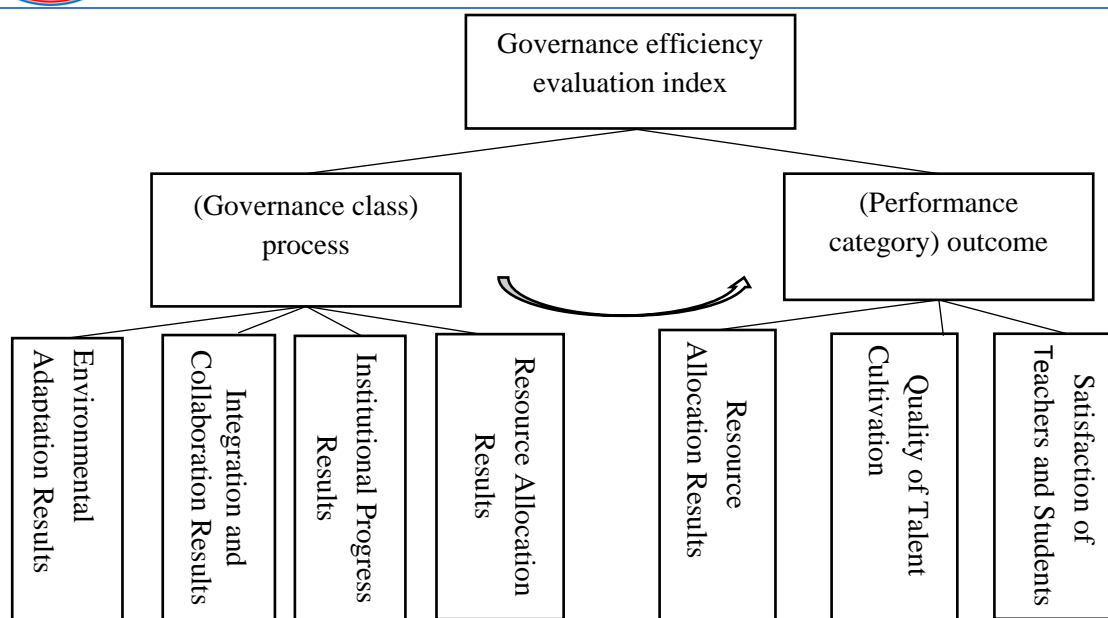


Figure 2. Evaluation index model of governance effectiveness of secondary colleges

Note: Constructed by the author

(5) Saturation Testing

Saturation is determined by whether new codes or themes appear in the data analysis process. When the same codes are repeatedly found in the data and no new themes emerge, saturation is considered to be reached (Chen, 2000). In this study, no new themes emerged after analyzing the 15th sample, indicating that thematic saturation was achieved. Therefore, the 18 collected samples were used, and no new samples were added.

3. Delphi Method-Based Reliability and Validity Testing and Construction of Evaluation Indicators for Governance Effectiveness of Secondary Colleges

(1) Reliability and Validity Testing Based on the Delphi Method

In this study, expert validation assessment was conducted through expert consultation to determine whether the content of the indicators aligns with the research concept. It also involved merging and modifying indicators with unclear expressions, gathering opinions on adding or deleting indicators, and comprehensively evaluating the comprehensiveness of the indicator system. The research team developed an expert questionnaire based on the evaluation indicators for the governance effectiveness of secondary colleges and sent it to 10 experts via email. The experts met at least two criteria: administrators of universities or research institutions and led research projects related to university governance at the provincial level or above.

Two rounds of expert consultation were conducted in this study. Based on the principles that the mean value of importance ratings for each indicator should be >3.5 , the proportion of maximum scores should be >0.2 , and the coefficient of variation should be <0.25 , as well as considering the experts' opinions, the indicators were screened and modified. After two rounds of expert consultation, all indicators met the criteria (as shown in Table 2).



Table 2 Evaluation index system and weight of governance efficiency of secondary colleges

metric	Importance score	CV price	weight
Environmental Adaptation Results	4.72±0.31	0.124	0.154
Scientific Research and Innovation Achievements	4.89±0.54	0.110	0.082
Quality of Talent Cultivation	4.52±0.17	0.130	0.011
Satisfaction of Teachers and Students	4.92±0.29	0.110	0.022
Integration and Collaboration Results	4.14±0.64	0.100	0.032
Institutional Progress Results	4.27±0.35	0.115	0.014
Resource allocation results	4.62±0.29	0.110	0.011

(2) Evaluation Indicators for Governance Effectiveness of secondary colleges in universities

This article uses grounded theory to obtain evaluation indicators for the governance effectiveness of secondary colleges. The indicators include 7 primary indicators: environmental adaptability results, research and innovation achievements, quality of talent cultivation, satisfaction of teachers and students, integration and collaboration results, institutional progress results, and resource allocation results. There are also 24 secondary indicators and suggested observation points (see Table 3). The following section briefly explains these 7 indicators.

1) Environmental Adaptation Results

Environmental adaptation results are a comprehensive evaluation of the measures and effects taken by secondary colleges in response to the complex and ever-changing external environment. The evaluation indicators include structural adjustments, technological updates, and adaptive capacity. Structural adjustment evaluation assesses whether the college has made organizational structural adjustments to adapt to changes in the external environment. Technological update evaluation assesses whether the college has adopted new teaching technologies and information systems. Adaptive capacity evaluation assesses the learning, innovation, and problem-solving abilities of college managers and faculty. These evaluation indicators are used to measure the college managers' ability to adapt and respond to changes in the external environment.

2) Integration and Collaboration Results

Integration and collaboration results refer to the measurable benefits generated by collaborative cooperation between internal and external departments of an organization. The evaluation can be conducted from three dimensions: school-enterprise cooperation, school-college integration, and departmental collaboration. School-enterprise cooperation examines collaborative projects, transformation and application, and long-term cooperative relationships. School-college integration examines resource sharing, faculty exchange, and disciplinary cooperation. Departmental collaboration examines collaborative projects, interdisciplinary courses, and academic exchanges. Colleges should focus on establishing close cooperative relationships with enterprises, strengthening cooperation and integration among internal departments, promoting collaboration and cooperation among departments, and improving integration and collaboration effects.

3) Institutional Progress Results

Institutional progress results refer to substantial achievements and progress made through institutional construction and improvement. The evaluation can be conducted from three dimensions: process simplification, institutional norms, and clear rights and responsibilities. Process simplification examines the optimization and simplification of work processes. Institutional norms examine the scientificity, rationality, and adaptability of various systems. Clear rights and responsibilities examine the allocation and implementation of rights and responsibilities by managers and staff. Colleges should focus on optimizing work processes, establishing a sound institutional system, clarifying rights and responsibilities, and improving management effectiveness and work efficiency.

4) Resource Allocation Results



Resource allocation results refer to the effects of allocating and utilizing limited resources based on needs and goals. The evaluation can be conducted from three dimensions: fairness of allocation, resource utilization rate, and flexibility of resource allocation. Fairness of allocation examines

5) Scientific Research and Innovation Achievements

Scientific research and innovation achievements refer to specific achievements or collections of achievements obtained in scientific research and innovation activities. They include academic papers, patents, inventions, academic awards, and technology transfer, among others. The evaluation of scientific research and innovation achievements can be conducted from three dimensions: achievement transformation, local contributions, and research quality. Achievement transformation refers to the transformation of research results from theoretical research to practical applications, with a focus on industrialization, technology transfer, patent applications, and commercialization. Local contributions refer to the contributions of achievements to local economic, social, and cultural development, with a focus on economic growth, industrial upgrading, social problem-solving, and cultural heritage. Research quality includes academic level, innovation, originality, and impact, with a focus on academic recognition, citation rate, publication quality, and quantity. Colleges should promote achievement transformation, focus on local cooperation, improve research quality, and contribute to local development.

6) Quality of Talent Cultivation

The quality of talent cultivation refers to the degree to which secondary colleges provide students with quality education and the necessary abilities for their development. The evaluation can be conducted from four dimensions: employment and further education, teaching quality, faculty development, and professional development. Employment and further education examine the employment rate, quality, and further education rate of graduates. Teaching quality includes the scientificity of teaching content, methods, resources, and evaluation. Faculty development examines the structure of the teaching staff, academic level, and teaching ability. Professional development examines the rationality and completeness of professional settings, curricula, laboratories, and practical training bases. Colleges should focus on cultivating students' employability innovation and entrepreneurship abilities, improve teaching quality and students' learning outcomes, introduce and cultivate high-level teachers, and continuously improve professional settings and practical opportunities.

7) Satisfaction of Teachers and Students

The satisfaction of teachers and students refers to whether the college meets the expectations and needs of teachers and students during the teaching process. The evaluation can be conducted from five dimensions: welfare system, environmental atmosphere, management effectiveness, service quality, and decision-making participation. The welfare system examines salary and benefits, reward mechanisms, and support for career development. The environmental atmosphere examines the learning and working environment as well as the humanistic atmosphere. Management effectiveness examines organizational structure, decision-making processes, and management capabilities. Service quality examines teaching services, student services, and support services. Decision-making participation examines the degree of participation of teachers and students in decision-making. Colleges should focus on providing a fair and reasonable welfare system, creating a good learning and working environment, improving management effectiveness and service quality, increasing the participation of teachers and students in decision-making, and improving satisfaction and engagement.

Table 3 Governance efficiency evaluation index of secondary colleges

dimension	Level 1 indicators	Secondary indicators	Suggest observation points
Process evaluation index	Environmental Adaptation Results	structural readjustment	The distribution of responsibilities and responsibilities within the college, optimizing the organizational structure, Improve the decision-making process



dimension	Level 1 indicators	Secondary indicators	Suggest observation points
(governance category)	Integration and Collaboration Results	Technical update	Introduce new teaching technology and information system
		adaptive ability	Learning ability, innovation ability, problem-solving ability
		cooperation between school and enterprise	The quantity and quality of school-enterprise cooperation projects, and the transformation and application of cooperation results
		School integration	Cooperation projects and results between colleges shared teaching resources and experimental facilities, and teachers and cooperation.
		Department coordination	Cooperation projects and outcomes between departments, joint interdisciplinary courses, and research directions, and the frequency and depth of academic exchanges and cooperation.
		Process simplification	In teaching management, scientific research project management, personnel management, and other aspects of the process simplification
	Institutional Progress Results	System norms	System construction and improvement of the system, scientific, reasonable, and adaptability
		Clear rights and responsibilities	The clarity of the distribution of rights and responsibilities within the college, and the cognition and implementation of managers and staff on their responsibilities and authority.
	Resource Allocation Results	Distribution fairness	Whether the college has the allocation of human, material, and financial resources, and whether it can meet the needs of each department or department.
		resource utilization rate	The utilization rate of teaching facilities and scientific research equipment
		Flexible allocation of resources	Resource allocation mechanism
Outcome evaluation index (performance category)	Scientific Research and Innovation Achievements	Achievement transformation	Industrialization, technology transfer, patent application, and commercialization of scientific and technological achievements
		Local contribution	Scientific research achievements to solve local economic growth, industrial upgrading, and social problems
		Scientific research quality	Monograph, the quality and quantity of published papers, and topics
	Quality of Talent Cultivation	Employment	Employment rate and graduation rate
		quality of teaching	The results of student evaluation, peer evaluation, supervision, and evaluation
		Teacher construction	The rationality of the structure of the teachers, the academic level of the teachers, Teaching ability
		Professional Construction	The rationality of professional setting, the scientific and practicality of professional courses, the



dimension	Level 1 indicators	Secondary indicators	Suggest observation points
Satisfaction of Teachers and Students			perfection of professional laboratory and training base
		benefit system	Salary and welfare, professional title promotion mechanism, teacher training, Student Award Support System
		Environmental atmosphere	Classroom facilities, laboratory conditions, office environment, cultural activities, academic exchanges, and community organizations
		Management efficiency	Management mechanisms and management team, decision-making efficiency and execution, Handling error rate
		quality of service	Teaching service, student service, the first question responsibility system
		Decision engagement	Teachers and students are encouraged to participate in the college's decision-making and attach importance to their opinions and suggestions.

Discussion

This study endeavors to establish a set of evaluation indicators for assessing the governance effectiveness of secondary colleges. Existing literature suggests that scholars have predominantly focused on singular aspects when developing indicators for secondary college governance, resulting in a lack of a scientifically rigorous and comprehensive framework for evaluating governance effectiveness. Therefore, this study adopts a stakeholder-oriented approach to secondary college governance, conducting bottom-up interviews and employing the three-level coding method of grounded theory to construct evaluation indicators for governance effectiveness. The objective is to provide a more thorough and systematic assessment of governance effectiveness in secondary colleges, introducing innovative elements in both process and outcome dimensions of indicator development. Furthermore, by integrating grounded theory into the construction of evaluation indicators, this study contributes methodological advancements to the field.

However, due to the limitations of interview subjects and the constraints of data collection methods, the evaluation index for the governance effectiveness of secondary colleges based on this data still has certain limitations. In future research, it is necessary to further improve the representativeness of sample objects, expand the quantity of sample data, and ensure the scientificity of research conclusions.

Conclusion

Based on grounded theory, this article constructs an evaluation index for the governance effectiveness of secondary colleges, including 7 primary indicators and 24 secondary indicators. Through clear indicators and evaluation systems, we can comprehensively evaluate the decision-making, resource allocation, and organizational management of colleges, understand the governance status of colleges, identify problems, and make timely improvements. At the same time, through the feedback of evaluation indicators, secondary colleges can adjust their decision-making and management methods promptly, improve operational efficiency and performance, and promote the sustainable development of colleges.

Recommendation

1. Expand the sample size: In future research, it is possible to further expand the sample size, including more secondary colleges, to increase the representativeness and reliability of the research.
2. Comparative research: Comparative research can be conducted to compare the governance effectiveness of different secondary colleges, explore the impact of different governance models on the



governance effectiveness of colleges, and provide targeted governance improvement suggestions for colleges.

3. Longitudinal tracking research: Longitudinal tracking research can be conducted to observe the trend of governance effectiveness of secondary colleges, analyze the effectiveness and sustainability of governance reform measures, and provide a reference for the long-term development of colleges.

By implementing the above research suggestions, the evaluation index system for the governance effectiveness of secondary colleges can be further improved and expanded, and the scientificity and practicality of the research can be enhanced, providing strong support for the governance improvement and development of colleges. In future research, different weights can be set for the indicators based on the different types of colleges, such as teaching-oriented, teaching and research-balanced, and research-oriented, and the index system can be further revised and optimized based on application verification.

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