



Research on the Path of Enhancing the Serviceability of University Educational Administration Personnel Based on Knowledge Management

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Abstract

Background and Aim: “Educational administration service” is a key means for educational administration personnel in colleges and universities to better serve the development of school teaching affairs based on their positions. Its service level and efficiency directly affect and restrict the development of education and teaching work in colleges and universities. Therefore, improving the serviceability of educational administration personnel in colleges and universities is of practical significance.

Materials and Methods: This study adopts the method of literature and questionnaire. Construct the dimensions of knowledge management of university educational administration personnel by consulting literature. To investigate the influence of knowledge management on the serviceability of university educational administration personnel, this paper analyzes the relationship between the current situation of knowledge management and the serviceability of university educational administration personnel through a questionnaire survey.

Results: A variable measurement method combining multiple methods is constructed. The quantitative model of service management ability is built by combining interpersonal communication ability, organization and coordination ability, teamwork ability, professional management ability, and research expansion ability. The index system of educational administration service has been formed, which provides theoretical and practical data for more fully and systematically analyzing educational administration serviceability. The results show that the total score of knowledge management has a significant predictive effect on the total score of educational serviceability of university educational administration personnel, that is, knowledge acquisition and creation, knowledge sharing and circulation, knowledge application and transformation, knowledge protection and management, knowledge innovation and development have a promoting effect on the improvement of educational serviceability of university educational administration personnel.

Conclusion: This paper reveals the multifaceted ways of influencing knowledge management on educational administration serviceability. The five dimensions of knowledge acquisition and creation, knowledge sharing and circulation, knowledge application and transformation, knowledge protection and management, knowledge innovation, and development have a direct impact on the serviceability of educational administration. This paper reveals the improvement path of educational administration serviceability and summarizes the influencing factors of knowledge management on educational administration serviceability.

Keywords: Educational Administration Personnel in Colleges and Universities; Educational Serviceability; Lifting Path; Knowledge Management

Introduction

First of all, the arrival of the era of the knowledge economy has triggered people's deep thinking about the nature of knowledge and its learning and application and then stimulated all kinds of human behaviors related to knowledge learning, application, and innovation. Such social and cultural characteristics extend to the field of social management, causing people to rethink economic management, enterprise management, organizational management, etc. Knowledge management comes into being in this context.

The change in the status and function of colleges and universities in the era of the knowledge economy determines that the role of educational administration personnel in colleges and universities is becoming more and more prominent. As we all know, educational staff plays a decisive role in the administration and management of colleges and universities and holds the direction of the future development of colleges and universities. The quantity, quality, and allocation of resources of educational administration personnel determine the vitality and development level of colleges and universities, which is the decisive factor for

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the healthy and stable development of colleges and universities. Therefore, the knowledge management level of educational administration personnel is very important.

Secondly, knowledge management is the changing need for educational administration services in universities. Nowadays, educational service has changed from simple repetition to active innovation; From vertical unidirectional management to multiple coordinated management; From a closed and simple educational service type to an open and all-around educational function; From single educational administration to innovative knowledge management.

Thirdly, the professional work of educational administration personnel in colleges and universities requires knowledge management. With the expansion of the construction of colleges and universities and first-class universities, higher requirements are put forward for the comprehensive quality, work quality, and work effectiveness of the educational administration personnel in colleges and universities, which requires colleges and universities to have a stable thinking, solid work, and high-efficiency educational administration management team. With the advent of the era of the knowledge economy, the scientific, democratic, and efficient management of colleges and universities is called for, and the specialization of educational administration personnel is not only the premise of the scientific management of colleges and universities but also an important condition to realize the democratization of university management and improve the efficiency of university management. In today's world, the professionalization of university educational administration personnel is an inevitable trend.

Kondratenko et al (2021) found that educational administration personnel in universities play an important role in the entire educational administration of universities. Bukhtoyarov (2021) believes that at present, department leaders in most colleges and universities have rich experience in teaching and management, but under the planned economy system, their ideas and ways of thinking have formed a kind of stereotypical, while the existing college education system has progressed with The Times, and the traditional, simple and closed education can no longer meet the needs of work. Martin Tureau, a famous American educational sociologist, believes that higher education has different characteristics in different stages of development, and its management mode and process are also different. The development of higher education is divided into three stages: elite (gross enrollment rate of less than 15%), mass (gross enrollment rate of 15%-50%), and universal (gross enrollment rate of more than 50%) (Wu & Hu (2023)) It can be said that strengthening the theoretical research on professional knowledge management of educational administration personnel in colleges and universities is not only an inevitable demand for colleges and universities to cultivate core abilities, and competitive advantages and ensure education quality in the process of modernization but also the only way to improve the management level of colleges and universities (Frolova, 2021).

To sum up, the coming of the era of the knowledge economy calls for the scientific, democratic, and efficient management of colleges and universities. It is a major challenge for the educational administration of colleges and universities in the era of the knowledge economy how to help the educational administration staff communicate and share their knowledge with others through effective knowledge-sharing mechanisms and enable the members of the system to continuously digest absorb and grow rapidly. This paper chooses the research on the cultivation path of educational serviceability of university educational administration personnel based on knowledge management as the topic, takes knowledge management theory as the basic theoretical guidance, and promotes the rapid improvement of professional knowledge quality of university educational administration personnel with the help of knowledge management concept and a series of operation methods and technologies for knowledge. It is of great practical significance to effectively solve the problems facing the improvement of educational administration serviceability and accelerate the improvement of the knowledge quality and other professional qualities of educational administration personnel.

Objectives

1. To collect data, a questionnaire survey was conducted among educational administration personnel in 4 universities in Guangdong Province to understand the current knowledge management status of educational administration personnel in colleges and universities.

2. Construct the index system of knowledge management by consulting literature, and propose the theoretical model of knowledge management of university educational administration.





3. the influence of knowledge management on educational administration serviceability is obtained through descriptive statistical analysis and regression analysis of collected data.

Literature review

1. Knowledge management theory

As for the research on knowledge management theory, the author uses “knowledge management theory” as the keyword. After consulting literature on CNKI, Google Academic, and other websites, it is found that the book *Knowledge Management* published by Swinby is the first work on the topic of “knowledge management” in the world (Horton, 1979). In *Knowledge Management*, for enterprises, knowledge management presents the necessity of many aspects: knowledge becomes the most important source of wealth, the need to form competitive advantages, the need for sustainable development of enterprises, the need to optimize enterprise management, and the emergence of the development of information technology (Wang & Zhu, 2021). From the above analysis, it can be concluded that knowledge management is the development of social productivity to a certain stage, knowledge plays an important role in the survival, development, and competition of enterprises, and the knowledge stock inside and outside enterprises shows an explosive growth trend, which makes enterprises need to effectively manage these knowledge resources, so knowledge management comes into being. Knowledge management SECI model is a dynamic interactive process, that occurs between individuals and organizations and between organizations, including knowledge acquisition, knowledge accumulation, knowledge sharing, knowledge application, and knowledge innovation, and finally produces new knowledge, that is, knowledge innovation to improve the overall efficiency of the organization.

2. Related research on the components of educational serviceability of university educational administration personnel

Taking “universities”, “educational administration personnel” and “educational administration service” as keywords, the author consulted relevant literature on CNKI, Google Academic, and other academic websites, and sorted out scholars' research on the elements of educational administration serviceability of academic administration personnel in universities. The constituent elements of educational administration service ability mainly include the ability to organize, manage, and coordinate, the ability to explore and innovate, and the ability to provide educational administration service. Gao (2021) found that the constituent elements of educational administration service ability mainly include disciplinary expertise and ability to apply relevant knowledge, organization, and coordination ability, psychological quality ability, ability to effectively implement policies, and teamwork ability. Xu (2019) believes that the constituent elements of educational administration service ability mainly include innovation ability, communication ability, thinking ability, and computer application ability. Zhao (2022) believes that the elements of educational administration service ability mainly include communication and coordination ability, document writing ability, and execution ability. As for the structure of the serviceability of educational administrators, Zhang (2022) believes that the serviceability of educational administrators mainly includes teaching ability, scientific research ability, management ability, and creative ability.

3. Relevant research on the application of knowledge management to the enhancement of multiple abilities of university educational administration personnel

With the keywords “university educational administration personnel” and “knowledge management”, the author consulted the literature on academic websites such as CNKI and Google Academic and sorted out scholars' research on the application of knowledge management to the improvement of the multiple abilities of university educational administration personnel. Su & Huang (2014) found that the application of knowledge management theories and methods can solve problems in educational administration. Based on the construction of a knowledge-sharing culture, elderly educational administration personnel can organize important or neglected work contents through knowledge management and make files for saving. Store important time points, data, and information in the course of work. Document key subordinate peaceful communication relationships and possible communication barriers. At the time of business transition, the successor will not have execution errors or communication difficulties, so that the job can be effectively completed. Deng (2011) indicates that knowledge management can be used to manage and utilize internal and external knowledge of organizations, taking innovation, response-ability, production efficiency, and function as the quality and basic content of specific goals, and improving the ability to create





value through knowledge acquisition, sharing, innovation, and application, to help organizations adapt to the process of activity management. Knowledge management should be integrated into university educational administration, and knowledge within the system should be mined and utilized to improve the level of university education and teaching.

4. Literature Evaluation

It can be seen from scholars' research on knowledge management in colleges and universities that scholars find that knowledge management in colleges and universities should include creating a good institutional environment for patents, achievement evaluation, project application, award review, etc. According to the relevant research on the constituent elements of college educational administration serviceability, the main constituent elements include innovation ability, communication ability, thinking ability, computer application ability, etc. Scholar Zhou Qi proposed the constituent elements of college educational administration serviceability from four aspects. It mainly includes the basic ability of basic quality, the professional ability to reflect professional characteristics, the expansion ability of development and improvement, and the innovative ability to adapt to educational practice. These four educational administration service abilities can fully reflect the effect of educational administration personnel in colleges and universities in serving teachers and students so that educational administration personnel can show their work attitude in practice and improve their serviceability. Research on the application of knowledge management to the improvement of the educational serviceability of educational administration personnel in colleges and universities. The author consulted literature and found that scholars believe that integrating knowledge management into educational administration in colleges and universities can fully tap and utilize knowledge inside the system, improve the level of education and teaching in colleges and universities, and also manage and utilize internal and external organizations through knowledge management. Take innovation, response-ability, production efficiency, and function as the quality and basic content of specific goals, and help university educational administration personnel to organize and adapt to activity management. Given this, this paper makes an in-depth analysis of the research on the application of knowledge management to the improvement of educational administration serviceability of university educational administration personnel, enriches the current academic research in this aspect, improves the research space of this paper, and enables university educational administration personnel to better apply knowledge management in educational administration service. Guided by knowledge management theory, this paper provides innovative points for this research.

Conceptual Framework

Five secondary dimensions of knowledge management, namely knowledge acquisition and creation, knowledge sharing and circulation, knowledge application and transformation, knowledge protection and management, and knowledge innovation, and development, are taken as independent variables in this study, and the dependent variable is the educational serviceability of university educational administrators. The conceptual framework of this study is constructed according to the variables selected in this paper, as shown in Figure 1.

The conceptual framework for this chapter is shown in Figure 1.



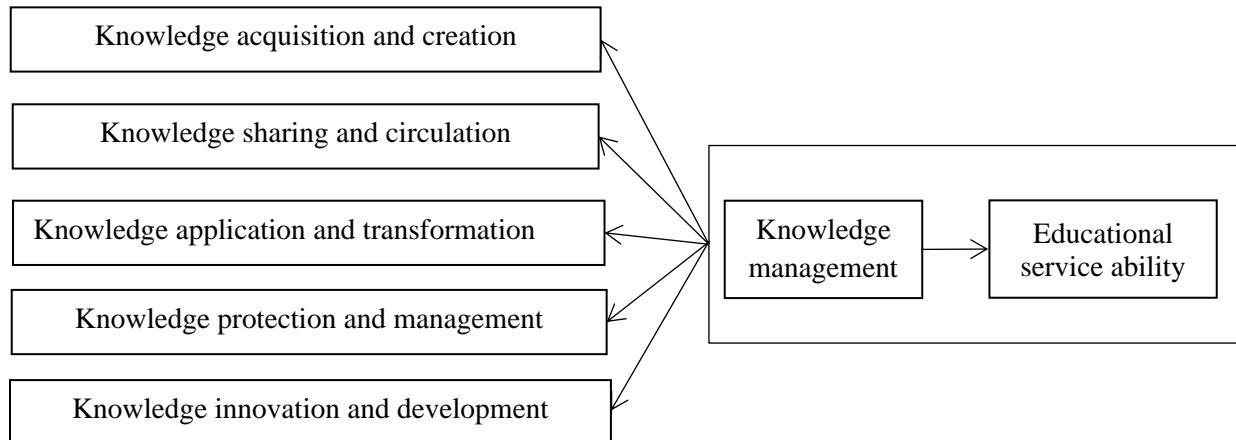


Figure 1. Conceptual Framework

Note: Constructed by the author

Methodology

1. Documentation method

The literature research method refers to the collection of knowledge and information related to the research topic, the study of the relationship and function between them, and the systematization, synthesis, and application of knowledge related to the topic through induction, truth-seeking, discrimination, deductive reasoning, review, and evaluation, to reveal the state and development of things.

This research takes “knowledge management theory”, “serviceability of university educational administration personnel”, and “knowledge management of educational administration personnel” as the keywords, and consults relevant books, journals, and doctoral papers. Through the reading and analysis of Chinese and foreign literature, the connotation of “educational administration personnel”, “educational serviceability of educational administration personnel” and “knowledge management of educational administration personnel” are determined, and the constituent elements of educational serviceability of educational administration personnel and the model of knowledge management of educational administration personnel are sorted out, to lay a theoretical foundation for the subsequent investigation.

2. Questionnaire survey method

A questionnaire survey is an investigation method in which investigators collect research materials indirectly in written form. It is a kind of investigation method to collect research materials and data from research objects according to certain investigation purposes and with a strictly designed questionnaire as a tool.

The purpose of this study is to investigate the factors affecting the educational serviceability of educational administrators in colleges and universities and to collect data through a questionnaire. The content of the questionnaire is a knowledge management scale to analyze the relationship between the current situation of knowledge management and the serviceability of educational administration.

3. Research object of this study

Both the pre-test subjects and the formal test subjects of the questionnaire are educational administration personnel in 4 universities in Guangdong Province, China. The educational administration personnel surveyed serve teachers and students in colleges and universities.

4. Variable selection and research hypothesis of this study

4.1 Knowledge acquisition and creation

Knowledge acquisition and creation play an important role in the basic quality and ability of educational administration personnel. Through knowledge acquisition, academic staff understand the responsibilities and needs of different departments and personnel and communicate and coordinate effectively with them. At the same time, through knowledge creation, educational administration staff provide innovative solutions and promote cross-departmental cooperation to achieve the overall optimization of educational administration services (Hong & Jin, 2004).

Therefore, based on theoretical analysis, the following hypotheses are proposed:

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Hypothesis H1: Knowledge acquisition and creation have a positive and significant predictive effect on educational administration serviceability;

4.2 Knowledge sharing and circulation

Su (2004) believed that knowledge sharing and circulation stimulated the learning and innovation ability of educational administrators. Through interaction and communication with other peers, I can understand the educational affairs practice and innovation cases of different universities, obtain inspiration and inspiration from them, and continue to learn and improve. At the same time, they share their experience and knowledge with others, promoting shared progress and innovation. This ability of learning and innovation enables the educational administration staff to constantly adapt to the changes in the educational field and provide better educational administration services.

Therefore, based on the above theoretical analysis, the following hypotheses are proposed:

Hypothesis H2: Knowledge sharing and circulation have a positive and significant predictive effect on educational administration serviceability;

4.3 Knowledge application and transformation

Knowledge application and transfer emphasizes cooperation and communication between academic administration staff and faculty, students, and other departments. Academic staff work with team members to develop academic plans and strategies and implement teaching projects and activities. In addition, they must communicate effectively with teachers and students, listen to their needs and opinions, solve problems through consultation, and promote the improvement and innovation of educational services (Lin, 2022).

Therefore, based on the above theoretical analysis, the following hypotheses are proposed:

Hypothesis H3: Knowledge application and transformation have a positive and significant predictive effect on educational administration serviceability;

4.4 Knowledge protection and management

Knowledge protection and management encourage academic administration personnel to conduct research and study to improve their professional knowledge level. University educational administration involves many fields such as educational management, curriculum design, teaching evaluation, etc. Educational administration personnel can better meet the challenges of teaching management and provide more effective educational administration services by continuously deepening their professional knowledge (Su & Chen, 2021).

Therefore, based on the above theoretical analysis, the following hypotheses are proposed:

Hypothesis H4: Knowledge protection and management have a positive and significant predictive effect on educational administration serviceability;

4.5 Knowledge innovation and development

Xia & Zhai (2003) believe that knowledge innovation and development encourage university educational administrators to actively participate in scientific research and development

Academic exchange activities, to continuously improve their professional quality. By participating in research projects, publishing academic papers, and attending academic conferences, faculty members broaden their academic horizons, deepen their understanding of educational theory and practice, and master the latest educational management and teaching methods.

Therefore, based on the above theoretical analysis, the following hypotheses are proposed:

Hypothesis H5: Knowledge innovation and development have a positive and significant predictive effect on educational administration serviceability.

Results

1. Questionnaire design process

The questionnaire design process in this paper is divided into four steps:

Step one, according to the initial model of the educational serviceability of university educational administration personnel and the set variables from the perspective of knowledge management, the first draft of the questionnaire on educational serviceability and knowledge management of university educational administration personnel was prepared.

In step two, thirteen academic administration personnel (including 3 academic Affairs ministers, 2 office directors of the Department of Educational Affairs, and 8 academic administration personnel, all of whom have master's degrees) were invited to put forward revised opinions on the contents of the

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questionnaire, and revised the first draft of the questionnaire into a second draft by integrating the revised opinions;

Step three, Select the research subjects, predict the questionnaire, and delete the unqualified questions according to the statistical analysis of the predicted results to form the final draft of the questionnaire.

In step four, the study subjects were selected for formal tests. According to the questionnaire results of the formal test, the difference analysis, correlation analysis, and regression analysis of the data are carried out. According to the data analysis, the problems existing in the educational administration serviceability of university educational administration personnel are found from the perspective of knowledge management.

2. Questionnaire data collection

In the formal test stage, electronic questionnaires were released through the WeChat group of educational affairs of Z University, GS College, J University, and H College, and 338 valid questionnaires were collected. The basic demographic information of the research subjects is shown in Table 1. The questions issued in the formal stage passed the reliability and validity test, to conduct descriptive analysis, correlation analysis, and regression analysis.

Table 1 Basic demographic information (N=338)

Item		Number of people	Percent (%)
sex	male	85	24.1
	female	253	71.7
School location	City	338	100
	College and below	4	1.1
Educational level	Undergraduate course	102	28.9
	Bachelor's degree or above	232	65.7
	5 years or less	105	29.7
Working years	6-10 years	131	37.1
	11-15 years	80	22.7
	16-20 years	12	3.4
	More than 21 years	10	2.8

3. Result Analysis

3.1 Descriptive statistical analysis

In the descriptive statistical analysis, this study presents each dimension of educational administration serviceability and the average of the total score of educational administration serviceability, so that the analysis can directly reflect the development level of educational administration personnel in each dimension and the overall educational administration serviceability. The basic status of 338 educational administration personnel in basic quality, professional ability, expansion ability, and innovation ability is shown in Table 2. As can be seen from Table 3.1, the minimum value of each dimension is 3, the maximum value is 5, the mean value is around 3.8, and the standard deviation is around 0.4-0.7. The highest average value is the basic ability, and the lowest average value is the innovation ability, indicating that there are some individual differences in different dimensions and the overall educational administration serviceability of university educational administration personnel.

Table 2 Descriptive statistical analysis of educational administration serviceability of university educational administration personnel

Second-level dimension	N	Minimum value	Maximum value	Mean value	Standard deviation
Basic ability	338	3.00	5.00	3.959	0.484
Professional competence	338	3.00	5.00	3.950	0.515
Expansion capability	338	3.00	5.00	3.804	0.500
Innovation ability	338	3.00	5.00	3.545	0.705
Educational serviceability	338	3.00	4.91	3.815	0.438

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3.2 Correlation analysis

To analyze the correlation between each dimension of knowledge management and the educational administration serviceability of university educational administration personnel, the author draws the data analysis results as shown in Table 3.

Table 3 Correlation between the dimensions of knowledge management and the educational serviceability of educational administrators in universities and colleges

	Basic ability	Professional competence	Expansion capability	Innovation ability	Educational serviceability
Knowledge acquisition and creation	.456**	.507**	.568**	.528**	.649**
Knowledge sharing and circulation	.478**	.543**	.568**	.464**	.640**
Knowledge application and transformation	.421**	.556**	.677**	.577**	.705**
Knowledge protection and management	.440**	.414**	.486**	.420**	.551**
Knowledge innovation and development	.408**	.415**	.412**	.333**	.486**
Total knowledge management score	.521**	.576**	.643**	.551**	.718**

As can be seen from Table 3, all dimensions of knowledge management are correlated with all dimensions of educational administration serviceability, all of which are significantly correlated at a 1% level. Moreover, knowledge management also has a significant correlation with the educational serviceability of university administrators, which is significant at a 1% level. This leads to:

3.2.1 Knowledge management supports educational administration services: In educational administration services, knowledge management acquires, organizes, stores, shares, and utilizes knowledge to help colleges and universities effectively manage and utilize various educational resources and information. Through the establishment of a knowledge management system and process, educational administration personnel can acquire and share knowledge and experience in the field of educational administration, and improve the efficiency and quality of educational administration services.

3.2.2 Educational services promote knowledge management: Educational services in colleges and universities involve the management and support of students and faculty. There is a lot of information and data generated in educational service activities, which contains valuable knowledge and experience. Through effective knowledge management methods and tools, educational administrators transform this information and data into valuable knowledge assets, thereby promoting knowledge accumulation and teaching improvement in the school.

3.2.3 Regression analysis

The regression prediction effect of each dimension of knowledge management on the educational administration serviceability of university educational administration personnel is analyzed, and the regression analysis shown in Table 4 is obtained.

Table 4 Regression analysis of knowledge management of educational administration personnel on educational administration serviceability

Dependent variable	Prediction argument	B	Standard error	R ²	F	Sig
Academic serviceability score	Knowledge acquisition and creation	0.515	0.033	0.656	62.783	0.000
	Knowledge sharing and circulation	0.526	0.035	0.645	59.298	0.000
	Knowledge application and transformation	0.513	0.028	0.707	83.221	0.000
	Knowledge protection and management	0.434	0.036	0.554	36.840	0.000
	Knowledge innovation and development	0.360	0.036	0.489	26.190	0.000
	Total knowledge management score	0.659	0.035	0.720	89.592	0.000



As can be seen from Table 4, the regression coefficient of knowledge acquisition and creation on educational administration serviceability of university educational administration personnel is 0.515, which is significant at the level of 0.1%, indicating that knowledge acquisition and creation have a significant regression prediction effect on educational administration serviceability. Hypothesis H1 has been verified. The regression coefficient of knowledge sharing and circulation on educational administration serviceability is 0.526, which is significant at the level of 0.1%, indicating that knowledge sharing and circulation have a significant regression prediction effect on educational administration serviceability. Hypothesis H2 is verified. The regression coefficient of knowledge application and transformation on educational administration serviceability is 0.513, which is significant at 0.1% level, indicating that knowledge application and transformation have a positive and significant predictive effect on educational administration serviceability. Hypothesis H3 has been verified. The regression coefficient of knowledge protection and management on educational administration serviceability is 0.434, which is significant at 0.1% level, indicating that knowledge protection and management have a positive and significant predictive effect on educational administration serviceability. Hypothesis H4 has been verified. The regression coefficient of knowledge innovation and development on educational administration serviceability is 0.360, which is significant at 0.1% level, indicating that knowledge innovation and development have a positive and significant predictive effect on educational administration serviceability. Hypothesis H5 has been verified.

In conclusion, the total score of knowledge management has a significant predictive effect on the total score of educational administration serviceability, that is, the knowledge acquisition and creation, knowledge sharing and circulation, knowledge application and transformation, knowledge protection and management, and knowledge innovation and development of educational administration personnel have a promoting effect on the improvement of educational administration serviceability.

4. How to improve the educational serviceability of university educational administrators from the perspective of knowledge management

4.1 Strengthen the organization and coordination ability of educational administration services

Each university has its own teaching and command system, and educational administration service is the core of this command system, which presents a wide range of work items, involving a wide range of management levels, and needs the perfect cooperation and cooperation of the entire educational administration service system to complete. Therefore, the educational service workers in colleges and universities should have the ability to coordinate the work as a whole, be able to establish various contacts with the service system personnel skillfully, and obtain the support of all forces. If in the work, there are some staff do not understand the situation of educational services, educational staff should give timely guidance, some students appear in disciplinary situations, educational staff should also carry out detailed and in-depth ideological work, through communication with negotiation skills, and finally reach a consistent understanding.

4.2 Improving Digital Archive Service Management Capabilities

There is no doubt that the knowledge and skills of most academic administrators, especially archival managers, have been aged and cannot adapt to the development needs of archival digitization. At present, the university archives personnel present the development situation of "three more and three less": first, more talents are doing transactional business, and fewer talents striving to innovate; Second, there are more general operation talents who master basic computer knowledge and file management software knowledge and fewer information navigation talents who can carry out system development, program maintenance and consultation; Third, there are more single talents who master archives, history or law, and fewer compound talents who can master both professional knowledge of archives and related knowledge of computers. Therefore, to meet the requirements of digitization of archives management, educational administration personnel, especially archival management personnel, must strengthen continuing education, strengthen the management of archival knowledge, and improve their quality.

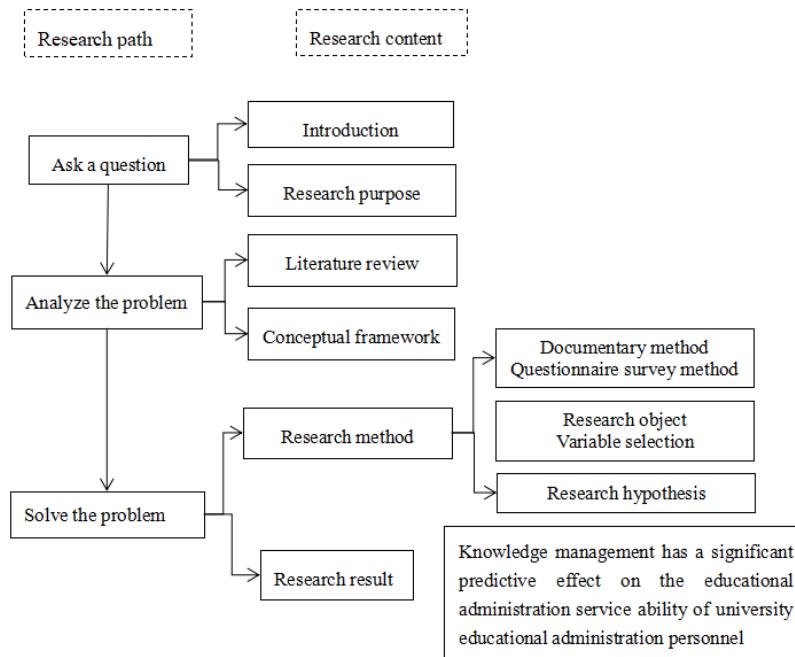
Enhance the research ability of knowledge management

Knowledge management emphasizes the "knowledge value-added chain", and human resources can be said to be a key resource in this value-added chain. Each member of the university's educational service organization and their knowledge are the precious wealth of the university. Colleges and universities must face up to the role of educational service in college education and teaching, and develop a set of corresponding strategies and system models that can be used to improve the level of college education and teaching through effective knowledge management, to give full play to the power of knowledge.



4.3 Cultivate the spirit of innovation in educational services

In colleges and universities, there are clear evaluation standards for teachers' teaching work, and the evaluation mechanism will be constantly improved with the passing of time and the development of department subject construction. The purpose is to improve the teaching level, let students receive more knowledge, and benefit society. However, the work evaluation of the educational administration department lags relatively and stops moving forward for a long time, the main reasons are inseparable from the previous review. At present, it is necessary to put forward innovative requirements for the work evaluation of educational administration, not only the work plan and work summary but also make a reasonable evaluation of the ways and methods of work to ensure that some constructive opinions can be better implemented.



In terms of correlation, all dimensions of knowledge management are positively and significantly correlated with educational administration serviceability, indicating that knowledge management is correlated with the improvement of educational administration serviceability. Therefore, the university educational administration personnel should pay attention to the management of knowledge. In terms of regression, each dimension of knowledge management has a positive and significant predictive effect on educational administration serviceability, indicating that knowledge management can promote educational administration serviceability. While knowledge innovation and development have the lowest score on the educational serviceability of university educational administration personnel, knowledge acquisition and creation, knowledge application and transformation, knowledge protection, and management have the highest score on educational serviceability. From this, we can get the following enlightenment: Each dimension of knowledge management is independent of the other, and the former dimension does not determine the latter dimension. Of course, the higher the knowledge acquisition and creation, knowledge application and transformation, knowledge protection and management, and knowledge innovation, and development will promote the improvement of educational serviceability.

Discussion

In recent years, educational administration serviceability has attracted the attention of educational researchers and practitioners, but only from the aspect of teaching management, the research object is mostly teachers, and there are few studies on educational administration personnel. Therefore, this paper focuses on the study of the educational administration serviceability of university educational administration personnel, discusses the relationship between it and knowledge management, provides a new



perspective for improving the educational administration serviceability, and enriches the research on the application of knowledge management in universities and educational administration serviceability. Further broadening the application of knowledge management in the field of public utilities not only realizes the guidance of knowledge management theory in the direction of university educational administration service management, but also increases the optional scope of university educational administration service management theory, keeps up with the latest contemporary theoretical research results, and realizes times.

However, due to the limitation of theoretical perspective and practical conditions, this study also has some points that need to be further improved. For example, due to the limitation of the theoretical perspective of knowledge management, there may be deficiencies in the analysis of factors of educational administration serviceability of university educational administration personnel. Limited by the research conditions, the number of samples collected is small, and there may be potential bias in the research results. Therefore, the sample size should be increased in subsequent studies to reduce the deviation in data analysis and improve the accuracy of research results.

Conclusion

Firstly, based on the theoretical perspective of knowledge management, this paper constructs the theoretical framework of the educational administration serviceability of university educational administration personnel. Secondly, through the questionnaire survey, understand and grasp the current situation and existing problems of educational administration serviceability of university educational administration personnel. Finally, this paper puts forward some strategies to improve the educational serviceability of university educational administrators from the perspective of knowledge management.

Recommendation

At present, the research field of this study is limited to universities in first-tier cities. In the follow-up study, according to the different regions of colleges and universities, further investigation can be conducted on the educational administration personnel in urban colleges and universities, and gradually improve the serviceability of educational administration personnel in different fields.

Policy recommendation

1. Encourage knowledge sharing and innovation: Establish incentive mechanisms to encourage educational staff to share experience and innovation results. It is possible to set up a reward system or carry out internal exchange activities to encourage the academic administration staff to actively participate in knowledge-sharing and innovation practice, and promote the improvement of work efficiency and quality.

2. Strengthen the evaluation and feedback mechanism: establish a sound performance evaluation and feedback mechanism to understand the work performance and service quality of educational administration personnel promptly. Through regular evaluation and feedback, problems can be found and timely improvement can be made to continuously improve the serviceability and work level of educational administration staff.

Practice recommendation

1. Pay attention to the training of educational administration personnel: carry out training programs for educational administration personnel to improve their knowledge management and service capabilities. The training content can include knowledge management theory and practice, communication and cooperation skills, the use of educational administration information systems, etc., to improve the comprehensive quality and professional ability of educational administration personnel.

2. Advocate a learning organizational culture: Cultivate a learning organizational culture and encourage educational staff to continue to learn and improve themselves. Organize academic lectures, seminars, book reading, and other activities, provide learning resources and platforms, stimulate the learning enthusiasm of educational administration staff, and promote their personal growth and organizational development.

Further research recommendation

In future research, this paper suggests selecting several universities to carry out case studies on knowledge management practice, and deeply explore its application effect and experience in educational





administration management. Through the analysis and summary of successful cases, the practical strategies and methodologies of knowledge management suitable for different universities are extracted, and concrete operational paths and suggestions are provided for the improvement of the serviceability of educational administration personnel.

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