

Governance Mechanism of Chinese Private Education Based on Grounded Theory

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Abstract

This research article study aims to explain the current governance mechanism of private education in China by constructing a new chaotic governance mechanism for private education in China, and to find the direct and indirect effects of the components of this structure on governance performance. The study adopts a mixed-method approach, including qualitative and quantitative Mixed methods research. Data were obtained from 10 education industry experts and 436 school employees, Students and parents from the top ten private schools in China. The results of the study show that of the 10 components in the structure of chaotic governance mechanisms in private education in China, eight have a direct and significant impact on education quality, and seven have a direct and significant impact on education equity. In addition, bureaucratic governance mechanisms mediate the relationship between network governance mechanisms and governance performance. Therefore, in order to improve the performance of governance of private education disruption in China, there is a need for stakeholder involvement through mutual trust, cooperation, interaction, innovation and cultural conventions in addition to government control, supervision, punishment, institution building and accountability. The mediating role of bureaucratic governance mechanisms: Control, oversight, punitive measures, institution building, and accountability within bureaucratic governance serve as crucial mediators between network governance mechanisms and governance performance. Effective control and supervision guarantee the efficient utilization of educational resources and proper policy implementation. Punitive measures enhance governance effectiveness through deterrence. Comprehensive institution building ensures the durability and stability of governance structures, while accountability increases transparency in governance processes.

Keywords: Private education disruption, Governance mechanisms, Bureaucratic governance, Network governance, Rootedness theory



Introduction

The chaotic issue of private education in China has attracted widespread attention in recent years. With the development of private education, various governance problems have emerged, seriously affecting the quality and fairness of education. The purpose of this paper is to study and propose a new governance framework to deal with the chaos in Chinese private education.

Private education occupies an important position in China's education system, but the lack of effective governance mechanisms has led to problems such as uneven quality of education and unfair distribution of resources (Jessop, B. Hao. C.(2014). By analyzing the current governance mechanism and combining the theories of bureaucratic governance and network governance, this study explores how to improve governance performance through stakeholder participation and effective government supervision.

The research questions include: what is the structure of the current chaotic governance mechanism of private education in China? What is the direct effect of each variable in the structure on governance performance? What is the mediating role between the variables? This paper collects and analyses data from education experts and school stakeholders through a combination of qualitative and quantitative methods to answer these questions.

The goal of this paper is to provide theoretical support and practical recommendations for future policy development by constructing a new governance framework that improves existing governance mechanisms to ensure quality and equity in education.

Research Objectives

This study aims to:

1. Study the direct impact of network governance mechanisms on governance performance. The purpose of this study is to analyze the concrete impact of network governance mechanism on governance performance in actual operation through empirical data, so as to verify the actual utility and possible limitations of network governance in the field of education.

2. Study the mediating role of bureaucratic governance mechanism between network governance mechanism and governance performance. By studying how the bureaucratic governance mechanism affects the relationship between the network governance mechanism and governance performance, this study aims to reveal the mechanism and optimization direction of the bureaucratic system, and provide strategic suggestions for more efficient education governance.

Literature Review

Summarize the research and theories

related to this topic, analyze the research points that need to be improved, put forward the research hypotheses, and construct the conceptual framework



Theories of Study

This chapter reviews the research on China's private school governance system's chaos and the use of bureaucratic and network governance frameworks. The literature study covers China's private education history, governance systems, and the specific problems and complexities of administering this essential education sector.

Objective 1 Administration strategies: Enactment and directions support bureaucratic governance strategies, which include all levels and callings of government (Brown, T. A. & Moore, M. T., 2012). This efficient strategy sets private school benchmarks and standards at the organizational level. Tight control and standardized strategies guarantee effective and unsurprising instruction, but they might ruin inventiveness and flexibility (Qingli, C.2021).

Objective 2 Administration Instruments for systems Organize governance components include government and non-government performing artists acting for the open intrigued. Organized governance is more versatile and empowers school administration to acknowledge changed commitments and collective responsibility by accentuating participation and belief over intrigued bunches. This strategy makes a reliable and adaptable governance structure and energizes district-specific development (Xiangming, C1999).

Objective 3 Rooted theory: Rooted theory employs data collection and analysis to formulate hypotheses and theories. This approach aids education researchers in discerning key themes and identifying patterns and their interconnections. By constructing theoretical models, rooted theory provides valuable guidance for policy creation and management recommendations (Favero, D. 2003).

Related Research

Traditional governance processes, as highlighted by both local and international literature, often suffer from bureaucratic inflexibility, inadequate stakeholder engagement, and a lack of agility in responding to swiftly evolving social demands. The study reveals that integrating theoretical insights with practical applications, and exploring innovative governance models, can significantly enhance the quality, equity, and performance of private school governance (Sorensen, E. & Torfing J. (2007).

This research advocates for a blended approach that merges bureaucratic and network governance to better address the diverse and dynamic requirements of China's education sector. The literature review provides comprehensive recommendations aimed at assisting policymakers and education leaders in bolstering governance efforts, increasing transparency, and ensuring accountability in the educational context (Feinberg W., & Lubienski C., 2008).

Through extensive theoretical analysis and empirical investigation, this study aims to offer a robust theoretical framework and actionable insights for tackling complex education governance challenges in China and beyond.

Research Methodology

Research Idea

The heading of this thinking is to investigate the governance component of private

instruction in China, particularly the current chaotic governance of private instruction. There are numerous challenges within the private instruction framework, such as free governance structure, conflicting arrangement usage, and the need for partner cooperation (Hair, Jr, et al (2016). This paper combines the subjective inquiry into of established hypothesis and the quantitative investigation of auxiliary conditions demonstrating to dive into the flow of chaotic governance in private instruction. The conceptual framework is in figure 1.

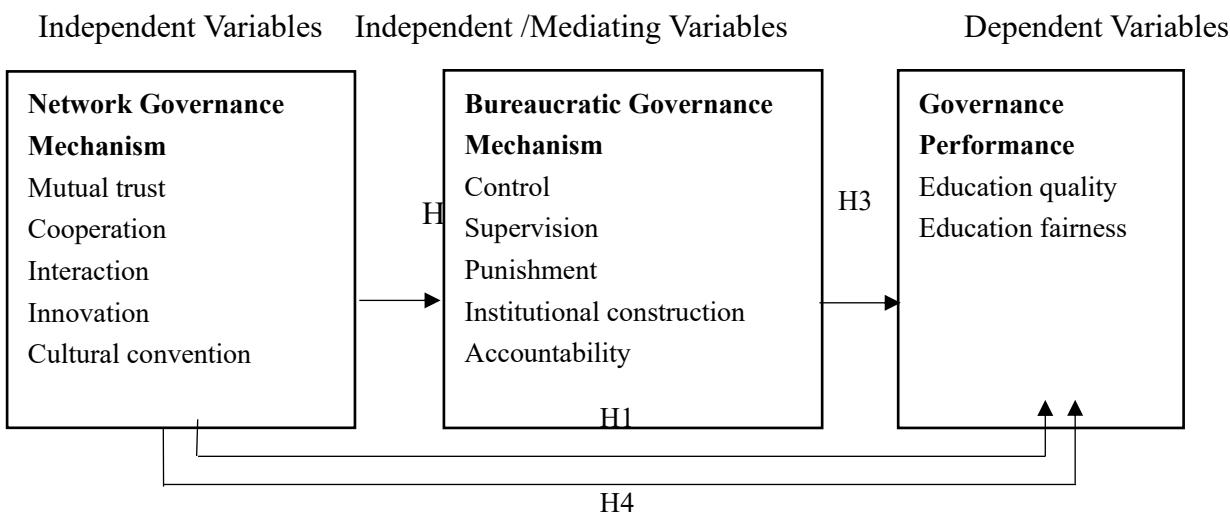


Figure 1 Conceptual Framework

Source: Author developed from different sources and the grounded theory

Methodology

Qualitative Research Methods

1. Hypothetical establishment and information collection: This thought embraced the rootedness hypothesis as the hypothetical system and collected information through in-depth interviews. Private school authors, chairmen, instructors, understudies, and their guardians from distinctive locales and foundations were chosen as interviewees to guarantee differing qualities and representativeness of the information. The objective was to capture the recognitions and encounters of an assortment of members on instructive governance issues and to find unused viewpoints and potential enhancements in governance models (Xiangming, H.&Boyong, T.(2010).

The interviews were semi-structured and each meeting lasted around 60 to 90 minutes and was outlined to investigate participants' discernments of current instructive governance issues, challenges experienced, and conceivable arrangements. The interviews were recorded through sound recording gadgets and deciphered verbatim into content for consequent investigation.

2. Information coding and investigation: Meet transcripts were coded utilizing the NVivo program. Topics were distinguished and hypothetical models were built through a consecutive handle of open coding, pivotal coding, and specific coding. This expository handle



made a difference in the inquiry about the group to recognize key subjects and designs and the joins between them.

Quantitative Research Methodology

1. Population and Sample

The study selected a population knowledgeable in the private education industry in China, targeting cities including Beijing, Shanghai, Guangzhou, Shenzhen, and Chengdu, with a total population of 42,765 private education-related personnel. Stratified random sampling was used to ensure the representativeness and scientific nature of the sample, resulting in a final sample size of 436 participants in Table 1.

Table 1 Population and Sample Size

Name of school	Type of school	School staffs, students, and parents	Sample size
the Experimental High School Attached to Beijing Normal University	Primary school and junior high school	5635	57
the Branch of the High School Affiliated to Renmin University of China	Junior high school	2239	23
Shanghai Huayu Private Middle School	Junior high school	5286	54
Shanghai World Foreign Language Primary School	Primary school and junior high school	2778	29
Yew Wah International Education School	Primary school and junior high school	1451	15
Guangzhou Huangpu Guangfu Experimental School	Junior high school	3696	38
Shenzhen Jianwen Foreign Language School	Primary school and junior high school	4631	47
Shenzhen Sinolink Primary School	Primary school and junior high school	5982	61
Chengdu Jiaxiang Foreign Languages School	Junior high school	5833	59
Tianfu No.7 High School	Primary school and junior high school	5234	53
Total		42765	436

2. Governance Structure Based on the Grounded Theory

Data collection and analysis using grounded theory involved an iterative process until theoretical saturation was achieved. Through initial coding, axial coding, and selective coding, two core categories were established: bureaucratic governance mechanism and network governance mechanism, both of which have significant impacts on governance performance in Table 2.

**Table 2** Core categories from selective coding

Categories	A1 Bureaucratic governance mechanism	Core categories
AA01 Control		
AA02 Supervision		
AA03 Punishment		
AA04 Institutional construction		
AA05 Accountability		
AA06 Mutual trust		
AA07 Cooperation	A2 Network governance mechanism	
AA08 Interaction		
AA09 Innovation		
AA10 Cultural convention		

3. Questionnaire Development and Validation

The questionnaire was developed with questions divided into twelve dimensions: control, supervision, punishment, institutional construction, accountability, mutual trust, cooperation, interaction, innovation, cultural convention, education quality, and education fairness. The questionnaire design was comprehensive and scientifically grounded, effectively evaluating various aspects of the governance mechanism.

To measure the content validity of the questionnaire, the Index of Item-objective Congruence (IOC) test was used by obtaining expert judgments on each item. The average scores of most items exceeded 0.5, indicating a high degree of content validity.

Confirmatory factor analysis (CFA) was conducted using AMOS software to confirm the correlation between observed variables and latent variables. The model fit indices were satisfactory, validating the construct validity of the questionnaire in Table 3.

Table 3 Confirmatory Factor Analysis Model 1 Fitness

Name of Index	Recommended value	Model fit indices
Root mean square error of approximation (RMSEA)	RMSEA between 0.05-0.08 or less	0.038
Goodness of fit index (GFI)	GFI>0.90	0.943
Comparative fit index (CFI)	CFI>0.90	0.979
Incremental fit index (IFI)	IFI>0.90	0.979
Chisq/df	Chisq/df<3.0	1.632

A pilot study was conducted to test the understanding and response to the questionnaire, yielding a Cronbach's Alpha of 0.957, indicating high reliability of the questionnaire in Table 4.

**Table 4** Cronbach's Alpha of Pilot study

Cronbach's Alpha based on standard items	Cronbach's Alpha	No. of items
0.957	0.958	45

4. Data Collection and Analysis

Qualitative data were obtained through in-depth interviews, while quantitative data were collected through questionnaires. Grounded theory and structural equation modeling (SEM) were used for data analysis to ensure comprehensiveness and scientific accuracy.

Qualitative data analysis involved initial coding, axial coding, and selective coding. Quantitative data analysis included descriptive analysis using SPSS and measurement and structural model analysis using AMOS in Table 5

Table 5 Structural measurement models analysis fit table

Fit value	χ^2	df	χ^2/df	RMR	NFI	IFI	TLI	CFI	RMSEA
Value	1152.418	896	1.286	0.062	0.906	0.977	0.975	0.977	0.026
Ideal values	-	-	<3.0	<0.10	>0.9	>0.9	>0.9	>0.9	<0.10

The qualitative data analysis aimed to create a model of the private education governance mechanism. Data obtained from in-depth interviews were coded and categorized to form an initial theoretical framework.

Quantitative data analysis included demographic information analysis, measurement model analysis, and structural model analysis. The distribution of respondents across different occupations, schools, and years of experience in the education industry was analyzed in Table 6 and Table 7

Table 6 Distributed Questionnaire and response rate

Questionnaire	Frequency	Rate (%)
Copies of Questionnaire Distributed	462	100
Copies of Questionnaire Collected	462	100
Copies of Questionnaire Deleted	26	5.6
Copies of Effective Questionnaires	436	94.4



Table 7 Schools of Respondents

School	No.	Percentage
the Experimental High School Attached to Beijing Normal University	57	13%
the Branch of the High School Affiliated to Renmin University of China	23	5%
Shanghai Huayu Private Middle School	54	12%
Shanghai World Foreign Language Primary School	29	7%
Yew Wah International Education School	15	3%
Guangzhou Huangpu Guangfu Experimental School	38	9%
Shenzhen Jianwen Foreign Language School	47	11%
Shenzhen Sinolink Primary School	61	14%
Chengdu Jiaxiang Foreign Languages School	59	14%
Tianfu No.7 High School	53	12%
Total	436	100%

This chapter summarizes the results of hypothesis testing, confirming the positive effects of network governance mechanism and bureaucratic governance mechanism on governance performance in Table 8.

Table 8 Summary of Hypotheses Testing

Hypothesis	Description	Result
H1	Network governance mechanism has a positive effect on governance performance.	Supported
H2	Network governance mechanism has a positive effect on bureaucratic governance mechanism.	Supported
H3	Bureaucratic governance mechanism has a positive effect on governance performance.	Supported
H4	Bureaucratic governance mechanism mediates the relationship between network governance mechanism and governance performance.	Supported

Results

Objective 1: Network governance mechanisms impact governance performance.

Network governance strategies directly increase education quality and equality, according to this study. Conclusions from questionnaire and interview data from top private school staff, students, and parents:

1. how mutual trust impacts education equity and quality:

Trust is essential to educational governance. Statistics show that stakeholder trust improves education quality and equity. Trust promotes resource management, education, and student enjoyment.



2. How cooperation affects education quality and equity: Cooperation is key to network governance. The poll indicated that school management, teachers, and parents working together improve education quality and equity. This study can improve education by understanding and meeting student needs.

3. Communication and exchange among education governance stakeholders improve quality and equity. Data shows that frequent and successful encounters lessen misconceptions and disagreements and increase governance openness and confidence.

Educational governance innovation, including teaching and administration strategies, promotes quality and equity. Research shows that innovative governance methods and technologies help schools adapt to change and solve problems.

5. Cultural customs affect educational quality and equity: Respecting and integrating local cultures and traditions in educational governance improves equity. Cultural involvement boosts education's diversity and student pleasure.

Objective 2: bureaucratic governance Mediate Network Governance and Performance

Bureaucratic governance mediates network governance and performance. Our structural equation modelling (SEM) results:

Bureaucratic oversight improves educational quality and equity. The study found that control and monitoring improve educational resource use and policy implementation.

2. Supervision in educational quality and equity: Bureaucratic government requires supervision. Data shows that effective monitoring improves education quality, equity, and policy and program implementation.

3. How punishment affects education quality and equity: Governance through punishment can improve education quality and equity by preventing stakeholders from breaking rules. According to research, a fair penalty system can aid governance.

4. Institution-building matters for education quality and equity: Education governance requires institution-building to last. Studies show that full institution-building governs all parties and explains roles, enhancing education quality, equity, and governance uncertainty.

5. Accountability impacts education quality and equity: Bureaucratic accountability supports openness, trust, quality, and equity by clarifying roles and holding mistakes accountable.

Objective 3: Governance mechanism structural variables mediate

This study also studied the variables' mediating effects between network and bureaucratic governance. Network governance performance is mediated by control, monitoring, punishment, institution creation, and accountability.

Control mediates educational quality, justice, cooperation, interaction, innovation, and cultural accord.

Supervision strongly mediates the impact of trust, cooperation, interaction, innovation, and cultural norms on education quality.

3. Punishment modulates the link between education quality and trust, collaboration, creativity, and cultural norms [8†source].

4. Institution building links educational equity to trust, cooperation, interaction, creativity, and cultural norms.

5. Accountability as mediator: In educational quality, accountability mediates trust,



cooperation, interaction, creativity, and cultural norms.

Related Research

The findings of this study align with existing research both domestically and internationally, confirming the effectiveness of bureaucratic and network governance mechanisms in enhancing the quality and equity of education. Trust, cooperation, interaction, innovation, and cultural engagement are found to play pivotal roles in boosting educational governance performance. Additionally, the mediating effects of control, supervision, punishment, institution building, and accountability within governance mechanisms further underscore their significance in improving governance outcomes.

Discussion

Objective 1: Network governance mechanisms impact governance performance.

Network governance improves education fairness and quality. Individual discussions follow:

1. Mutual Trust Matters: The study found that stakeholder trust increases education quality and equity. Mutual trust promotes resource management, education, and student enjoyment. It validates previous research and highlights trust's importance in network governance.

2. The significance of cooperation: Education governance is improved by school management, teachers, and parents. Cooperation helps teachers identify and meet students' needs, improving education. This supports network governance theory and government cooperation.

3. Effective interactions strengthen governance by reducing misunderstandings and conflicts, increasing transparency and trust in government, and improving education quality and equity.

4. Innovative educational governance boosts quality and equity. Schools adapt and overcome challenges using new teaching and management strategies.

5. Cultural conventions promote educational equity by incorporating local customs into educational governance. Culture can improve student satisfaction and instructional variety.

Objective 2: Bureaucratic Governance Mechanisms Mediate Network Governance and Performance.

Remember that bureaucratic governance methods moderate network governance and governance performance:

Controlling role: Studies show that reasonable control and supervision can improve education quality and equity by ensuring resource and policy efficiency. Bureaucratic governance idea is supported by control in governance systems.

2. The necessity of supervision: Good oversight systems ensure policy and program implementation and education quality and fairness. Empirical evidence demonstrates bureaucratic government needs monitoring.

3. Effective punishment: Deterring stakeholders improves education quality and equity.



Effectiveness supports the bureaucratic governance idea of punishment.

4. Institution-building impact: Educational governance involves long-term institution-building. Institution-building regulates all parties and clarifies roles to improve education quality and equality and reduce governance ambiguity. This supports bureaucratic governance institution-building.

5. Accountability: Clarifying duties and holding people accountable for their mistakes promotes education quality and equity by building trust. Empirical research shows bureaucratic government requires accountability.

Objective 3: Governance mechanism structural variables mediate

Note that this study also investigates factors mediating network governance and bureaucratic governance:

1. Control mediates trust, cooperation, interaction, innovation, and cultural conventions on education quality. Governance methods benefit from control, which mediates performance.

2. Monitoring mediates trust, cooperation, interaction, innovation, cultural conventions, and education quality. Monitoring's mediation stresses governance. 3. Punishment mediates the role of trust, cooperation, interaction, creativity, and cultural norms in education quality.

4. Institutions mediate trust, cooperation, interaction, creativity, cultural accord, and educational justice. Institution building's mediation reveals its governance worth.

5. Accountability mediates the impact of trust, cooperation, interaction, creativity, and cultural engagement on education quality. Governance improves through accountability.

Conclusion

This study explores the chaotic governance of private education in China by constructing a new governance framework. The findings suggest that combining bureaucratic and network governance mechanisms can significantly improve the quality and equity of education. The specific conclusions are as follows:

1. the direct impact of network governance mechanisms:

Mutual trust, co-operation, interaction, innovation and cultural agreement in network governance mechanisms have significant positive impacts on educational quality and educational equity. Mutual trust fosters the efficient allocation and management of resources, while cooperation strengthens the capacity to comprehend and address students' needs. Interaction enhances transparency and trust within governance structures, and innovation enables schools to adapt to changes.

2. The mediating role of bureaucratic governance mechanisms:

Control, oversight, punitive measures, institution building, and accountability within bureaucratic governance serve as crucial mediators between network governance mechanisms and governance performance. Effective control and supervision guarantee the efficient utilization of educational resources and proper policy implementation. Punitive measures enhance governance effectiveness through deterrence. Comprehensive institution building ensures the durability and stability of governance structures, while accountability increases transparency in governance processes.

3. Mediating effects of variables:



Each variable demonstrates a notable mediating effect between network governance mechanisms and bureaucratic governance mechanisms. The mediating roles of control, supervision, punishment, institution building, and accountability between mutual trust, cooperation, interaction, innovation, and cultural conventions and the outcomes of educational quality and equity highlight their importance in improving governance performance.

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