



ORGANIZATIONAL DEVELOPMENT OF OUTSTANDING QUALITY PRIVATE

SCHOOL IN LUOHE CITY IN THE PEOPLE'S REPUBLIC OF CHINA

การพัฒนาองค์การของโรงเรียนที่มีคุณภาพเป็นเลิศในเมืองลูเหอ ในประเทศจีน

Cao Dong Liang ^{*1}

Dr.Paratchanun Charoenarpornwattana and Asst. Prof. Dr.Watunyoo Suwannaset²

¹Student-Master of Arts Program in Human Resource Development, Burapha University

²Advisor-Faculty of Education, Burapha University

* ผู้รับผิดชอบบทความ : cdl8531@gmail.com

Cao Dong Liang ^{*1}

ดร.ปรัชชันน์ เจริญอากรนวัฒนา และ ผศ.ดร.วนิชญ์ สุวรรณเครชช์²

¹นักศึกษาหลักสูตรคิลปศาสตร์ครุศาสตร์ สาขาวิชาบริหารการมนุษย์ มหาวิทยาลัยบูรพา

²อาจารย์ที่ปรึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา

* Corresponding author: cdl8531@gmail.com

Abstract

Recent years, private schools have flourished in China. However, the development level is uneven, which has a direct impact on the quality of education in private schools. The development of the organization is the key link in the development of the school. However, the Organizational Development of private schools lacked theoretical and practical guidance. The purpose of this study was to find out the successful organizational development elements and experiences of the outstanding private schools in Luohe city, to provide reference and guidance for the development of other private schools, to promote the development of private schools in the region, and to promote the development of education.

The researchers conducted case studies on three excellent private schools in Luohe, and the data were collected through interviews, documents and observation.

Keywords: Organizational development / Private school / Qualitative research / Luohe China / Management

Received : 5 August 2019

Revised : 29 May 2020

Accepted : 30 May 2020

Online publication date : 26 June 2020



บทคัดย่อ

ในช่วงปีที่ผ่านมาโรงเรียนเอกชน เป็นธุรกิจที่มีความเจริญรุ่งเรืองในประเทศไทยเป็นอย่างมาก อย่างไรก็ตาม ระดับการพัฒนาโรงเรียนเอกชนมีความไม่คงที่ซึ่งส่งผลกระทบโดยตรงต่อคุณภาพการศึกษาในโรงเรียนเอกชนการพัฒนาองค์กรเป็นกุญแจสำคัญในการพัฒนาโรงเรียนเอกชน อย่างไรก็ตาม การพัฒนาองค์กรของโรงเรียนเอกชนยังขาดคำแนะนำทางทฤษฎีและปฏิบัติ วัตถุประสงค์ของการศึกษาครั้งนี้เพื่อค้นหาองค์ประกอบการพัฒนาองค์กรที่ประสบความสำเร็จ และประสบการณ์ของโรงเรียนเอกชนที่ได้เด่นในเมือง Luohe เพื่อเป็นข้อมูลอ้างอิงและแนวทางในการพัฒนาโรงเรียนเอกชนอื่น ๆ เพื่อส่งเสริมการพัฒนาโรงเรียนเอกชนในภูมิภาคและเพื่อส่งเสริมการพัฒนาการศึกษา

นักวิจัยได้ทำการศึกษากรณีศึกษาโรงเรียนเอกชนยอดเยี่ยมสามแห่งในเมือง Luohe และ รวบรวมข้อมูลจากการสัมภาษณ์ เอกสารและการสัมภาษณ์

Introduction

Education determines today and the future of human beings. The ways schools are organized and developed could become key factors, which may either enhance or impede the development of education quality and students. However, public schools in China have encountered problems because of the defects in the Chinese public education system, Wei Jie (2001) agrees with this on such points :

1. First, the budgets of public schools are usually based on the indicators For last year, this is because such budgets are easily approved by the higher education authorities and the financial departments .There is no incentive for public schools to save the cost of education .Once the budget is confirmed, changes are not allowed from financial department .This prevents the school from making the best choice to meet the principle of efficiency in daily teaching expenditure and school scale.

2. Secondly, the autonomy of public-school education investment Decision-making is insufficient .The educational budget, the education development plan, the tuition fee collection, and the high-level personnel arrangement of the public school must be decided and approved by the higher education administrative department or the relevant government departments .The development and management of the school's multi-angle are usually prohibited .In this way, due to compulsory administrative intervention in investment decisions, financial budgets, and other aspects, it is difficult for public schools to take measures to improve the efficiency of investment in education .At



the same time, public schools are not only controlled by the administrative departments of education, but also by other departments of the government, such as the financial department, the audit department, and the personnel organization department.

3. The politicization of public-school education .This point is most obvious in the selection system of the school decision-makers and managers, which means when selecting the decision-makers and managers, the most important standard is “political reliability”, but not according to the internal requirements of the development of education.

4. The "competitive barrier "formed by excessive protection from the Government. As public sectors, the public school relies on financial allocations to achieve the balance of payments .Even if public schools fail to receive payments, there is no threat of closure or shutdown .They are completely outside the market competition .This leads to the lack of motivation to improve for public schools.

Although educational .s public education has formed a fixed system'China, After decades of development. It still needs a long period of time, lanreform is carried out according to its p.

As an open organization, the school should not only respond positively to the changes in the external environment, but also meet the internal needs, and try to form a more competitive organizational ability .Great changes have taken place in the external environment of school organizations, and internal organizations must keep pace with fundamental changes .It is necessary for the teachers to change their ideas, keep up with the pace of development, actively participate in and adapt to the development of the organization .After a series of Organizational Development strategies, the school organization will be completely new .All in all, in order to make full use of educational resources, realize the growth and change of more schools, popularize quality education, further improve and improve the quality of education in Luohe and Henan, it is absolutely necessary to guide and appeal to the schools to carry out reform of the schools.

Some private schools perform considerably well in developing and maintaining remarkable education quality .(Li Qun, 2012) agreed this reviewing the following points:



First, private schools in China could well adapt and respond to the changes occurring in global education development. For example, teachers have been frequently trained to improve their pedagogical practice .

Second, it can adopt advanced teaching ideas on time, and it is flexible and changeable .Private schools have flexible ideas of running schools, absorb advanced teaching ideas, and make a timely response to social development needs, and adjust them to actual teaching .

Third, small class system teaching. The teaching of the small class system in private schools is usually carried out .The number of students in each class is about thirty .In this way, the number of students is good for teachers' classroom management, can take care of the specific development of each student, and help teachers to adopt flexible teaching methods for different students' personality .

Fourth, private schools pay attention to the development of quality .In addition to completing the basic learning tasks, private students pay more attention to the overall quality of students and more extracurricular activities than public schools, which is very attractive for Chinese parents who are changing their educational philosophy.

Fifth, The quality of teachers is high .Private schools are flexible in the recruitment, assessment, and appointment of teachers .The good teacher can be paid for; the bottom can be eliminated; at the same time, salary is bound to attract many excellent teachers and continuous inflow .Such a mechanism for the survival of the fittest ensures the vitality of the fresh blood and the body.

According to the above advantages, the development of private schools will make up for the shortage of public schools and promote the development of Chinese education .The Organizational Development of outstanding private schools undoubtedly has a great reference for other private schools and will also promote the development of the private sector.

Scope of the study

This study is a qualitative study applying the case study strategy .The schools which will be studied in this study are 3 large-sized schools located in Luohe city .The selected schools are teaching students in both primary and middle levels .While the first and second schools have been acknowledged as the



outstanding quality private schools in downtown Luohe .The third school is a school in a district outside the downtown which also received the “outstanding private school ”award.

Research related to this study

Organizational Development refers to the process of improving and renewing enterprise organization through long-term efforts at the organization level to realize the organization change of the organization. In order to achieve the planned organizational change plans and goals, the theory and technology of management psychology and other disciplines are often used to carry out Organizational Development. While organization change refers to the transformation or adjustment of organization function. All organizations will continue to make certain changes. Since the 1960s, management psychologists and entrepreneurs have been paying special attention to "planned change", that is, from scattered change activities to systematic, strategic and planned changes. After reviewing relevant research and papers about organizational development, the researcher found that most researchers in China focused on organization change. In view of the development of Organizational Development in organization change, organization change can be seen as a means to achieve effective organizational development. The author read some articles and academic articles about organization change.

Fang Min and Fu Shu Jing (2014) studied the enlightenment of new institutionalism theory to the school Organizational Development in China from the theoretical level. They believe that the key to the development of educational organizations is to maintain public trust and confidence. Schools rely on compliance with laws, regulations, and policies to obtain the premise and possibility for the development of school organizations. The school organization is an "open system". This system is constantly connected with the external environment, so the relationship between the school and society will be gradually transformed into a "tightly integrated system".

Ma Jing Jing (2008) studied the theory and practice research of school organization change. The author adopted literature to study some professional papers, academic monograph, and research reports. She compared the measures and experiences of organization reform in China and abroad and used historical



methods to sort out the development process and historical changes of a school system. She thinks that In China, the development of public primary and secondary schools has been greatly protected by the government and society, resulting in the lack of competitive awareness of the school organization, the status quo, the regional conservatism. The reform of the school organization that fundamentally made the school more vital and developed. In order to promote the development of the organization, this study holds that teachers' identity, leadership transformation, institutional innovation and cultural generation can be constructed.

Luo Zeng Yi (2015) studied the present situation and understanding of the study of school organization change. By using the method of literature review, the author retrieved relevant papers and periodicals through academic websites and carried out key reading analysis. Scholars generally regard the school organization as a relatively open system. The future survival and development of the organization should not only respond positively to the external environment but also meet the operational needs of the internal system, make changes in the continuous selection and adaptation. The school organization must take specific measures according to the changes in the environment and the internal and external environment. Change the organization itself.

He believes that the key to school organization change is human transformation, in essence, the remodeling of culture. The exploration of school organization change is also an important part of principals' professionalization. In the study of school organization change, scholars pay more attention to the change of school organization structure, because the structure is the most intuitive and obvious element in the organization. The change of organization structure embodies the special value of organization values, and organization change often begins with the reform of the structure. At present, Chinese School reformers pay special attention to the optimization of the organization process, which refers to the restructuring of school organization and functions, including institutional setting, power, and responsibility division, and coordination. For example, to adapt to the expansion of school scale and professional requirements, the "grade management committee", "teacher committee", "school education, teaching guidance committee", and the "Parents committee" are set up.



Chen Zhi Yong (2017) studied the relationships between the transformational and transactional principal in primary and middle school, organization innovation atmosphere and the organization commitment. This is a quantitative research conducted by questionnaire. He collected the data from 375 teachers in 10 primary and secondary schools. He agrees that The construction and stability of the teacher team is the core competitiveness of the school development. The development of the school and the improvement of the quality of education are often restricted by the shortage of teachers' team construction and the instability of the teachers' team. On the other hand, the principal is the soul of the development of a school. The leadership style of primary and secondary school principals is related to the efficiency of the operation of the whole school. The leadership behavior of principals is mainly reflected in the relationship between principals and teachers. From the perspective of teachers, this paper discussed the relationship between the principal's leadership style, the school organization innovation and the organization commitment of the teachers, hoping to provide valuable management countermeasures for the development of the school organization.

The study believes that in order to promote the development of school organization: 1, the principal should not only pay attention to the use of tangible rewards in exchange for teachers' work loyalty, keep the team of teachers stable but also pay attention to the internal needs of the employees' self-realization. Improve the teachers' significance to work and to improve their work significance. Help the teachers understand the vision of the organization. 2, establish and improve the incentive mechanism, including a fair system of teacher performance assessment, reasonable salary system, fair reward, and punishment system. Finally, encourage teachers to achieve the goal of school development. 3, to create a good atmosphere for school innovation. The principal is an important factor in creating an innovative atmosphere in the school. From the headmaster, the principal should pay attention to and improve its own business level and leadership quality through training and learning, network learning, work practice and reflection summary. Secondly, principals should encourage creativity and be good at listening to teachers' opinions and suggestions, giving teachers respect and trust. From the school side, the school should set up a platform for teachers to learn and grow. On the one hand, grasp the "internal learning", carry out regular



teaching seminars and encourage teachers to listen to each other. At the same time, to carry out the "old and new" guidance program to help new teachers learn and grow up; on the other hand, pay attention to "external learning", encourage teachers to learn and study, and provide teachers with the opportunity of individualized training and learning.

Research objective

To study the organizational development elements leading to the success of outstanding quality private school in Louhe city.

Research question

What are the key organizational development elements leading to the first-rate private schools in Luohu city obtaining the outstanding private school awards?

Definition of terms

In order to minimize the influence of variables on the validity of the research results, the authors combined the literature review and related concepts to define the topics involved in the research question.

1. Organizational Development which was studied in this research refers to successful organizational elements in terms of school management elements, staff characteristics, school policies and regulations, leadership style, and HRD activities and practices.

2. Outstanding quality private schools in this study are the selected schools that have been receiving awards displaying their excellence in school administration from the government or social organizations for the last five years from 2013 to 2018 .The schools are large private schools in Luohu city.

3. Luohu city is one of the prefecture-level cities of Henan province located in the central South of Henan, China.

Research Methodology

Research design

This study follows the qualitative research approach due to the following convincing reasons: 1, The researcher aims to understand how some exceptional



private schools in Louhe city manage and improve their educational quality to be outstanding schools. 2, In order to understand how the selected organizations are developed, this study requires the researcher to work closely with his participants. 3, The researcher personally believes that a semi-structured interview, observation, and reviewing related documents are data collection techniques used in most qualitative studies seems to provide the researcher with the answers to his research question.

Research strategy

‘Case study’ appears to be the most appropriate qualitative strategy to apply in this study. Firstly, since this research has never been conducted in Luohe city, this study could generate a new body of knowledge in schools regarding educational development. Secondly, Yin (1994) pointing out that the type of research questions posed as one of the reasons to decide upon a research strategy. Accordingly, the case study was preferred when the research questions take the form of “how” and “why”.

Setting and participants

Participants in this study refers to people working in private local outstanding schools in Luohe city. They are working in management levels-school leaders and teachers at all levels at the time the data was collected in 2018 .

Data Collection Instrument

Data collection methods: Interview. This obtained that one-on-one semi-structured interview could be the best data collection technique in a qualitative study even though it seems less interesting by Given (2016).

Data collection process

The process of data collection in this study is designed as suggested by Creswell (1998). These are step 1 (Locating site/individual, step 2 (Gaining access and making rapport ,step 3) Purposefully sampling, step 4 (Collecting data ,step 5) Recording information, step 6 (resolving field issues ,step 7) Storing data.

The researcher searched the name list of the outstanding quality private schools in Luohe city from the Internet. Then contacted informants who are schools’ principals or management teams working in the schools that meet the criteria to asked permission to send an email which enclosed the detailed information about the project and request for the available dates and time to visit them in a private room at their schools. On the meeting date, the researcher



arrived at the school early and waited outside until the meeting time. Only after the permission to interview is given, the interview process started. The researcher estimated that it could take 30 minutes to several hours to interview each informant. At the end of the interview, the researcher expressed his sincere gratitude for the kind opportunity given by the informants and asked permission for further visits if some information is needed. In addition, the researcher didn't forget to get some advice from his informants if they know any other potential participants who could also provide the researcher with rich information before leaving.

Data Analysis

Since this research is determined as a study applying the case study strategy, the researcher takes the advice of steps of data analysis suggested by Creswell (1998 : 148-149). 1) Data managing: Create and organize files for data, 2) Reading Memo-ing, 3) Reading through test makes margin notes form initial codes, 4) Describing: Describe the case and its context, 5) Classifying: Use categorical aggregation, establish patterns of categories, 6) Interpreting: Use direct interpretation, develop naturalistic generalizations, 7) Representation representing, visualizing: Present narrative augmented by tables and figures.

Findings

The unique factors assisting the school to develop itself and obtain the place at the top were discovered and presented in 4 categories. These are:

1. Effective Management:
 - 1.1 Respecting everyone's opinion
 - 1.2 Implementing flexible and changeable order management
 - 1.3 Focusing on deliberated goals, regulations, policies and leadership comforting school staff
 - 1.4 Establishing an Admissions department recruiting new students
 - 1.5 Delegation and Authorization of head teachers ensuring total educational quality of students
 - 1.6 Promoting characteristics expected of Teachers
2. Leadership of school administrators
 - 2.1 Servant leadership style
 - 2.2 Building Trust with Staff
 - 2.3 Principal learning



- 2.4 Reflective principal
- 2.5 Being a good role model
- 2.6 Being a kind principal
- 2.7 Positive leadership
- 2.8 Promoting competitive wages and benefits as well as staff well-being
- 3. Professional Development
 - 3.1 Sharing Teaching Knowledge and Experiences
 - 3.2 Practicing Transparent & Open Communication
 - 3.3 Organizing an Employee Recognition Program
- 4. School policies, Regulations and Practice
 - 4.1 Teaching and learning
 - 4.2 Parent Relationship Management
 - 4.3 Human Resource Management Practice



Figure 1 In order to demonstrate the findings of this study, the researcher showed some evidence obtained in this study. Through these evidence, readers can have direct access to the voices of the participants, thus a better understanding of the researcher's findings.



1. Effective Management

1.1 Respecting everyone's opinion: Respect for teachers' personal opinions also means that teachers are respected, which is conducive to maintaining the stability of the teaching staff and enhancing teachers' loyalty to the school. Some direct quotations can be seen as follows:

“Sometimes, your decision-making is not always correct, if your attitude is always very sharp, difficult to accept, difficult to approach. Then, no one wants to give you advice or tell the truth.” (T1, T2)

1.2 Implementing flexible and changeable order management: The schools introduce some general rules and protocols that all school staff need to follow. However, there are also some flexible rules which are issued for certain teams to help them perform their work comfortably and effectively. Some direct quotations can be seen as follows:

“Each grade can formulate its own management system, as long as everyone agrees, the management system is discussed.” (T2, S2)

1.3 Focusing on deliberated goals, regulations, policies and leadership comforting school staff: Since stable rules and regulations can promote the fairness of employees to a greater extent, so that employees have a stronger sense of security; stable policies can ensure the sustainability and direction of school development, focusing on major events. Some direct quotations can be seen as follows:

“Teachers are very motivated, they say that sooner or later we will achieve our goals. As long as we persevere and work together, we cannot achieve that goal in three years or in five years or in ten years.” (T2, S1)

1.4 Establishing an Admissions department recruiting new students: Seeing that the source of students is the basis for the survival of private schools, they set up a new department for recruiting new students. The teaching departments focus on teaching and the administrative departments focus on administrative work. Some direct quotations can be seen as follows:

“Enrolment is very important, because the survival and development of our private schools depends on the source of students, no source of students is useless.” ... (T2, S1)

1.5 Delegation and Authorization of head teachers ensuring total



educational quality of students: As the head teacher is the direct manager and the first responsible person of the class management work, the head teacher came to be the key and core to do a good job in the class management work. The work of the head teacher is supported in all directions, which directly affects the education of students. Some direct quotations can be seen as follows:

“Because all the departments of our school are to serve the head teacher and help the head teacher. This is a consensus among all of you ”... (T1 ,S2)

1.6 Promoting characteristics expected of Teachers : These expected Teacher's characteristics include high staff loyalty ,being a charismatic teacher , and applying professional communication skills when communicating with parents . Some direct quotations can be seen as follows:

“In fact, what really attracts students is the personal charm of the teacher, not how good the professional knowledge of the teacher is. Teachers will not make mistakes in professional knowledge. What attracts the student, moves the student often is the teacher's individual talent, or in the disposition witty humor. ”(T1 ,S3)

“On the whole, schools can make people reluctant and sometimes make you think it's a school worth working in. ”(T1 ,S2)

“For maintaining relationships, communication is very important, so that parents understand and support the school's practices, to answer parents' questions. ”(T2 ,S3)

2. Leadership of school administrators

2.1 Servant leadership style: A servant leader is one who cultivates a culture of trust and encourages, it will help to improve the quality of performance of the staff. High-quality servant often brings high performance. Some direct quotations can be seen as follows:

“All the leaders of our school are to serve the teachers. It is a common understanding of all of us that as long as it is a teacher's business, it is a student's business. ”(T1 ,S2)

2.2 Building Trust with Staff: Trust is the key to successful management. Only by trusting teachers, can principals truly rely on teachers to do things and base on teachers' learning management. Some direct quotations can be seen as follows:



“That is to say, when the teachers are worried about something, they feel that there is someone to help them, and when he feels the most difficult, there is someone with them. ”(T1 ,S1)

2.3 Principal learning: Principal learning means that in the process of acquiring knowledge and improving oneself, and then continuously uses what he learns to devote himself to research, innovate practice, solve real problems and develop the school's ability. The principal's learning ability also relates to the construction of a learning organization in his school. Some direct quotations can be seen as follows:

“Leadership training and principal training courses organized outside the summer vacation, I will attend every session. ”(T1 ,S1)

“There are 42 teachers in our middle school department. As a principal, my study must be the first among 42 of us. When I am keep learning, the other teacher will learn as well ”(T1 ,S2)

2.4 Reflective principal: The principal's work is more accumulation and repetition, reflecting on his own education and management practice, which is more likely to produce headmasters 'work wisdom. Some direct quotations can be seen as follows:

“As a person, I always feel that foolish birds fly first. I am rather foolish, and have no big theory, nor advanced theory. But I really work on it. After that, I am good at summarizing and reflecting. ”(T1 ,S1)

2.5 Being a good role model: Only by setting an example can the headmaster establish authority better. If the principal does not respect the rules and systems, he cannot ask the staff to abide by the rules and systems. Some direct quotations can be seen as follows:

“As the principal, I have to lead by example and play a demonstration role. This is also the need for the position. ”(T1 ,S1)

2.6 Being a kind principal: A kind principal can bridge the gap between him and his employees and unite them around him. Strong affinity enables the majority of teachers and staff to closely unite around themselves and work towards the same goals. Some direct quotations can be seen as follows:

“The system is strictly enforced, but when it comes to problems and mistakes, the attitude of the leader can be harmonious, paying attention to the artistry and wisdom of the method. ”(T1 ,S1)



2.7 Positive leadership: Positive leadership is based on positive psychology. The leadership has to enlarge the advantages of employees and weaken their shortcomings. In another way, positive leadership appreciates staff for their unique contributions. It means acknowledging good things and actions. Some direct quotations can be seen as follows:

“if I am happy, I can bring happiness to my teachers, so that people who work with me can be happy. ”(T2 ,S3)

“I am very good at discovering the strengths of my employees. For the advantages, to praise, to zoom in; for employees who do not do well, try to weaken the weaknesses of these employees. ”(T2 ,S1)

2.8 Promoting competitive wages and benefits as well as staff well-being :Competitive salaries can retain excellent teachers, motivate them to work hard, and attract high-quality teachers to work in this school. Some direct quotations can be seen as follows:

“The introduction of talent is very important; the attraction of this highly qualified teacher requires you to give him the appropriate salary. This is the talent introduction strategy that our school has always adhered to. ”(T1 ,S1)

3. Professional Development

3.1 Sharing Teaching Knowledge and Experiences: Sharing professional experience is a basic element of career growth. For the participants, the summary of their own teaching experience can reflect on their own teaching. For the recipients, it is conducive to improving the teaching level and the efficiency of teaching and learning. Some direct quotations can be seen as follows:

“Every classroom teacher must have a deputy classroom teacher. If it is a new class teacher, give this classroom teacher a partner teacher who has experience. At least one of the classroom teachers and the deputy classroom teacher is experienced. ”(T1 ,S2)

3.2 Practicing Transparent & Open Communication: Transparent and open communication makes employees feel that they have positions in the school. Work then becomes meaningful because the staff know that what they contribute affects the school. Transparent and open communication will eventually break the ice between staff and management teams at different levels. Some direct quotations can be seen as follows:



“I am free to express what I want to say. When I have an idea, I will talk to my group. It is this feeling that makes people feel very relaxed. ”(T2 , S2)

3.3 Organizing an Employee Recognition Program: Recognition for hard work will encourage the staff in school. By rewarding staff who put effort into their work will promote similar behavior in the future. However ,recognition should be made specifically and personally .Some direct quotations can be seen as follows:

“As a teacher and a school employee, when you do well, you will be recognized not only by parents, but also by the school. ”(T2 ,S3)

4. School policy, regulations

4.1 Teaching and learning: Theory X assumes that employees dislike working, students dislike learning naturally. A strict teacher management and learning management system especially punishment system works in developing the quality of work. Some direct quotations can be seen as follows:

“Every teacher's work has strict rules, every detail has a score, every minor responsibility has a score, if you can't do it or can't do it well, you will be punished accordingly, maybe salary, maybe year-end evaluation activities. ”(T2 , S2)

“Every class is checked out of the classroom. Every student requires sitting upright and putting your hands on the table. Only the books used in this lesson can be placed on the desk of each lesson, while the other books can only be placed in the desk or bag. ”(T1 ,S2)

4.2 Parent Relationship Management: 1, Providing personalized assistance to students. 2, Organizing small class teaching, 3, Building trust with parents. 4, Establishment of Parent Committee and Parent School. Some direct quotations can be seen as follows:

“for different types of students have different requirements. Different students can photograph different places. ”(T1 ,S2)

“In small classes, teachers are more likely to take care of each student. ”(T2 ,S2)

“Parents of students are very young, especially in primary schools. Sometimes these parents are children themselves. They don't know how to educate their children and how to communicate with them. ”(T1 ,S2)



“Parents' committee is an important bridge between the school and parents. The school expresses its views through the parents' committee, and the parents express their views through it. ”(T1 ,S3)

4.3 Human Resource Management Practice. Fringe benefits of teaching staff. Training & Development-Focused. Some direct quotations can be seen as follows:

“During the summer vacation, the school organizes backbone teachers to attend training in other places, which is available in every campus. ” (T2 ,S1)

Summary of Research Methodology

Participants and non-probabilistic sampling techniques applied in This study Six teachers and leaders from 3 outstanding quality private schools in Luoh District participated in the study .The schools they work for have been being awarded as "excellent private schools "from 2015 to 2019 .To identify these participants, the researcher employs 2 non-probabilistic sampling techniques which were 1) Purposive sampling to find participants who can provide valuable information, 2) Snowball sampling which later on helped the researcher to link from one participant to another .Combining these two approaches, not only could the researcher meet participants who could provide reliable information, but abundant raw data could be obtained .After that, the researcher classified his collected content through the content analysis technique before drawing his final findings.

Data Collection Instrument and Methods

In order to obtain detailed information, the researcher interviewed 6 participants who were teachers and leaders of outstanding private schools in Luoh area . Open-ended questions were asked . By following a semi-structured interview technique, the interview session was conducted informally and comfortably .To remind the researcher about important points which needed to be covered, a verified interview guide containing 6 types of questions suggested by Patton (1990) was used. These are 1) Experience/Behavior Questions 2) Opinion/Value Questions 3) Feeling Questions 4) Knowledge Questions 5) Sensory Questions 6) Background/Demographic Questions .In addition, the picture of organizational development of these schools was beautifully painted since the



researcher asked his prepared questions in three different time frames (Maykut and Morehouse, 1994)

Data analysis

The collected data was transcribed into text through a Chinese transcription software .Researcher took the advice of the steps of data analysis suggested by Creswell (1998) to analyze the data in this study.

Discussion

This study reports 4 main factors leading to the first-rate private schools in Luohe city obtaining the outstanding private school awards .All of these 4 factors have been reported to be the factors which participants from all the selected schools mentioned as effective strategies assisting the success of their organizational development to become outstanding schools in Luohe city .To confirm the applicability of the research findings as part of his trustworthiness strategy, the researcher studies and presents certain similar knowledge found from his findings which has been reported in previous studies .

Through reviewing a number of academic publications on the organizational development of private schools, the findings in this study scientific and effective management, leadership, professional development and school regulations and policies have been similarly found as means which many excellent private schools realize and practice .The leadership of school administrators can play the most effective role in excellent management .Talent developments focusing on professional development are one of the key success indicators in many excellent private schools since it could provide sustainable development for an excellent private school .Motivation, school policies, management regulations and some specific practices are valuable experiences of each school to promote the development of its characteristics .These views are found in the following literature :

1. Effective Management

1) Respecting everyone's opinion : When teacher's opinions are respected it is easier to motivate them in their work (Pollitt, 2011 ; Rock, 2009 ; Schmidt, 2010) thinks it is important to look at the role of respect for the employees within the leadership process as respect for employees is so important



in today's organizations in order to increase satisfaction among employees and enhance organizational effectiveness .

2) Implementing flexible and changeable order management :It is more conducive for teachers of different departments and grades to carry out their work and establish a teaching system more suitable for students of different ages. (Michales, 1994 ; Bob Horstman, 1998 ; Norton, 2010) agree that flexible and changeable order management makes it easier to implement humanized management in work, deal with more responsible and specific events in the workplace to ensure that every employee is treated fairly and every situation is handled fairly.

3) Focusing on deliberated goals, regulations, policies and leadership comforting school staff :Deliberated goals, regulations, policies can guide schools in the right direction, and deliberated goals, regulations, policies are more stable, bringing a greater sense of fairness and security to employees (Habemas, 1990 ; Barabas, 2004) emphasized that stable policies ensure that employees are on a clear path, easier to master effective working methods, and to sum up and accumulate effective work experience in the organization.

4) Establishing an Admissions department recruiting new students : Recruiting new students is an important role of a school, which is highly professional and requires a great deal of energy. Establishing a special department for recruiting new students is more conducive to making teachers concentrate on teaching work, while ensuring that teaching work is carried out more efficiently (Arnaud, 2015 ; Daniel, 2017 ; The American federation of teachers, 2009) agree that it is very important for private schools to recruit new students, the number of students influences everything in the management and operations of a school .It defines everything, and affects hiring, maintenance, strategy, and salaries.

5) Delegation and Authorization of head teachers ensuring total educational quality of students :The work of the head teacher is mostly direct working with the students, which is related to the quality of life and learning of the whole class, so the work of the head teacher should be the top priority of the operation of the whole school (National Standards for Head teachers, 2004) found that the head teacher plays a key role in developing the teaching quality of students.

6) Promoting characteristics expected of Teacher's :These expected



Teacher's characteristics include high staff loyalty, being a charismatic teacher, and applying professional communication skills when communicating with parents (Particia, 1987 ; Paula Armstrong, 2015) believed that ensuring that teachers who are best suited and most able to enhance student performance are employed and is a key responsibility for policy makers .

2. Leadership of school administrators

1) Servant leadership style, as a servant leader is one who cultivates a culture of trust and encourages staff, it will help to improve the performance quality of the staff (Nancy Kim, 2016 ; Winston, 2015) found that servant leadership meets the criteria for effective leadership .

2) Building Trust with Staff :Only by trusting teachers, can principals truly rely on teachers to teach and work following the school rules and regulations. (Nyhan, 1997 ; Entwistle, 2006) announced that the development of trusting and mutually caring relationships can benefit morale, particularly during stressful situations within the organizational environment .

3) Principal learning : Society is changing, and the characteristics of teachers are changing with society .Only principals who are constantly learning can adapt to these changes and provide effective and up-to-date management and help. (Zhang Dongjiao, 2011 ; Jiang Xianglong, 2010) found that principal learning is an important factor affecting school improvement and development .How to institutionalize the use of social resources to guide principals' systematic learning, joint learning and leadership of the school team learning is presently the key problem to be solved.

4) Reflective principal : Everyone will inevitably make mistakes .Only by constantly reflecting and summarizing, can we grow to be better .The work of the principal is related to the development of the whole school, so the reflection and summary of the principal is particularly important. (Castelli Marx and Egleston, 2014 ; Alpay Ersozlu, 2016) announced that reflective leadership plays a key role in successfully maintaining operations in organizations and in achieving their far and near objectives .

5) Being a good role model : Only by setting an example can the headmaster establish authority better .If the principal does not respect the rules and systems, he cannot ask the staff to abide by the rules and systems .If the principal does well himself, the staff will consciously learn from the principal.



(Gibson, 2004 ; Sealy & Singh, 2006) believed that role models are important for the development of professional identity, personal growth and career success, as they provide a source of learning, motivation, self-definition and career guidance.

6) Being a kind principal :A kind principal can bridge the gap between him and his employees and unite them around him. (Pallotta, 2014 ; Terri Klass, 2018 ; Hegarty & Moccia, 2018 ; Saudi, 2016) found that a kind principal can close the distance between staff and leaders, make employees more willing to contribute to the company, and increase effectiveness

7) Positive leadership : No one is perfect .An active leader is better at discovering and exploiting employees' strengths, weakening employees' weaknesses and maximizing everyone's potential. (Kim Cameron, 2012 ; Jon Gordon, 2017) agree that excellent leaders are good at utilizing the "sunshine effect", bringing positive energy to the whole organization, revitalizing the organization, and achieving amazing results.

3. Professional Development

1) Sharing Teaching Knowledge and Experiences: sharing professional experience is a basic element of career growth. (Fullan & Connelly, 1990 ; Grimmett & Erickson, 1998 ; Kemessis, 1987) have the same opinion that sharing professional experience has become an axiom to provide employees with opportunities to share their experience, reflect on the significance of personal practice and share explanations with colleagues.

2) Practicing Transparent & Open Communication :Transparent and open communication makes the employee feel that what they said is valuable . Furthermore, it makes employees feel that they have positions in the school. (Appelbaum et al., 1999 ; Cascio & Wynn, 2004) believed that Transparent & Open Communication will be able to gain employee trust more effectively, enhance leadership at work, and facilitate management and policy implementation.

3) Organizing an Employee Recognition Program :Recognition for hard work will encourage the staff in the school. (Mussie, 2013 ; Aberdeen Group, 2013) agree that all the staff hope to be recognized .Recognition of employees can better motivate employees, give full play to their imagination at work, and improve employee loyalty.

4. School policy, regulations

1) Teaching and learning :Theory X assumes that employees dislike



working, naturally, they are unmotivated, ambitionless, non-initiative and dislike responsibilities .Strict student management systems and strict teacher management systems are implemented in private schools to help to manage the teachers and students to follow the school regulations and improve their effectiveness. (Irls Vardl & Robyn Quin, 2011 ; Alfred, 2007) point out that teaching and learning is the core work of a school .Ensuring the efficiency of teaching and learning will greatly ensure the improvement of the quality of teaching in a school and is the key to the development of a school.

2) Parent Relationship Management, (Hornby, Garry, 2011 ; Lenida Lekli, 2015 ; Amanda Witte, 2015) have the similar point that in today's complex social environment and school environment, teachers' education methods are often challenged in various ways. Establishing a harmonious and friendly teacher-parent relationship will greatly support students' learning and teachers' education.

3) Human Resource Management Practice, (Kulliyyah, 2017 ; David, 2018) agrees that the most direct role of effective human resource practice is to find and train excellent staff, which is the key to effective school work and can help to realize the vision and planning of the school .

Conclusion

Other private school should visit and learn more about the management model and methods of excellent private schools .They could additionally take part in management training activities to learn more effective management methods.

Private schools should do a good job in screening the leaders and appoint people with merit and competence .Other private schools may consider sending their leaders to participate in training activities so that new ideas regarding school management can be refreshed or brushed up. The leaders of the schools could also improve their leadership ability, and become aware of important administrative work.

In terms of effective teaching management, administrators of private schools should value the valuable experiences of senior teachers and suggestions given by parents could help improve the quality of teaching of young teachers in schools .Knowledge management and sharing should be systematically promoted, transferred as part of school cultures which everybody values and respects .



Schools can therefore be the place where everybody talks and listens to each other.

Although monitoring school teachers and enforcing regulations and policies could be stressful; it is sometimes unavoidable to use them for the purpose of ensuring high quality education .Schools should be a place where teachers realize the importance of devoting themselves at their best to teach students and instill correct perspectives to their growing students as well as it being the place where parents and students are aware of their coming to study and learn as much as they can.

Suggestions for further studies

This study suggested three recommendations for further studies

1. A new study may compare the differences between excellent private schools and non-excellent private schools.
2. New studies may consider the findings which are key success factors presented in this study and use them as points to investigate problems which non-excellent private schools may encounter.
3. New studies should investigate key success factors that allow other types of private schools to obtain success within their specific contexts so that they could have some starting point to plan, improve and develop their organization in the areas needing improvement.
4. New studies may study the parents 'viewpoints on the criterion of Outstanding quality private schools

References

China Insights Consultancy. (2016). **Blue Book of China's education industry**.

Chinese Teachers'Newspaper. (2011). **Notice on organizing the selection of " 2011 China's model private education power.**

Chen, Zhi. Yong. (2017). **The relationship among transformational and transactional principal in primary and middle school: A study on organizational innovation atmosphere and the organizational commitment(D)** .Guangxi University .China.

Creswell, J. W. (1998). **Qualitative inquiry and research design: Choosing among five traditions**. Thousand Oaks ,CA :Sage



_____. (2003). **Research design: qualitative, quantitative, and mixed methods approaches** . (2nd ed). Thousand Oak CA :Sage

Given, L. M. (2016). **100 questions and answer (about qualitative research)**. CA : Sage.

Henan Educational Administration. (2017). **Notice on carrying out the activities of selecting advanced units and individuals n private education in Henan In 2017.**

Luo, Zeng. Yi. (2015). **The present situation and understanding of the study of school organizational change** . Basic Education Research. 2015(23).

Ma, Jing. Jing. (2008). **The Theory and Practice Research of School Organization Change(D)**. Fujian Normal University.

Wang, Hong, Yan. (2012). **Research of the school organization's change in curriculum reform promoting: A case study of primary school** . Northeast. Normal University .China.

Wang, Ying, Yu. (2014). **Study on school organization theory and practice in the transformation of teaching methods(D)** .Shanxi Normal University .China.

Wei, Jie. (2001). “On Institutional Reasons for Low Efficiency of Investment in Public Education”. **Education and Economy** .DOI :10.3969/j.issn.1003-4870.2001.04.003

Yin, R. K. (1994). **Case study research: design and methods**. (2nd ed.) Thousand Oaks ,CA :Sage ,p.9