

Research on Quality Management of Higher Education Based on Cultural Perspective

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ABSTRACT. *Organizational culture exists objectively in any organization, which is a means and method of modern organization management, and university organizations are no exception. University organizational culture has the characteristics of member participation, member consistency, goal orientation, system openness, and will have a profound impact on the quality management of higher education. Therefore, we must establish culture-oriented quality management and promote the improvement of quality management.*

KEYWORDS: *Organizational culture; Higher education; Quality management; Core values*

1. Introduction

Organizational culture sprang up in the late 1970s and early 1980s. It was first studied by American scholars on the management system of American and Japanese enterprises and the comparative study on the impact of enterprise competitiveness. It was found that complex internal culture plays a very important role in organizational success. For example, Edgar H. Schein, a well-known American scholar, deeply expounds organizational culture in his book *Enterprise Culture and Leadership*. He believes that organizational culture is a common concept within an organization, an ideological basis formed in the process of solving various external adaptation and internal integration problems, and shaping new members of the organization to look at and think about it. And the way you perceive problems. Since then, scholars at home and abroad have carried out extensive research on organizational culture, believing that organizational culture exists objectively in any organization, and higher education is no exception. The organizational culture of a university provides

an explanatory means for the complex phenomena in the daily life of the University organization, and it is also a new way to motivate employees. Organizational culture not only affects the pursuit and behavior of employees, the relationship between employees, but also affects the efficiency of organizational management and the survival and development of organizations. It is an organic part of organizational management and enterprise quality management. Therefore, organizational culture has gradually become a new management concept to participate in organizational management.

1. Characteristics of University Organizational Culture

1.1 Broad participation

Extensive participation refers to the degree of participation and involvement of members of an organization, which includes both the participation of faculty and staff and the participation of students. Participation reflects the enthusiasm and love of the members of the organization. In the excellent organizational culture atmosphere, members'enthusiasm for participation is high, organizational cohesion is strong, and the role of the team is more obvious. Therefore, creating an excellent organizational culture is a necessary condition to improve the participation rate of organizational members.

1.2 Membership Consistency

Membership coherence refers to the degree to which school teachers are consistent with the objectives of the organization as a whole, rather than reflecting only the type of work or the characteristics of the professional field of teachers. Because of the different posts and types of work, teachers show obvious “personality” differences in their work. However, no matter how outstanding their personality is, the most important thing is that the individual goals of the members of the organization should conform to the development of the organizational goals, and that personal growth and organizational development should be consistent and strive for the common goals[1].

1.3 Goal-oriented

Goal orientation refers to the achievement that the organizational culture directly points to the organizational goal. The purposefulness of organizational culture reflects the degree to which management pays more attention to results or results than to the technology and process to achieve them. For example, the employment situation of college graduates and the information feedback from employers to graduates indicate that cultivating talents to meet the needs of society is the pursuit of college organizational development. The goal orientation of organizational culture means that employees can better define the direction and planning of organizational development.

1.4 System openness

Systematic openness refers to the ability of an organization to adapt to and respond to changes in the external environment. Objectively speaking, because no organization exists independently, it exists in the changing environment around it. It needs to grasp the changes of the external environment, such as the current trend of economic and social development, the adjustment of industrial structure, the direction of higher education reform and development, and policy orientation. Higher education should respond to these changes so as to find opportunities for its survival and development[2].

2. Impacts of University Organizational Culture on Quality Management of Higher Education

2.1 University Organizational Culture Affects the Performance of Quality Management

University organizational culture has the characteristics of extensive participation, and highly participatory organizational culture can improve employees' identification with the organization and enhance their sense of belonging to the organization. Employees' high participation means that individuals and organizations can maintain more consistent goals. Employees are naturally

enthusiastic about organizational quality management, and managers' resistance to implementing management decisions becomes smaller. To some extent, it can reduce the resistance from internal management decisions. The participatory nature of organizational culture requires all teachers and students to participate in the process of implementing quality management in higher education and give full play to the role of team. Employee participation will affect the enthusiasm and potential of members of the organization and the efficiency of organizational management. Excellent organizational culture is to mobilize people's initiative, initiative and creativity through people's dominant position in management, and to improve the efficiency of organizational management through people's initiative.

2.2 University Organizational Culture Affects the Openness of Higher Education

Any organization interacts and interdependences with its environment. University organizations must make timely adjustments according to the changes of the external environment so as to maintain a dynamic balance with the external environment, that is, adaptability. The university organization has relative stability. The development of the organization follows the law of the development of higher education. At the same time, it must adapt to the changes of the external environment. Generally speaking, organizations with strong adaptability can quickly reflect the changes of the external environment and better adjust the internal structure and mechanism. University is a place for training talents. It is necessary to adjust professional orientation, teaching plan and curriculum settings according to the changes of social demand for talents. Excellent organizational culture requires universities to constantly learn from experience and lessons, and constantly change and create favorable conditions for running schools in accordance with environmental changes, so as to improve the quality of personnel training. The organization with strong adaptability can stimulate the internal demand of reform and innovation, find the breakthrough of reform and innovation, and create more favorable conditions for quality management[3].

2.3 University Organizational Culture Affects Teachers' and Students' Acceptance of Higher Education Quality Management

The degree of realization of organizational goals depends on the core values of organizational members and the recognition of organizational goals by organizational members. Highly recognized organizations, whose values and decision-making concepts can be more recognized and implemented by all members, and more easily enable all members to cohere on the common goals of the organization. The consistency of organizational culture requires colleges and universities to strengthen communication, promote multi-party integration, integrate organizational members into a joint force to promote school reform and development, promote teachers in different disciplines and fields to work towards common value goals, make school management supported by the majority of people, and eliminate mutual neglect or conflict caused by estrangement. As Miles Calhoun commented on Yale's organizational culture: "Yale culture has one basic element: pride in being Yale people." It shows that the organizational culture of university has a strong influence. In an excellent organization, even if it is not the core staff of the organization, it will be proud of being in an excellent organization.

2.4 University Organizational Culture Affects Teachers' Behavior Pursuit of Quality Management

Excellent organizational culture has a clear purpose, because it establishes the constraints of what people should do and what they should not do. It establishes the direction for the members of the organization to strive for, stimulates the self-confidence of the members of the organization, and encourages the members of the organization to strive for the realization of the organizational vision, and the sense of responsibility and mission to strive for it. In order to achieve the common goal of university organization development, universities must plan the path to achieve the goal, formulate the goal strategy, formulate the corresponding incentive measures according to the development process, eliminate the provisions inconsistent with the development goal, correct the current problems, and clear up the obstacles for future development. According to management, internal opinions differ. Groups without cooperation are less efficient than those with unified opinions and mutual love and assistance. Excellent organizational culture promotes members to attract and participate in the realization of organizational goals, and promotes the innovation of organizational management. Management innovation is not only a

powerful means to achieve common goals, but also a basic element of university organizational culture. Innovation seeks a breakthrough for the change of organizational development, adds new impetus to the realization of organizational goals, and promotes the continuous improvement of higher education quality management[4].

3. Construction of Culture-oriented Quality Management in Higher Education

3.1 Establish a new concept of quality culture and improve teachers'and students' acceptance of quality management

Traditional quality management often attaches importance to technical means, and measures the quality of higher education with standardized data indicators. This method plays an important role in ensuring the improvement of higher education quality. However, the traditional management method emphasizes too much unity and lacks flexibility, which easily leads to the homogeneity of higher education development. Organizational culture emphasizes the role of core values, which can best embody the spirit and essence of university organizational culture, and enable members of the organization to achieve common goals and codes of conduct. The formation of core values is to change educational concepts in the light of the development of the new situation. In the organizational culture of colleges and universities, we should establish a unified value system that is suitable for the development of schools and acceptable to all teachers and students. Therefore, leaders, managers and teachers in Colleges and universities must change their traditional management concept of quality management from standardized means such as technology and monitoring to cultural management as the core. "Quality management can really help a university to become an excellent university only when we start from the concept and change our thoughts and attitudes, and finally form a culture that regards overall quality as a mode of production[5].

3.2 Constructing a Harmonious Organizational Culture Atmosphere to Promote Quality Management Performance

Different organizational units are often formed by the classification of disciplines

and curricula within the organization of institutions of higher learning. Due to the great differences between different disciplines and different departments, if there is no effective communication and integration between disciplines, it will inevitably lead to internal barriers and imbalance of internal development. Because of the complexity within the organization, higher education quality management is also a complex management system. Advanced experience in one aspect does not represent the overall management level. Quality management can not produce good management performance depending on a department or a discipline. Therefore, in the process of University management, attention should be paid to the communication and coordination among different disciplines, departments and professional fields. Through the co-construction of projects and platforms, people and things concerned should be fully utilized to achieve cross-disciplinary alliances. In order to improve the quality of higher education management, schools should fully communicate with departments and colleges and collect information feedback and suggestions in the process of implementing new decision-making[6].

3.3 Establish a good participatory culture and stimulate the enthusiasm of teachers and students to participate in quality management in Colleges and Universities

Participatory culture needs to increase the decision-making authority of the members of the organization, cultivate their enthusiasm for participation, and give full play to their subjective initiative, so as to greatly improve the efficiency of organizational management. Efficient management does not rely on external coercion, but on the active participation of members of the organization and make it voluntary. Higher education is for the basic purpose of personnel training. Talent training is a complex and systematic project, involving a wide range and low focus. It has a direct relationship with every teacher and student and requires their direct participation. Schools can set up quality management committees to collect staff's suggestions on quality management and promote staff to participate in school quality management. If the suggestions put forward by teachers are adopted by schools, the enthusiasm of teachers and staff can be greatly improved. After absorbing the suggestions of the faculty, the school can further improve its management efficiency, form a benign management system of "you make suggestions, I make plans", further stimulate the faculty to actively explore ways to improve their work, and promote

the continuous improvement of the quality management of the school.

3.4 Constructing Quality Culture Life Style and Promoting the Improvement of Quality Management Style

Quality problem is a realistic issue faced by every university. Improving university quality management is the fundamental task of university management in China. For a long time, the quality management of universities has been carried out in an external way. For example, the quality evaluation is measured by relevant data and indicators. These methods play a vital role in promoting the quality management of higher education, but the evaluation is not perfect. Essentially, it has not touched on the core part of quality, that is, quality management has not been formed as a university and a university. College life style. The long-term solution is to cultivate quality culture that can go deep into the organization and integrate into the inner heart of all people in the organization, because quality culture is the foundation of the development of higher education. Only by creating a cultural atmosphere with quality as the lifestyle, cultivating innovative talents, improving teachers' teaching ability and promoting the continuous improvement of university management level can universities successfully overcome the quality crisis and successfully realize the development goals of universities. For universities, the construction of a truly effective quality management system of higher education must start with the change of quality culture, technology, standards and systems. Only in a good quality culture can it be effective.

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