

Paths of adjusting the school's internal organizational structure and improving performance from the perspective of the coordination mechanism

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Abstract: In the context of the continuous reform and development of education nowadays, schools are facing increasingly complex challenges in both internal and external environments. The improvement of school performance depends not only on high-quality teaching staff and sufficient educational resources but also is closely related to a reasonable and efficient internal organizational structure. As a key factor for the effective operation of the organizational structure, the coordination mechanism is of great significance for schools to integrate resources, promote collaboration among departments, and achieve educational goals. This paper focuses on exploring the paths of adjusting the schools' internal organizational structure and improving performance from the perspective of the coordination mechanism. The research aims to provide valuable insights and theoretical support for school administrators and educators to promote the sustainable development of schools and improve the quality of education.

Key words: coordination mechanism; school internal organizational structure; school performance; educational management

1 Introduction

In the context of modern education, the efficient operation and continuous improvement of school performance are crucial for the cultivation of talents and the progress of society. The schools' internal organizational structure plays a fundamental role in determining how resources are allocated, tasks are divided, and communication and cooperation occur within the school. However, many schools currently face challenges such as inefficiency, lack of flexibility, and poor coordination in their organizational structures, which directly affect the school performance. Therefore, it is of great significance to study the paths of adjusting the schools' internal organizational structure and improving performance from the perspective of the coordination mechanism.

2 The relationship between the internal coordination mechanism and organizational structure of schools

2.1 The connotation of the coordination mechanism

The coordination mechanism refers to the sum of a series of systems, rules, processes, and communication methods

that prompt all departments and members within an organization to work together and cooperate with each other in order to achieve the organizational goals. In schools, it covers multiple aspects such as the coordination of curriculum connection among teaching departments, the coordination of resource allocation between teaching and administrative departments, and the coordination of goal and task allocation between the school management and teaching staff [1].

2.2 The impact of organizational structure on the coordination mechanism

The organizational structure of a school determines the form and operational efficiency of the coordination mechanism. The traditional bureaucratic organizational structure has clear hierarchies and distinct division of labor, and its coordination mechanism mostly relies on top-down administrative instructions and rules and regulations. While the flattened organizational structure focuses more on the coordination methods of team collaboration and information sharing, emphasizing the autonomous communication and cooperation among members. Different organizational structure models provide different framework foundations for the coordination mechanism, restricting or promoting the exertion of the coordination function [2].

2.3 The reaction of the coordination mechanism on the adjustment of organizational structure

An effective coordination mechanism can identify problems such as departmental barriers, overlapping functions, or poor communication existing in the organizational structure, thus promoting the organizational structure to make adaptive adjustments is important. For example, when a school carries out an interdisciplinary teaching project, if it is found that there is a lack of effective communication and coordination channels among disciplinary departments, it may prompt the school to build new organizational structure forms such as interdisciplinary teaching and research teams or project management groups to enhance the coordination effect.

3 Strategies for adjusting the internal organizational structure of schools based on the coordination mechanism

3.1 Constructing a flattened organizational structure with information sharing as the core

3.1.1 Reducing hierarchies and broadening the management span

Unnecessary intermediate management levels should be cut down. For example, it is necessary to reduce the transitional levels between vice-principals and functional departments so that the principal can directly communicate with the heads of major functional departments and front-line teachers, which can accelerate the speed of information transmission, improve the efficiency of decision-making, and enhance the school's ability to respond to changes in the external environment and internal educational and teaching needs.

3.1.2 Establishing an information sharing platform

A unified internal information sharing platform for the school should be built by utilizing modern information technology, which can be used to integrate information on teaching resources, student enrollment and academic records, administrative affairs, and logistics support, where teachers can share teaching experiences and course materials, administrative staff can release notices and policy documents in a timely manner, and logistics staff can understand the dynamics of teaching facility requirements. Through real-time information sharing, it can promote mutual understanding and cooperation among various departments and break down the information barriers between departments [3].

3.2 Establishing a project-oriented matrix organizational structure

3.2.1 Setting up project teams

For specific educational reform projects, curriculum innovation projects, or large-scale campus activity projects in schools, form cross-departmental project teams. The team members come from different departments such as teaching, administration, and logistics, and their respective roles and responsibilities are determined according to the requirements of

project tasks. For example, when a smart campus construction project is carried out, information technology teachers are responsible for the design and implementation of technical solutions, with administrative staff coordinating funds and equipment procurement, and logistics staff ensuring venue and facility support during the implementation process of the project.

3.2.2 Defining the matrix management relationship

In the matrix organizational structure, project team members are all under the leadership of the project leader who needs to report the progress and results of their work to their original departments. Through this dual management relationship, it ensures that the project goals are in line with the overall strategic goals of the school, and at the same time the professional resources and advantages of each department should be made full use of to achieve the efficient progress of the project. During the project implementation process, attention should be paid to establish communication and coordination mechanisms within the project team and between the team and the original departments. Project coordination meetings should be regularly held to promptly solve the problems such as personnel allocation and resource conflicts that may arise during the project promotion process.

3.3 Strengthening the student-centered network organizational structure

3.3.1 Constructing network relationships with students' needs as nodes

It requires to regard the different needs of individual students or student groups as nodes in the network, and build a network of connections among multiple subjects such as teachers, class teachers, counselors, administrative managers, parents, and providers of off-campus educational resources around these nodes. For example, for students with special learning difficulties, after the subject teachers discover the problems, they will promptly contact the school psychological counselors and special education experts for evaluation and diagnosis, and at the same time they communicate and cooperate with parents to jointly formulate personalized education and tutoring plans. The administrative department will provide guarantees in terms of resource allocation and policy support [4].

3.3.2 Cultivating the autonomous coordination ability of network nodes

In the network organizational structure, the autonomy and self-coordination ability of each node subject should be emphasized. Teachers should be able to independently adjust teaching methods and progress according to students' classroom performance and learning feedback. Class teachers and parents should closely cooperate to do a good job in students' daily education management and home-school co-education work. Administrative departments and logistics departments should actively pay attention to changes in students' needs and provide corresponding service support in a timely manner. By establishing trust mechanisms, incentive mechanisms, and training mechanisms, etc., the coordination and interaction ability of each node subject in the network structure can be improved, jointly serving the growth and development of students.

4 Conclusion

This paper explores the paths of adjusting the schools' internal organizational structure and improving performance from the perspective of the coordination mechanism, and puts forward specific strategies and measures, which provide theoretical basis and practical reference for school management and educational reform. However, in the actual implementation process, schools need to continuously explore and innovate according to their own characteristics and needs, and continuously improve the coordination mechanism and organizational structure in order to achieve the sustainable development of schools and the improvement of educational quality. Future research can further explore the impact of external factors such as the social environment and policy environment on the schools' organizational structure

and performance, so as to provide more comprehensive and in-depth theoretical support for school management and educational reform.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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