

INTRODUCTION

The core concept of a high-performance organization is to improve the overall ability of the organization and the performance of its employees through a series of effective management measures and strategies. In the field of education, especially in vocational colleges, the implementation of high-performance organization and management mode can effectively improve the quality of teaching, the satisfaction of teachers and students and the social reputation of the school.

High-performance Organization Theory refers to organizations that consistently produce efficient, high-quality results and perform well in the competition. High-performance organizational theory explores how to promote continuous and efficient operation and excellent performance by optimizing organizational structure, management methods, employee behavior, culture and resource allocation. The theory emphasizes the principles of people-oriented, continuous innovation, collaboration and sharing to achieve long-term success of the organization.

High-performance organization theory in higher vocational colleges management is defined as: through effective leadership, clear goal setting, high quality teaching and management practice, continuous innovation and learning, the high level of staff participation and commitment, and good communication and collaboration mechanism, help higher vocational colleges to achieve excellent teaching quality, operational efficiency and student satisfaction, so as to promote colleges and universities in the fierce education competition advantage and development.

Research Objectives

1. To study the level of school administration towards High-performance organization in Nanyang Vocational College under Henan Province.

2. To compare the school administration towards High-performance organization in Nanyang Vocational College under Henan Province, classified by educational level and work experience.

Research Framework

In this research on the high-performance organizational management of Nanyang Vocational College in Henan Province, the researchers adopted the concept of six aspects of Ken Blanchard (2007), as shown in Figure 1.1

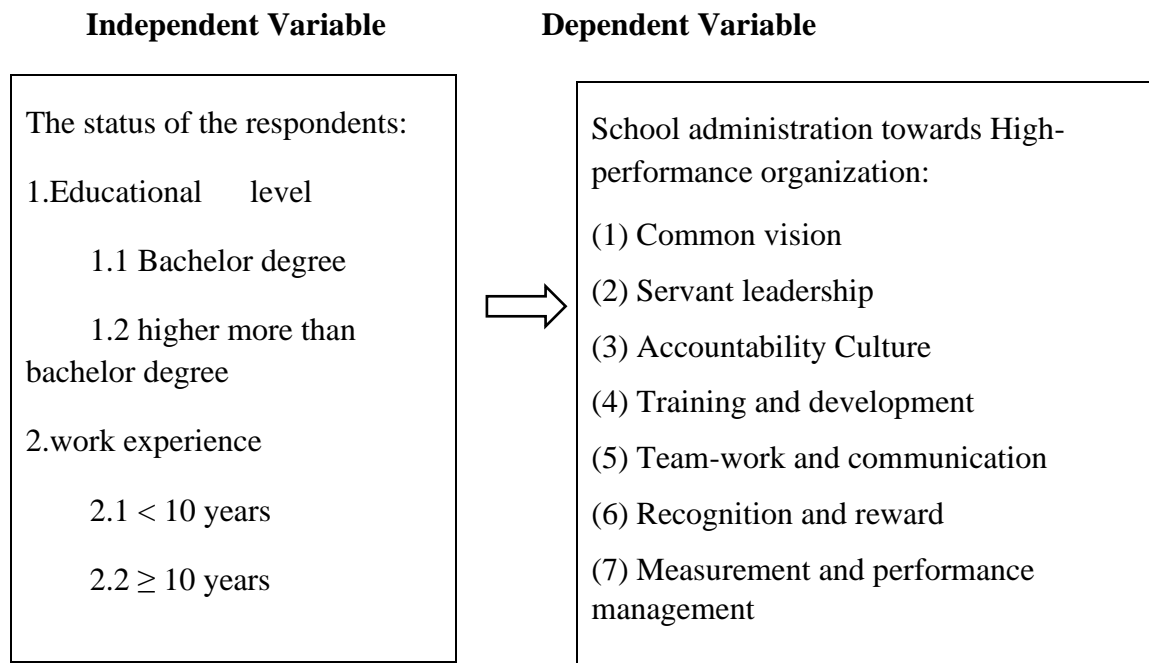


Figure 1 Conceptual Framework

Methods of conducting research

Population: In the 2025 academic year, 629 teachers of Henan Nanyang Vocational College.

Sample: The sample included a total of 246 teachers from Nanyang Vocational College and subordinate secondary colleges. The sample size was determined by Krejcie & Morgan's table (1970) and was obtained by stratified random sampling. The population proportion of each faculty member was compared and obtained by simple random sampling.

Research instruments

The instruments used in this questionnaire search are divided into the following two parts:

Part 1: Questionnaire on general information of respondents.

Part 2: Management questionnaire survey of Nanyang Vocational College in Henan Province, including 7 fields:

- (1) Common vision
- (2) Servant leadership
- (3) Accountability Culture
- (4) Training and development
- (5) Team-work and communication
- (6) Recognition and reward
- (7) Measurement and performance management

Data analysis

Data collection study collects the information by sending the questionnaire to the University and receiving it in persons, and details are as follows:

1) Determine the integrity of the questionnaire.

2) In the first part of the questionnaire, the personal general data of the respondents are presented in the form of a percentage description table according to the frequency distribution.

3) In the second part of the questionnaire, percentage, mean, and Standard Deviation uses for data analysis. Explain the result table and find out the factors affecting the efficiency level through comparison

Average value of evaluation level (Best:1970)

4.50-5.00 means High-Performance Organization of administrators is the highest level of practice

3.50-4.49 means High-Performance Organization of administrators is a high level of practice

2.50-3.49 means High-Performance Organization of administrators is a moderate level of practice

1.50-2.49 means High-Performance Organization of administrators is a low level of practice

1.00-1.49 means High-Performance Organization of administrators is the lowest level of practice

4) Comparison of Henan Nanyang Vocational College management personnel high performance organization management, classified by educational level and work experience by t-test independent.

Data analysis result

Table 1 General Information of the Samples:

(n=246)

General Information	Number	Percentage
1.Educational Level		
1.1 Bachelor's degree	129	52.4
1.2 higher Bachelor's degree	117	47.6
Total	246	100
2. Work Experience		
2.1 < 10 years	113	45.9
2.2 ≥10 years	133	54.1
Total	246	100

Table 1 was found that the study sample of teachers of Nanyang Vocational College has bachelor's degree, with 129 teachers accounting for 52.4%, and 133 teachers having more than 10 years of working experience, accounting for 54.1%.

Table 2 The level of School administration towards High-performance organization in Nanyang Vocational College under Henan Province included 7 aspects as below;

(n=246)

No.	School administration towards High-performance organization	\bar{X}	S.D.	Level
1	Common vision	3.72	0.94	High
2	Servant leadership	3.61	0.97	High
3	Accountability Culture	3.67	0.99	High
4	Training and development	3.51	1.03	High
5.	Team-work and communication	3.72	0.87	High
6.	Recognition and reward	3.74	0.93	High
7.	Measurement and performance management	3.84	0.89	High
	Total	3.68	0.35	High

Table 2 was found that the level of School administration towards High-performance organization in Nanyang Vocational College under Henan Province overall a high level ($\bar{X}=3.68$). considering each aspect, it was found that all aspects were at a high level. Measurement and performance management had the highest mean ($\bar{X}=3.84$), followed by Recognition and reward. ($\bar{X}=3.74$), and Training and development had the lowest mean. ($\bar{X}=3.51$)

Table 3 School administration towards High-performance organization in Nanyang Vocational College under Henan Province. Classified in teacher perception by education level

(n=246)

School administration towards High-performance organization	Educational Level				t	Sig.
	Bachelor		Higher Bachelor			
	\bar{X}	S.D.	\bar{X}	S.D.		
1.Common vision	3.78	0.85	3.69	0.97	0.680	0.497
2.Servant leadership	3.76	1.03	3.87	0.83	-0.941	0.348
3.Accountability Culture	3.72	0.73	3.56	1.04	1.139	0.256
4.Training and development	3.59	1.01	3.70	0.98	-0.724	0.469
5.Team-work and communication	3.53	1.05	3.51	1.02	0.185	0.853
6.Recognition and reward	3.71	0.86	3.72	0.88	-0.087	0.931
7.Measurement and performance management	3.67	0.96	3.76	0.93	-0.673	0.502
Total	3.67	0.37	3.68	0.35	-0.180	0.857

Table 3 was found the school administration towards High-performance organization in Nanyang Vocational College under Henan Province classified in teacher perception by education level was no different.

Table 4 School administration towards High-performance organization in Nanyang Vocational College under Henan Province. Classified in teacher perception by teacher work experience.

(n=246)

School administration towards High-performance organization	Work Experience				t	Sig.
	<10 years		≥10years			
	\bar{X}	S.D.	\bar{X}	S.D.		
1.Common vision	3.65	1.05	3.75	0.87	-0.864	0.388
2.Servant leadership	3.83	0.85	3.85	0.91	-0.168	0.867
3.Accountability Culture	3.74	0.82	3.53	1.03	1.658	0.099
4.Training and development	3.66	0.94	3.67	1.02	-0.115	0.909
5.Team-work and communication	3.57	0.99	3.48	1.05	0.626	0.532
6.Recognition and reward	3.85	0.76	3.65	0.93	1.706	0.089
7.Measurement and performance management	3.77	0.93	3.72	0.94	0.451	0.652
Total	3.72	0.35	3.66	0.35	1.373	0.171

Table 4: was found the school administration towards High-performance organization in Nanyang Vocational College under Henan Province classified in teacher perception by teacher work experience was no different.

Discussion

Based on the research objectives, the discussion will be presented as follows:

1. Discussion about major findings of objective 1

Overall and in every aspect was found that the level of administration towards High-performance organization overall a high level. Considering each aspect, it was found that all aspects were at a high level. Measurement and performance management had the highest, followed by Recognition and reward, and Training and development had the lowest.

1.1 Common vision, I was able to clearly describe the core vision and direction of the school and align with my personal career development goals had the highest, followed by the school has a clear vision for development and will communicate the vision to teachers through a variety of means (conferences, promotional materials, social media, etc.) and Teachers are encouraged to be actively involved in the vision-making and alignment process. This aligns closely with the findings of Andre de Waal (2018) on the transformation of High-Performance Organizations (HPOs). In his research, de Waal emphasized that a clear vision is essential for successfully transforming into a high-performance organization. He pointed out that leaders must not only establish a long-term strategic direction but also communicate this vision effectively so that employees fully understand and embrace it. Furthermore, leaders should encourage active employee participation in the formulation and implementation of the vision. In the case of Nanyang Vocational College in Henan Province, teachers generally reported that the school is able to clearly articulate its core vision, which closely aligns with their personal career development goals. The vision is also effectively communicated through various channels such as meetings, promotional materials, and social media. This reflects the dual mechanism advocated by de Waal: vision-driven leadership and employee engagement. Under such a mechanism, teachers, as organizational members, can align their personal growth with

the institution's goals, thereby enhancing their work engagement and sense of belonging.

1.2 Servant leadership, Leaders encourage teachers to exercise autonomy and provide the necessary support and resources and I can feel that school leaders are focused on serving others, rather than pursuing personal power and profit had the highest, followed by the Leaders are able to understand and respect the needs and challenges of diverse groups and act accordingly. The findings related to "Servant Leadership" are highly consistent with the conclusions drawn by Blanchard and Broadwell (2018) in their book *Servant Leadership in Action*. The book emphasizes that the core of servant leadership lies in placing "serving others" at the center of leadership behavior, advocating for the realization of both organizational and individual growth by meeting the needs of others and unlocking their potential. According to teacher feedback, school leaders are perceived as encouraging teachers to exercise autonomy and providing the necessary support and resources for their teaching and professional development. This reflects the "empowerment" aspect promoted by servant leadership. Furthermore, teachers commonly report that school leaders are focused on the well-being of students and staff, rather than seeking personal power or gain. This aligns with the concept of "decentralized authority" proposed by Blanchard and colleagues, where leaders lead by example and build trust within the organization through respect, empathy, and active listening. Such a leadership style not only enhances teachers' work engagement and sense of organizational belonging, but also contributes to creating a highly supportive and collaborative educational environment. Therefore, the management practices described by teachers at Nanyang Vocational College of Henan Province clearly exhibit the characteristics of servant leadership, demonstrating a high degree of alignment with Blanchard and Broadwell's theory and confirming the positive impact of servant leadership in higher education management.

1.3 Accountability Culture, In the process of school management, the performance appraisal system is fair and transparent and when something goes wrong, people take the initiative to take responsibility instead of passing the buck or blaming

each other had the highest, followed by the school's reward and punishment system is an effective motivator to perform their duties better. This is highly consistent with the perspective of Zhang Hui (2023) in her study "High Performance Work System, Organizational Learning and Organizational Resilience." Zhang emphasizes that one of the core elements of a high-performance work system is the establishment of a clear performance evaluation and accountability mechanism, aimed at enhancing employee motivation and overall organizational effectiveness. She points out that through employee participation in decision-making, continuous training, and fair performance appraisals, organizations can foster a sense of ownership among employees and strengthen their commitment to organizational goals and execution.

At Nanyang Vocational College of Henan Province, faculty members widely acknowledged that the school's performance appraisal system is fair and transparent. Moreover, when problems arise, individuals tend to take responsibility rather than shift blame, which reflects the essence of an accountability culture characterized by self-responsibility and collective collaboration. In addition, the faculty's recognition of the school's reward and punishment system indicates that accountability awareness has been institutionalized in daily management practices. This aligns well with Zhang's assertion that incentive-based management, when integrated with organizational learning, enhances organizational resilience. Therefore, based on the teachers' feedback, the construction of an accountability culture at the college has effectively promoted a high-performance work environment, demonstrating the practical application and positive outcomes of Zhang's theory in the context of vocational education.

1.4 Training and development, this aligns closely with the views of Zhang Hui (2023) in her study High Performance Work System, Organizational Learning and Organizational Resilience. Zhang emphasizes that a core component of the High-Performance Work System (HPWS) is the implementation of systematic training and development mechanisms to enhance both employee capabilities and overall organizational efficiency. She argues that organizations should treat employee training as a continuous development process, aimed at updating knowledge, improving skills,

and fostering a learning-oriented environment to increase proactiveness and adaptability. At Nanyang Vocational College, faculty feedback reveals that the institution places great importance on teacher training and professional development. This is reflected in the organization of various workshops, teaching observations, and thematic lectures, which not only improve teaching quality but also strengthen teachers' professional confidence and sense of belonging. This continuous capacity-building approach exemplifies the concept of "organizational learning" that Zhang proposes, which contributes to improved resilience and adaptability. Furthermore, the positive interaction between individual capability enhancement and organizational performance improvement helps build a progressive and supportive educational environment. Therefore, the college's practice in training and development reflects the theoretical logic of HPWS—where training facilitates learning, and learning enhances resilience—demonstrating both theoretical value and practical effectiveness.

1.5 Team-work and communication, this is highly consistent with the research conclusions of Xu Jun (2023) and Blanchard & Broadwell (2018). Xu Jun, in his study on high-performance organizational culture, pointed out that a collaborative working atmosphere and efficient communication mechanisms are key to promoting sustainable organizational development. He emphasized that by strengthening communication, clarifying values, and encouraging broad employee participation, organizations can effectively stimulate employee potential and enhance team synergy. In a high-performance culture, communication is not merely the transmission of information, but a mechanism that fosters understanding and trust, helping to reduce conflict and improve efficiency.

Echoing this, Blanchard and Broadwell (2018), in *Servant Leadership in Action*, argue that the core of servant leadership lies in service-oriented behavior, where listening and support are used to build trust and further enhance teamwork efficiency. They point out that outstanding leaders should establish a collaborative organizational culture through encouraging dialogue and empathetic communication. In such a culture,

members are more willing to share information and collaborate for mutual success, significantly improving overall organizational performance.

According to teacher feedback, if the school encourages open communication among faculty and cross-departmental collaboration, provides clear communication channels, and promotes cooperative work, this teamwork and communication culture aligns closely with the theories of both scholars. It plays an important role in improving school management effectiveness and teacher satisfaction.

1.6 Recognition and reward, it is highly consistent with the findings of Li Xue qi (2022) and Thanh Tung Do & Ngoc Khuong Mai (2020, 2021). In her research, Li Xue qi emphasized that the core of high-performance management lies in the establishment of clear goal setting, performance evaluation and continuous incentive mechanisms, which can effectively stimulate employees' enthusiasm and initiative. She pointed out that institutionalized rewards and recognition can not only enhance employees' job satisfaction and loyalty, but also promote continuous improvement and self-improvement of employees, thereby bringing sustainable competitiveness to the organization. In line with this, Thanh Tung Do and Ngoc Khuong Mai, in their literature review of high-performing organizations (HPOs), also emphasized that "continuous incentives" and "employee-centric culture" are important factors in building high-performing organizations. They believe that employee motivation is closely related to organizational performance, and recognition and reward mechanisms are one of the core means to drive employee engagement and improve efficiency. Combined with teachers' feedback, it can be seen that when the school has a fair and effective reward system in teaching management, and gives teachers recognition and incentives in a timely manner, it can improve teachers' job satisfaction, sense of belonging and innovation ability. This kind of management practice embodies the core ideas of the above two studies, and validates the positive role of recognition and reward mechanisms in education management.

1.7 Measurement and performance management, this aligns closely with the viewpoint proposed by Xie Hui Ling (2024) in her study Optimization and Innovation

of College Education Management in the New Era. Xie emphasizes that under the new era, university management should transition from traditional administrative control to a more service-oriented, information-based, and collaborative model. A core measure in this transformation is the establishment of a scientific and reasonable performance evaluation and management system. She points out that the evaluation mechanisms for both teachers and students should not only be fair and transparent but also integrate modern technological tools to enhance management efficiency through data-driven approaches.

2 Discussion about major findings of objective 2

The second objective of this study is to explore the performance of Nanyang Vocational College in the core dimensions of school administration in the process of building a high-performance organization (HPO). Through the quantitative analysis of teacher questionnaires and the comprehensive interpretation of interview data, the study found that the school has shown a high level of key elements of high-performing organizations, mainly including the following aspects:

First of all, in terms of "training and development", teachers generally recognized that the school provided them with systematic training and continuous learning opportunities, which not only improved their professional ability, but also strengthened their sense of professional identity. This is highly consistent with the concept of high-performing organizations emphasizing the continuous improvement of employees' capabilities and the enhancement of organizational learning capabilities.

Secondly, in the dimension of "teamwork and communication", teachers reported that the cross-departmental communication channels in the school are smooth, the atmosphere of cooperation is strong, and the school encourages collaboration and communication among teachers. This positive organizational culture is consistent with the core characteristics of a high-performance culture proposed by Xu Jun (2023), which are clear communication mechanisms and clear cooperation orientation.

Thirdly, in terms of "recognition and reward", most teachers believe that the school has a relatively complete performance incentive mechanism, which can recognize and reward excellent performance in a timely manner and stimulate teachers' enthusiasm. This mechanism is consistent with the practice path of the motivational high-performance work system proposed by Zhang Hui (2023).

In addition, the dimension of " Measurement and performance management " is also outstanding, and the school has established a more scientific performance evaluation system and carried out management decisions based on data, which reflects the information-based and data-driven management concept emphasized by Xie Hui Ling (2024).

Recommendations of research

1. Continuously Improve Training and Development Mechanisms. It is recommended that the school further strengthen its faculty training system by formulating personalized and tiered professional development plans. Teachers should be encouraged to pursue lifelong learning to enhance their teaching competencies and job qualifications, thereby reinforcing the organization's talent foundation and innovation capacity.

2. Strengthen Performance Evaluation and Feedback Mechanisms. A more scientific and transparent performance evaluation system should be established, with reasonable indicators, fair processes, and timely feedback. The integration of data-driven methods is also encouraged to improve the precision of management decisions and enhance teachers' trust and acceptance of the performance evaluation system.

3. Optimize Recognition and Incentive Mechanisms. The school should prioritize timely recognition of teachers' achievements and contributions by providing diversified forms of rewards, such as honorary titles, project funding, and promotion opportunities. This will stimulate teachers' intrinsic motivation and sense of belonging, thereby fostering a culture of positive reinforcement.

4.Enhance Cross-Department Collaboration and Communication Culture. It is suggested that the school promote cross-functional collaboration projects and establish communication platforms to reduce information barriers, facilitate resource sharing and joint governance, and ultimately improve administrative efficiency and execution. This will help cultivate a collaborative organizational culture.

5.Promote a Service-Oriented Management Philosophy. School leadership should adopt a “people-oriented” philosophy that emphasizes serving the development of teachers and students. Drawing from the principles of servant leadership, leaders should strengthen their awareness of service and supportive behaviors to enhance internal cohesion and increase faculty satisfaction within the organization.

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