

Study on Strategies for Improving the Work Efficiency of Academic Administrators in Secondary Colleges of Universities under the Background of Informatization

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Abstract: In recent years, China's science and technology have been developing rapidly, and network technology has also been continuously optimized. Against this backdrop, the academic administration work of secondary colleges in universities has ushered in more opportunities, but also challenges. The development of information technology plays an important role in the work of academic administrators in secondary colleges, enabling them to change their thinking modes and strive to innovate academic administration work. Currently, however, academic administrators have not yet fully adapted to the informatization background, and some problems still need to be solved. This paper first analyzes the significance of improving the work efficiency of academic administrators in secondary colleges of universities under the background of informatization, then summarizes the existing problems, and finally puts forward specific strategies for improving their work efficiency under this background, for reference.

Keywords: Informatization; Universities; Secondary colleges; Academic administrators

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1. Introduction

In the process of carrying out educational administration work in secondary colleges of universities, the work attitude and competence of educational administrators have a significant impact on the quality of educational administration work. Currently, the number of educational administrators in secondary colleges is limited—usually, each secondary college has only two educational administrators, who also have to take on other college-related roles, such as party branch secretary and trade union committee member. These additional responsibilities affect the time arrangement of educational administrators and put certain pressure on their work. Although the work of educational administrators seems less demanding, against the backdrop of the general trend of informatization reform, they need to master necessary informatization operation skills on top of their traditional

basic skills; otherwise, it will be difficult for them to adapt to the development of informatization. Observing the work content of educational administrators reveals that their salaries are generally low, and their personal workload is difficult to quantify and evaluate. The negative impacts arising from these issues lead to inefficiency in their work or even stagnation. This paper takes this as a starting point to explore the work of educational administrators in secondary colleges of universities, aiming to find effective ways to improve their work efficiency based on a clear understanding of the current situation.

2. Significance of improving the work efficiency of educational administrators in secondary colleges under the background

2.1. Promote the integration of educational resources and facilitate efficient utilization of resources

Compared with other schools, universities have relatively abundant educational administration resources. Teachers can use new technical means to collect and organize data in real time, generate real-time data, and thereby achieve visual management of resources. For example, registering and managing experimental equipment in a digital form allows teachers to clearly understand the situation of each laboratory and the status of equipment, so that they can borrow equipment on time according to teaching and research needs, further improving the utilization rate of laboratories. Additionally, by collecting teachers' information and data through data aggregation, teaching tasks can be arranged scientifically, teachers' strengths can be maximized, and the waste of human resources can be reduced ^[1,2]. At the same time, efficient educational administration services also promote interdisciplinary and inter-professional resource sharing, eliminate information silos across disciplines and majors, and build a complementary resource environment, enabling limited educational resources to exert maximum effectiveness ^[3].

2.2. Assist universities in digital transformation and enhance their core competitiveness

With the rapid development of information technology, informatization construction has become an inevitable trend in the development of higher education, and improving the professional competence of educational administrators has also become an important part of the informatization development of universities. On the one hand, carrying out informatized educational administration work can provide universities with useful information, such as teaching process information, students' academic performance, and teachers' teaching evaluation, which serves as an effective basis for formulating teaching plans, adjusting talent training programs, and standardizing discipline development strategy research ^[4]. On the other hand, efficient educational administration services in an informatized environment can provide a good experience for teachers and students. For instance, students can obtain course information, exam information, and grade information in real time through network terminals; teachers can submit course-related information and teaching project applications via network terminals, simplifying tedious paper-based workflows. High-quality educational administration services not only help improve the image and social status of universities but also attract more excellent teachers, enabling universities to enhance their competitiveness ^[5].

3. The current work situation of academic administrators in secondary colleges of universities in the background of informatization

3.1. Shortcomings in the application of informatization technology, and insufficient system functions and compatibility

Although digital platforms for educational management systems are widely used in universities, there are still many technical problems in their application. The software functions of educational management information systems in some universities are relatively simple and fail to meet the actual needs of management work in secondary colleges ^[6,7]. For example, when teachers arrange courses, it is difficult to solve problems such as teachers having to teach across multiple campuses and some courses requiring specific classrooms. As a result, the course schedule has to be manually adjusted multiple times before it is finalized, which causes a great waste of resources and time. In terms of student performance management, some systems lack corresponding intelligent analysis tools and cannot independently generate score trends and subject comparison data, which is not conducive to analyzing teaching effects. In addition, the compatibility of information systems among various departments is still immature, and there are “information silos.” For instance, the teaching management system, scientific research system, and student work system are independent of each other, and system data cannot be interconnected and shared. When teachers need to handle cross-departmental affairs due to students’ transfer, rewards and punishments, etc., they have to constantly switch between systems and input information one by one, which increases the burden on teachers and is more likely to cause data heterogeneity. Furthermore, some outdated systems have poor stability. Once the number of logged-in users surges, the system may freeze or crash, seriously affecting the user experience of teachers and students and the development of educational management work ^[8].

3.2. Deep-rooted traditional work models and low efficiency in process optimization and collaboration

For a long time, the academic administration work of secondary colleges in universities has formed a relatively fixed work model through long-term development, which makes it difficult to get rid of the previous fixed thinking mode in the process of digital transformation. Many academic administrators are still accustomed to traditional work methods such as manual data entry and paper-based signatures, and are either not interested in digital work processes or unable to adapt to the current environment. For example, when archiving course resources, academic administrators still prefer to sort out paper files rather than adopt electronic archiving methods. This leads to large storage space requirements, difficult querying, and potential risks of resource loss or damage. Another example is that in teaching work inspections, the methods of random sampling and manual recording are still almost exclusively used, without utilizing real-time information monitoring and automatic alarms, making it impossible to quickly identify problems. The collaboration within secondary colleges and with other departments in the university is ineffective. Although informatization means providing a platform for online communication and collaboration between teachers and students, due to the lack of clear work processes and task division, problems such as buck-passing and information delays occur when completing cross-departmental tasks. For example, when academic administrators are in charge of textbook ordering, they need to communicate with multiple departments. However, due to the lack of information sharing in various links and loopholes in the management mechanism, problems such as delays in textbook procurement and unclear account reconciliation may occur, disrupting teaching order ^[9].

3.3. Urgent need to improve the comprehensive ability of academic administrators, and imperfect training and incentive mechanisms

Against the background of informatization, modern teaching has higher requirements for the comprehensive quality of academic administrators. However, currently, academic administrators in secondary colleges of universities usually lack computer technology capabilities. Among them, those engaged in educational work are not proficient in the use of office software and academic management systems, and thus cannot give full play to the role of informatization tools ^[10]. For example, some academic administrators cannot flexibly use functions such as Excel formulas and pivot tables to conduct statistical analysis of data, thereby affecting the effectiveness of data processing; when using the academic management system to carry out some tedious work, operational errors often cause system crashes or data errors. In addition, the training and incentive mechanisms for university academic administrators need to be improved, which will weaken their work enthusiasm. The training of informatization skills lacks systematicness and targeting, and the content learned is limited to the basic level, making it difficult to solve specific problems encountered in teaching assistant work ^[11]. From the perspective of performance evaluation and career promotion, the work achievements of academic administrators lack scientific and fair evaluation, promotion is difficult, and there is a lack of effective incentive mechanisms. As a result, some academic administrators have low enthusiasm and lack innovation, leading to a decline in the quality of academic administration work.

4. Information technology context: strategies for enhancing work efficiency of academic administrators in secondary colleges of universities

4.1. Upgrade information systems and break down data silos

To address the inadequacies in the application of information technology in academic affairs management, universities should increase investment and update their academic administration practices, leveraging information technology tools to resolve data-related challenges. First, regarding the optimization of system functions, for the issue of course scheduling, artificial intelligence algorithms should be applied to develop an intelligent course scheduling module to improve scheduling efficiency. This module can integrate information such as teachers' teaching preferences, cross-campus distances, and practical venue requirements, then use algorithms to generate scheduling plans, which are then submitted to academic affairs staff for adjustment and optimization based on actual circumstances. This minimizes the negative impact of manual intervention ^[12]. For grade management, universities can develop intelligent analysis systems that automatically generate statistical trend charts of student exams, information reports on score comparisons of subjects across classes, etc., which help improve the quality of teaching evaluation.

Second, eliminate the "information silo" phenomenon and realize data sharing between various systems. Universities can integrate academic affairs, scientific research, student management and other systems by building a data center, where data information is stored uniformly and shared. For example, when there is a change in a student's academic status, after the academic affairs staff operates on the system, the subsequent information is immediately synchronized to the relevant systems, eliminating the trouble of repeated entry and avoiding data inaccuracies.

4.2. Reconstruct work processes and strengthen collaborative cooperation

The integration of information technology has broken through the traditional academic affairs management

system, which requires colleges and universities to optimize, restructure, and comprehensively sort out their academic affairs processes. This paper suggests that this can be achieved through the following two aspects. First, transform business processes promptly by shifting paper-based and offline businesses to digital and online modes ^[13]. For instance, when archiving materials, establish unified electronic archiving standards, fix file naming rules and storage addresses, and develop electronic archive management tools to enable academic administrators to search for teaching materials online. Meanwhile, academic administrators can also use OCR scanners to directly convert the content of paper documents into electronic documents, improving archiving efficiency and information security. In the teaching review work of colleges and universities, schools can also develop a teaching quality monitoring platform to collect and analyze teaching data in real time online, and set up an automatic early warning mechanism to immediately notify relevant staff to solve problems if any are detected.

Second, clarify departmental responsibilities and further optimize inter-departmental collaboration processes. Compile inter-departmental collaboration guidelines and define work processes and responsibilities for tasks such as textbook procurement and student enrollment management. For example, when subscribing to textbooks, schools can build an online cooperation platform where different departments submit textbook requirements to the school. After being reviewed by academic administrators, the quantity and related requirements are sent to textbook suppliers via the platform. After suppliers quote prices, academic administrators and the finance department are responsible for coordinating the procurement, ensuring the timeliness and efficiency of information transmission.

4.3. Strengthen personnel training and improve comprehensive competence

Higher education institutions need to formulate and improve training systems based on their actual situations to address the insufficient informatization capabilities of academic administrators. The specific measures are as follows: First, carry out hierarchical and classified education. Given the varying levels of informatization proficiency among academic administrators, training content should focus on basic operations and introductory training for those with relatively weak informatization foundations, while advanced training can be provided for those with certain foundations to consolidate their informatization operation skills. This approach, which emphasizes the practicality and utility of training, is exploratory in terms of training methods. Second, combine multiple training methods. Current training methods include traditional face-to-face teaching and the use of online teaching systems to release teaching videos, practical demonstrations, etc. Schools can choose a combination of online and offline methods based on actual circumstances to provide convenience for academic administrators. Establish a mentor system where teachers with rich experience and high-level IT skills are selected as mentors for recruits to provide targeted guidance in daily work. Schools can also conduct regular assessments of training effectiveness and integrate the results with personal salaries to stimulate academic administrators' enthusiasm for active participation in training and achieve the goal of improving their skills ^[14].

4.4. Improve the assessment and incentive mechanism to stimulate work motivation

A sound incentive and evaluation mechanism is a key means to improve the work efficiency of academic administration personnel. The assessment and incentive mechanism mainly unfolds from two aspects: First, in terms of performance assessment. A diversified evaluation standard should be established in performance appraisal, with the completion degree and quality of work as the basis for assessment. However, the level of information technology innovation and application capabilities, and cross-departmental collaboration should not be ignored. For example, personnel should be encouraged to put forward suggestions for improving information

technology-based work processes, and those whose suggestions are adopted can be commended^[15]. Academic administration personnel should be assessed quarterly or semi-annually to identify their strengths and weaknesses and propose targeted improvement measures.

Second, in terms of the incentive mechanism. Special reward funds should be set up to reward academic administrators who perform well and work efficiently. The development channels for their career promotion should be expanded to provide them with more promotion opportunities. Academic administrators should also be encouraged to undertake research projects related to educational management, and the research results of these projects should be taken as an important basis for teacher professional title evaluation. This will realize a comprehensive and effective evaluation system and promote the subjective initiative and creativity of academic administration personnel.

5. Conclusion

In summary, academic administrative work plays a crucial role in university teaching, and the professional competence of academic administrators has the most direct impact on teaching activities. Secondary colleges (or schools within universities) need to build a high-caliber team of academic administrators to enhance the level of teaching management. For their part, academic administrators should carefully analyze the current situation of education and teaching, strengthen their awareness of innovation, provide quality services for university teaching, and ensure the smooth implementation of teaching work. After analyzing the significance of improving the work efficiency of academic administrators in university secondary colleges against the backdrop of informatization, this paper identifies three key issues: shortcomings in the application of information technology, deep-rooted traditional work models, and the urgent need to enhance the comprehensive capabilities of academic administrators. Corresponding suggestions are put forward to address these issues and improve work efficiency, including: upgrading information systems to break down data silos; reconstructing work processes to strengthen collaborative cooperation; enhancing personnel training to improve comprehensive capabilities; and improving the assessment and incentive mechanism to stimulate work motivation.

Disclosure statement

The author declares no conflict of interest.

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