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# Discussion on the Role of School Culture Construction in the Innovation of Higher Education Management

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**Abstract:** In the new era of connotative development of higher education, innovation in educational management has become a key lever for universities to break through developmental bottlenecks and enhance their core competitiveness. As the spiritual core and foundation of university development, the construction of school culture plays an irreplaceable leading, supporting, and enabling role in the innovation of educational management. This article explores the role of school culture construction in the innovation of higher education management in terms of conceptual renewal, mechanism improvement, team building, and educational effectiveness. It proposes practical paths for higher education management based on school culture construction, aiming to provide theoretical references and practical insights for the innovation and high-quality development of higher education management.

**Keywords:** School culture construction; Higher education institutions; Innovation in educational management; Role; Practical paths

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## 1. Introduction

Currently, China's higher education has entered a stage of high-quality development. School culture, as a unique identifier formed through the long-term accumulation of university operations, encompasses four dimensions: spiritual, institutional, behavioral, and material. It serves as the core endogenous driving force for innovation in educational management. These two aspects are dialectically unified and mutually reinforcing: innovation in educational management provides a practical platform and developmental safeguards for cultural construction, while cultural construction injects spiritual essence and clarifies value orientation into management innovation, helping to overcome various challenges at the conceptual, institutional, and implementation levels. Therefore, an in-depth exploration of the role of school culture construction in the innovation of higher education management and clarifying the logic of their integration holds significant theoretical and practical implications for enhancing university management efficiency and cultivating innovative talents.

## **2. The role of school culture construction in the innovation of higher education management**

### **2.1. Leading management concept innovation and clarifying innovation directions**

Management concepts are the prerequisite for innovation in educational management, and school culture construction can provide value guidance to help universities break free from traditional management constraints and establish concepts aligned with the development of higher education in the new era. Campus spiritual culture can guide universities in establishing a “student- and faculty-centered” orientation, enabling administrators to recognize the core status of students and faculty, shifting the focus of management from constraint to service, and stimulating enthusiasm for participation among students and faculty. Meanwhile, cultivating an innovative campus culture can drive universities to adopt concepts such as “innovation-driven development”, “distinctive development” and “collaborative development” breaking away from conventional thinking, exploring personalized management models based on their unique characteristics, breaking down departmental barriers, and fostering a collective force for management innovation.

### **2.2. Improving management mechanism innovation and strengthening innovation safeguards**

School culture construction can lay a solid institutional foundation for innovation in higher education management by standardizing institutional culture and optimizing operational mechanisms, addressing issues of rigid mechanisms and insufficient collaboration <sup>[1]</sup>. Institutional culture, as the concrete manifestation of spiritual culture, integrates the university’s educational philosophy into various rules and regulations, enhancing their relevance and humanity, and avoiding rigidity and disconnection. In student and faculty management, evaluation and incentive mechanisms can be improved in alignment with cultural guidance, breaking unreasonable orientations and accommodating the developmental needs of students and faculty; simultaneously, enhancing their identification with the system and promoting a shift from passive compliance to active practice. Additionally, cultivating a collaborative campus culture can break down departmental barriers, optimize operational mechanisms, achieve coordinated efforts across various management links, and enhance the flexibility and effectiveness of management innovation.

### **2.3. Promoting management team building and laying a solid foundation for innovation**

School culture construction can effectively enhance the quality of the management team, laying a solid talent foundation for innovation in higher education management. By promoting campus spirits such as dedication, pragmatism, and innovation, administrators can be guided to establish correct value orientations, enhance their sense of responsibility and service, and actively engage in management innovation practices. Cultural training and thematic education activities can help administrators understand the university’s educational philosophy, align their personal development with that of the university, and stimulate internal motivation for innovation. Meanwhile, leveraging institutional culture to improve training, evaluation, and incentive mechanisms can facilitate the professional growth of the management team, foster a collaborative team atmosphere, and unite management efforts, providing strong talent support for management innovation.

### **2.4. Strengthening innovation in educational functions and enhancing innovation effectiveness**

School culture construction can drive innovation in three major management areas: teaching, student affairs, and research, effectively enhancing the effectiveness of educational management. A positive campus academic atmosphere can guide teachers to optimize teaching methods and innovative models, focusing on cultivating students’ innovative thinking and practical abilities, while encouraging students to take the initiative in learning and self-improvement; improving teaching facilities and other material culture can provide support for teaching innovation and promote the enhancement of teaching management quality and efficiency <sup>[2]</sup>. In student management, relying on positive behavioral culture to regulate student conduct, implementing personalized and humanized services, accommodating students’ individual development and growth needs, and providing platforms for student demonstration and improvement through various campus cultural

activities can achieve synergistic and diverse educational outcomes. In research management, promoting a pragmatic academic culture can guide teachers to uphold academic integrity, engage in research innovation, improve research incentive and resource allocation mechanisms, establish academic exchange platforms, stimulate research vitality, promote the transformation of research achievements, and enhance the university's research and social service capabilities.

### **2.5. Shaping the university's brand image and enhancing innovation competitiveness**

School culture construction can shape the distinctive brand image of universities and enhance the competitiveness of innovation in educational management. Each university possesses unique educational characteristics and cultural heritage. By delving into its own cultural connotations and creating exclusive campus cultural brands, universities can highlight their advantages in competition and facilitate the improvement of management innovation. Distinctive cultural brands can attract high-quality students, faculty, and social resources, providing sufficient talent and material support for management innovation and driving continuous innovation. Meanwhile, promoting a positive and uplifting campus culture can transmit positive energy, enhance the university's social influence, and secure more policy and financial support, creating a favorable environment for innovation. Through cultural volunteer services, public welfare activities, and other means of transmitting campus culture, universities can enhance their social image and recognition, foster a sense of belonging, pride, and cohesion among students and faculty, and stimulate their initiative in participating in management innovation, driving innovation to achieve tangible results.

## **3. Practical paths for promoting innovation in higher education management through school culture construction**

### **3.1. Strengthening cultural leadership and promoting concept integration**

Universities should adhere to cultural construction as a guide for innovation in educational management, promoting deep integration of cultural and management concepts, clarifying the direction and goals of management innovation, delving into their own cultural heritage and educational characteristics, and refining unique educational philosophies and school mottos. These should be integrated throughout the entire process of educational management innovation, guiding administrators to establish management concepts centered on "students and faculty", "innovation-driven" and "collaborative development" breaking free from the constraints of traditional management concepts<sup>[3]</sup>. For example, universities can develop cultural concepts with industry or regional characteristics based on their own disciplinary strengths and historical and cultural contexts, guiding their management innovation towards specialization and personalization. Universities should strengthen cultural promotion and education through various forms such as campus broadcasts, bulletin boards, new media platforms, and themed educational activities, to disseminate campus cultural and management innovation concepts, enabling students and faculty to deeply understand the intrinsic connection between cultural construction and management innovation, enhancing their identification with cultural and management concepts, and guiding them to actively practice innovative concepts, facilitating the transformation of cultural concepts into management practices, integrating cultural concepts into the entire process of management decision-making, execution, and supervision, ensuring that management innovation always revolves around cultural concepts and maintaining the correct direction of management innovation.

### **3.2. Improving the cultural system and promoting mechanism integration**

Universities should construct a systematic and comprehensive campus cultural system, promoting deep integration of cultural construction and management mechanisms, providing solid support for their own management innovation, strengthening spiritual cultural construction, delving into their own spiritual connotations, cultivating an innovative, collaborative, and service-oriented campus spirit, and providing ideological guidance for their own management mechanism innovation. For example, universities can carry out activities such as school history education and alumni sharing sessions to inherit their own fine traditions and stimulate the innovative spirit and sense of responsibility among

students and faculty <sup>[4]</sup>. Universities should improve institutional cultural construction, integrating campus cultural concepts into various management systems, optimizing their own management rules and regulations, establishing and improving incentive, evaluation, and collaboration mechanisms, and promoting the innovation and improvement of their own management mechanisms. For example, universities can improve teacher evaluation mechanisms by incorporating cultural literacy, educational effectiveness, and innovation capabilities into the evaluation system; establish departmental collaboration mechanisms to break down management barriers and enhance management collaboration efficiency. In addition, universities should strengthen behavioral cultural construction, cultivating a good campus academic atmosphere, guiding students and faculty to develop behavioral habits that consciously practice innovative concepts, and promoting innovation in their own management practices. For example, universities can carry out activities such as civilized campus creation and innovation and entrepreneurship practice to guide students and faculty to regulate their own behavior and actively participate in the school's management innovation practices. Universities should also optimize material cultural construction, improving campus environments, teaching facilities, and cultural venues to create a strong innovative cultural atmosphere and provide a good environmental support for their own management innovation. For example, universities can create innovation and entrepreneurship parks and cultural corridors to provide platforms for students and faculty to engage in innovative practices.

### **3.3. Highlighting the role of students and faculty and promoting practical integration**

Universities should adhere to students and faculty as the mainstay, promoting deep integration of cultural construction and their own management innovation practices, stimulating the enthusiasm of students and faculty for participation, and consolidating the mass foundation for their own management innovation. They should establish participation mechanisms for students and faculty, encouraging them to actively participate in the entire process of the school's cultural construction and management innovation, including the formulation of management systems, the organization of cultural activities, and the design of management innovation plans, widely soliciting opinions and suggestions from students and faculty to ensure that their own cultural construction and management innovation meet the needs of students and faculty. For example, universities can set up suggestion boxes for students and faculty and hold symposiums to collect opinions and suggestions on school management innovation and promptly adjust and optimize management innovation plans. Universities should improve incentive mechanisms, recognizing and rewarding students and faculty who actively participate in the school's cultural construction and management innovation to stimulate their enthusiasm and initiative for participation <sup>[5]</sup>. For example, universities can establish innovation award funds to recognize outstanding individuals and collectives in management innovation and cultural construction, encouraging students and faculty to be brave in exploration and innovation. In addition, universities should build practical platforms and carry out a variety of campus cultural activities and management innovation practice activities to enable students and faculty to enhance their innovation capabilities in practice and practice the school's cultural concepts. For example, universities can hold innovation and entrepreneurship competitions, cultural and arts festivals, and management innovation forums to provide platforms for students and faculty to showcase themselves and enhance their abilities, promoting deep integration of their own cultural construction and management innovation practices.

### **3.4. Improving support mechanisms and strengthening support**

Universities should improve various support mechanisms to provide sufficient support for their own promotion of educational management innovation through cultural construction. They should strengthen organizational support by establishing leading groups for cultural construction and management innovation, clarifying the responsibilities of various departments, and coordinating the promotion of the school's cultural construction and management innovation work to ensure the orderly conduct of various tasks. For example, universities can set up dedicated offices for cultural construction and management innovation to be responsible for coordinating various tasks and promoting deep integration of their own cultural construction and management innovation. Universities should strengthen financial support by increasing

financial investment in cultural construction and management innovation, improving campus cultural facilities, and supporting their own management innovation practices to ensure the continuous promotion of school cultural construction and management innovation work. For example, universities can establish special funds for cultural construction and management innovation for conducting cultural activities, improving facilities, and rewarding innovation. Universities should strengthen talent support by building a high-quality team for cultural construction and management innovation and strengthening training for school administrators and teachers to enhance their cultural literacy and innovation capabilities. For example, universities can regularly organize administrators to participate in management innovation training and cultural construction training and invite experts and scholars to give special lectures to enhance the professional qualities of the team. Universities should strengthen institutional support by improving various rules and regulations for their own cultural construction and management innovation, standardizing work processes, and ensuring that school cultural construction and management innovation work have rules to follow and evidence to rely on.

### **3.5. Deepening school-local collaboration and expanding innovation paths**

Universities should break free from the closed nature of their own campus cultural construction, promote the integration of school-local cultures, leverage local resources to expand their own paths for educational management innovation, and achieve bidirectional empowerment of cultural construction and management innovation. They should strengthen cultural cooperation with local governments, enterprises, and research institutes, explore local characteristic cultural resources, and integrate the essence of local culture into their own campus cultural construction to enrich the connotations of campus culture and inject regional characteristic elements into their own educational management innovation<sup>[6]</sup>. For example, local universities can combine regional industrial characteristics to create a campus culture that aligns with local industrial development, promoting deep integration of their own teaching management and scientific research management with local industrial needs, innovating talent training models and scientific research management mechanisms, and enhancing their ability to serve local development. Universities should actively learn from the advanced management experience of local governments and enterprises, integrating the collaborative and service concepts in local governance into their own educational management innovation, optimizing management processes, and enhancing management efficiency. In addition, universities should promote the radiation of campus culture to society, carrying out activities such as cultural co-construction, volunteer services, and industry-university-research cooperation to transmit their own innovative culture and management experience to the local area, achieving school-local cultural co-construction and management promotion, and expanding broader spaces for their own educational management innovation.

### **3.6. Strengthening digital empowerment and innovating cultural dissemination and management models**

Universities should follow the development trend of the digital age, empower their own campus cultural construction with digital technology, promote innovation in educational management models, and enhance the intelligent and efficient level of their own management innovation. They should build a digital campus cultural platform, utilizing new media, big data, artificial intelligence, and other technologies to create online-offline integrated campus cultural dissemination positions, such as digital cultural corridors, online academic forums, and cloud-based cultural activities, to broaden cultural dissemination channels and enhance the attractiveness and influence of campus culture. For example, universities can use new media platforms such as campus official accounts and video accounts to regularly push campus cultural dynamics and their own management innovation achievements, guiding students and faculty to conveniently participate in the school's cultural construction and management innovation practices. Universities should promote the deep integration of digital technology and their own educational management, relying on digital management platforms to optimize processes in teaching management, student management, and scientific research management, achieving real-time sharing and precise analysis of management data, and enhancing the scientificity and effectiveness of management decisions. For example, universities can use big data technology to analyze student learning behaviors and teacher teaching effectiveness,

providing data support for personalized teaching management and precise services; optimize logistics management, venue reservations, and other services with the help of artificial intelligence technology to enhance the convenience of their own management services. Universities should also cultivate the digital cultural literacy of students and faculty, integrating digital cultural education into talent training and management team building, guiding them to adapt to digital management models, enhancing their ability to use digital technology to participate in school cultural construction and management innovation, promoting deep integration of campus culture and digital technology, and injecting new vitality into their own educational management innovation.

## 4. Conclusion

School culture construction is the soul and foundation of innovation in higher education management, playing an important leading, supporting, and empowering role in educational management innovation. Strengthening school culture construction can lead to innovation in management concepts and clarify the direction of innovation; improve management mechanism innovation and strengthen innovation support; promote the construction of a management team and consolidate the foundation for innovation; strengthen innovation in educational functions and enhance the effectiveness of innovation; shape the school's brand image and enhance innovation competitiveness, addressing the current dilemmas of outdated concepts, rigid mechanisms, and disconnected education in higher education management innovation. In the future, with the continuous advancement of high-quality development in higher education, universities should further attach importance to school culture construction, delve into cultural connotations, innovate cultural construction models, promote deep integration of cultural construction and educational management innovation, give full play to the leading role of cultural construction, continuously enhance educational management levels and innovation capabilities, cultivate more high-quality innovative talents, and contribute to the development of China's higher education cause.

## Disclosure statement

The author declares no conflict of interest.

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