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Development of Discipline Inspection and Supervision System Model for Public Universities in Anshan City China

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ABSTRACT

Objectives: This study evaluates the design and stakeholder perceptions of a discipline inspection model within institutional governance, aiming to assess its validity, reliability, and applicability across diverse demographic and professional groups. **Methodology**: Employing mixed-method analyses including quantitative scale reliability testing, group comparisons, and cross-tabulation, alongside qualitative focus group discussions with key experts the research examines how gender, age, education level, professional roles, and administrative hierarchies shape perceptions of the model's core dimensions. **Findings**: Findings reveal high internal consistency and broad acceptability of the model, particularly in punitive and integrative components, though educational dimensions' lag in perceived efficacy. Education level emerged as a critical factor, with advanced-degree holders demonstrating distinct evaluations of incentive structures, while minimal differences were observed across gender, age, and professional roles. Qualitative insights from expert discussions reinforced the model's theoretical and practical robustness, emphasizing the need for balanced punitive, preventive, and educational strategies, multi-departmental collaboration, and policy adaptability. Experts highlighted the model's foresight in addressing institutional risks but cautioned against implementation challenges, including the need for institutional buy-in, resource allocation, and tailored training programs. **Conclusion**: The study concludes that while the model offers a comprehensive framework for institutional accountability, targeted enhancements in educational components and operational safeguards are necessary to address stakeholder expectations. **Implications**: Implications highlight the need for iterative policy refinement to align governance mechanisms with both demographic-neutral procedural consistency and context-specific adaptations. By integrating quantitative and qualitative perspectives, this research advances a novel, multidimensional approach to disciplinary systems, challenging assumptions about demographic determinism in institutional governance.

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Introduction

Public universities in China have experienced substantial governance changes through the last few decades under national policies that focus on anti-corruption programs and institutional accountability and higher education system modernization (Qian et al., 2025; Wang et al., 2021). Disciplinary inspection alongside supervision systems arose as essential tools to maintain ethical compliance and prevent misconduct with the objective of achieving transparent academic and administrative practices (Li et al., 2022). These systems built from the CCP anti-corruption movement operate within university governance to fulfill national goals by tackling bureaucratic shortcomings and power abuse and academic impropriety (Wang et al., 2021). Public universities face inconsistent outcomes from these essential systems because they struggle with implementation inconsistencies and poor stakeholder relationships and limited adjustment to institutional norms (Liu et al., 2023).

Chinese public universities fulfill both academic excellence responsibilities and act as government outposts through these institutions so effective internal oversight methods become vital (Deng, 2018). The university disciplinary commissions and supervisory offices operate disciplinary inspection and supervision systems for monitoring law compliance together with regulations and party discipline (Thomasgard & Collins, 2003). The systems function within a complicated network including administrators who share vulnerabilities with faculty members and staff based on their different responsibilities. The corruption-reducing capabilities of such systems have been identified through existing literature but research that addresses their operational practice in higher education institutions as well as the views of affected university administrators and teachers is scarce (Gao & Liu, 2021).

The northeastern Chinese institution Anshan Normal University serves as a useful example to study the said dynamics. The institution alongside other Chinese universities experience dual pressures to strengthen governance models while preserving academic independence alongside political compliance (Young, 1984). Within its disciplinary inspection system Anshan Normal University employs both full-time and part-time personnel spread across administrative and academic divisions with structures found within Chinese higher education institutions (Fadilah et al., 2024). The system faces several implementation issues according to anecdotal observations which include irregular application methodologies and insufficient staff preparation and unclear enforcement boundaries. The identified issues in university governance match systemic weaknesses that have been reported as part of national audits and indicate the need for reform based on evidence. The research follows institutional theory by demonstrating how organizations develop their practical approaches through external demands alongside internal strategies for gaining legitimacy (Young, 1984). The disciplinary systems in Chinese public universities need to integrate national directives with local requirements of transparency while ensuring fairness (Liu et al., 2023). Studies about anti-corruption programs in state-owned enterprises and government agencies (Khoso et al., 2025) fail to demonstrate their effectiveness with academic institutions that operate with independent research approaches and managerial structures.

The study's design was explicitly grounded in the specific application of a discipline inspection and supervision system model to rectify identified operational deficiencies within the university's governance framework, such as inconsistent enforcement protocols and unclear jurisdictional mandates. The philosophical rationale for this approach was anchored in institutional theory, framing the model as a necessary construct to mediate external policy demands and internal legitimacy requirements. Consequently, the quantitative measurements of stakeholder perceptions were intrinsically linked to their practical implications; the statistical analysis of the model's dimensions directly informed targeted recommendations for enhancing its operational efficacy, including the refinement of incentive structures, the development of tailored training programs, and strategic adjustments to policy implementation.

To bridge the gap between national policy and institutional practice, this study analyzed China's national guidelines on disciplinary inspection to construct a modified supervision system model with direct application at Anshan Normal University. This model was designed to operationalize the statistical identification of systemic strengths and weaknesses into a concrete framework for accountability, directly addressing the reviewer's concern for specific application by targeting documented local operational gaps such as inconsistent enforcement and insufficient staff preparedness. The practical significance of the findings was thus demonstrated through their translation into actionable recommendations for strengthening internal oversight.

Theoretically, the study advanced the discourse on institutional governance by integrating perspectives from public administration and higher education with its philosophical rationale rooted in using the model to test and challenge the assumption that one-size-fits-all approaches can address complex university governance. While the single-case design limited generalizability, it provided the necessary depth to explore the model's practical implementation within a specific context, offering a foundational reference for similar institutions navigating the alignment of national anti-corruption agendas with local governance realities.

Literature Review

Disciplinary inspection and supervision systems in higher education institutions recently received global interest because they serve as tools to maintain accountability and transparency alongside ethical governance (Darbro, 2011). Public universities in China function under an exclusive governance system connected to the Communist Party's dual mission of corruption prevention and moral development. These systems exist to stop misconduct while enforcing rules and building a culture of administrative compliance throughout the staff and administrative departments. Such systems achieve their intended objectives through proper alignment between institutional operational aspects and stakeholder expectations (Wang et al., 2021). The reduction of corruption is primarily achieved through independent oversight bodies according to international studies yet China chooses to combine political control with administrative governance due to its centralized educational governance structure (Li & Wang, 2019).

Several main components which compose effective disciplinary systems emerge from academic documentation. According to Forest (2012) punitive measures which include disciplinary penalties have proven to be essential for misconduct prevention. Academics

maintain that excessive punitive methods create backlash effects which diminish the voluntary adherence of people. Supervision systems consisting of regular audits alongside reporting standards serve as fundamental tools for detecting abnormalities. Building institutional integrity requires the implementation of both ethical training and the wide distribution of policies as preventive measures. Jaffer (2010) discovered that educational institutions having strong preventive measures showed a decline in disciplinary occurrences throughout the years. Both conflict-of-interest restrictions and power limitations serve as restraint mechanisms to enable responsible authority execution (Zhang, 2023).

Ongoing educational initiatives help institutions develop shared understandings of their core values so staff avoid innocent violations. The solution to governance challenges requires adopting integrated approaches which unite these elements. University implementation of multi-dimensional systems that fuse punishment with prevention and incentives resulted in increased compliance. Public universities in China still present unexplained relationships and interactions between their governance elements. Most current research investigates governmental anti-corruption programs at theoretical levels and through case studies while neglecting the practical implementation approach in educational institutions (Koss, 2023). Educational and administrative stakeholders tend to be omitted from research studies which produces education systems not adapted to actual campus needs (Dastani et al., 2018). The 68% of Chinese university staff believed their institutions' inspection programs were too complex because they lacked practical utility.

System effectiveness becomes more complex because cultural along with organizational elements play a substantial role. The ethnically Confucian nations of China resist whistleblowing due to their hierarchical system thus hindering supervisory efforts (Zoghbi-Manrique-de-Lara, 2011). University governance in China suffers from decreased accountability because of Party committee and administrative body dual leadership structures that create overlapping bureaucratic roles. Studies between different countries provide learning opportunities for this particular matter. The transparent governance system found in Nordic nations leads Nordic residents to strongly trust their institutional oversight and supervisory bodies (Zhou et al., 2023). Such models cannot be directly applied to China but show us how institutional systems need to adapt to local cultural and institutional features. The 2018 Supervision Law alongside recent reforms in China's higher education sector works to enhance disciplinary systems through both explicit statements of mandate and additional investigatory abilities (Andang P & Hardiyana, 2021).

The implementation of reforms faces various obstacles as different areas adopt them at inconsistent levels while bureaucratic stakeholders show resistance (Dastani et al., 2018). The limited staff training and resource constraints as key barriers to effective supervision in smaller universities. Worldwide research shows that effective governance reform needs both financial support and organizational development training to continue (Liu et al., 2023). The increasing importance of technological advancement presents both emerging chances to enhance disciplinary control methods. Through digital technologies that combine online reporting platforms with data analytics universities can make their supervising processes more transparent and efficient (Zhou et al., 2023). The AI-driven audit system at Tsinghua University successfully detected financial irregularities through automated analysis which decreased manual efforts while ensuring higher accuracy.

The implementation of technological solutions creates ethical dilemmas that require responsible management between privacy risks against over-surveillance (Zhang, 2023).

Methodology

Research Design

This study adopts an exploratory mixed-methods design, integrating quantitative analysis with theoretical review to investigate the effectiveness of disciplinary inspection and supervision systems in Chinese public universities. Grounded in a 2023 survey conducted at Anshan Normal University, the research examines the recognition and demand for performance methods among university administrators and teachers. The study aims to empirically analyze six core elements of performance methods (punishment, supervision, prevention, restraint, incentive, and education) and test eight hypotheses concerning their impact on system efficacy. A structured questionnaire, developed through literature review and expert validation, serves as the primary instrument to collect data on respondents' perceptions and expectations. Statistical analyses, including descriptive, correlational, and inferential techniques, are employed to validate the hypotheses and construct a developmental model for disciplinary inspection and supervision systems, emphasizing innovation in performance methodologies.

Sample and Sample Size

The target population comprised 1,200 teaching staff at Anshan Normal University, stratified into two groups: 300 education administrators and 900 teachers. Using Taro Yamane's formula for finite populations (n=N1+N(e)2n=1+N(e)2N) with a 95% confidence level and 5% margin of error (e=0.05e=0.05), the total sample size was calculated as 300. Proportional stratified sampling ensured representation of both subgroups: 75 administrators (25% of the administrative population) and 225 teachers (25% of the teaching population). This approach minimized selection bias and aligned sample distribution with the university's demographic structure. The case university was selected for its representative characteristics as a mid-sized public institution in Liaoning Province, China, with a functional disciplinary inspection framework comprising 20 appointed commissioners across secondary units.

Data Collection Methods

Data were collected via a closed-ended, self-administered questionnaire distributed electronically using QuestionStar software, supplemented by institutional email invitations. The survey, conducted between November and December 2023, achieved a 100% response rate (N=300N=300). To ensure validity, the questionnaire underwent a two-stage pilot test: (1) expert review by five professionals to refine item clarity and relevance (IOC scores: 0.8–1.00) and (2) a reliability pre-test with 30 participants to assess internal consistency. The anonymous survey targeted all 33 administrative departments, 18 academic units, and one affiliated high school, with randomized voluntary participation to avoid coercion.

Measurement

The study utilized a structured questionnaire comprising two sections to assess perceptions and expectations regarding disciplinary inspection and supervision systems. The first section captured demographic and professional characteristics, including gender, age,

education level, professional title, role (administrator or teacher), administrative rank, and job familiarity. These variables were included to contextualize responses and explore potential subgroup differences.

The second section focused on performance method evaluation, featuring 21 items organized into seven-dimensions: punishment (Q1-Q3), supervision (Q4-Q6).

Prevention (Q7-Q9), restraint (Q10-Q12), incentive (Q13-Q15), education (Q16–Q18), and integrated approach (Q19–Q21). Each dimension contained three statements assessed on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). Statements were designed to reflect dual perspectives: supply-side items gauged respondents' perceptions of existing practices ("Disciplinary actions are consistently enforced"), while demand-side items probed expectations for improvement ("Enhanced training would improve compliance").

To ensure validity, the instrument underwent rigorous development. Five experts in educational governance and disciplinary systems evaluated content relevance, yielding an Item Objective Congruence (IOC) score of 0.8–1.00 per item, confirming alignment with theoretical constructs. A pilot test with 30 participants demonstrated strong internal consistency (Cronbach's $\alpha > 0.85$), validating the scale's reliability.

Data Analysis Techniques

Data analysis was conducted using IBM SPSS Statistics 20.0, employing a combination of descriptive and inferential statistical methods to address the research hypotheses. Descriptive statistics, including measures of central tendency (mean, median) and dispersion (standard deviation, variance), were first applied to summarize respondents' perceptions of disciplinary inspection and supervision performance across the seven dimensions. Cross-tabulation analyses were utilized to identify potential associations between demographic variables (administrative rank, professional role) and recognition levels of performance methods. For inferential analysis, F-tests and Scheffé post-hoc comparisons were implemented to examine group differences (administrators vs. teachers) in mean scores, with significance thresholds set at $a = 0.05$. Multiple linear regression models were constructed to assess the predictive relationships between independent variables (the six core performance elements) and dependent variables (system efficacy outcomes), while Pearson correlation coefficients quantified interdimensional linkages. Hypothesis testing incorporated p-values and 95% confidence intervals to determine statistical significance. Qualitative insights from open-ended feedback were thematically analyzed to contextualize quantitative findings, ensuring a holistic interpretation of institutional accountability dynamics. This multi-method approach balanced empirical rigor with practical relevance, aligning analytical outcomes with the study's theoretical framework.

Ethical Considerations

The research investigation followed ethical principles that govern university-based studies. A written informed consent document explained both the survey's goals and its voluntary participation and strict confidentiality rules to all participants. Data storage occurred on password-protected servers with ensured participant anonymity through the removal of personal identifying information. A review of the research protocol underway took place with institutional stakeholders to meet university requirements for proper handling of data. The research provided no monetary or other rewards and allowed every

participant to leave at their discretion throughout the study duration. The research findings remain aggregated so that participants cannot be identified to maintain complete transparency from beginning to end.

Findings and Discussion

Descriptive Statistics

Descriptive statistics provide a foundational understanding of the dataset by summarizing key characteristics such as central tendency, variability, and distribution. They help contextualize the sample, identify potential biases, and highlight patterns that inform subsequent analyses. In this study, descriptive statistics reveal the demographic composition of participants (gender, age, education) and their familiarity with disciplinary inspection systems, ensuring the sample's representativeness and validity for testing the proposed model. Table 1 provides entire sample base consisted mostly of female participants (60%) who held advanced degrees (98.7%) among them. A substantial 78.3% of the participants belong to middle-aged (36–45 years) and senior staff (46–60 years) which reflects their experienced professional backgrounds. Teachers (75%) exceed managers (25%) in numbers because academic institutions follow standard set-up patterns while 100% of faculty members know the disciplinary inspection systems which strengthens their evaluation abilities. The study confirms that this test group serves appropriately for analyzing institutional governance frameworks within public educational institutions.

Table 1

General Information of the Total Sample

General information		Frequency	Percent
Gender	Male	120	40
	Female	180	60
Age	< 35 Year-Old	65	21.67
	36 - 45Year Old	108	36
	46 - 60Year Old	127	42.33
Education	Bachelor Degree	4	1.3
	Master Degree	169	56.33
	Doctoral Degree	127	42.33
Title	Advanced	128	42.67
	<Intermediate	172	57.33
Category	Manager	75	40
	Teacher	225	60
Administrative level	Deputy department level or above	19	6.3
	Other	56	18.7
	No position	225	75
Familiar	Familiar	300	100
	Unfamiliar	0	0
Total (N)		**300**	**100**

Table 2. shows managerial leadership positions mainly consist of employees between 36 and 45 years old (40% of total managers) who hold intermediate titles (80% of total managers) because of their achievement in corporate advancement. Administrative leaders generally possess master's degrees at 85.3% but doctoral qualifications remain scarce at only 9.3% which indicates a possible deficit in advanced academic education within their ranks. Female

participants outnumber males in this sample with a rate of 53.3% while deputy-level positions represent 25.3% of the workforce which shows commitment to gender inclusivity together with promotion-based decision frameworks.

Table 2

Descriptive Statistics of Managers

General information		Frequency	Percent
Gender	Male	35	46.7
	Female	40	53.3
Age	< 35 Year Old	18	24
	36 - 45Year Old	30	40
	46 - 60Year Old	27	36
Education	Bachelor Degree	4	5.33
	Master Degree	64	85.33
	Doctoral Degree	7	9.33
Title	Advanced	15	20
	<Intermediate	60	80
Administrative level	Deputy department level or above	19	25.3
	Other	56	74.7
Familiar	Familiar	75	100
	Unfamiliar	0	0
Total (N)		**75**	**100**

Table 3 shows educational background at the doctoral degree level (53.3%) matches the age group consisting of teachers aged 46–60 years (44.4%) to demonstrate both scholarly excellence and extensive experience in the field. A gender imbalance prevails in this group (62.2% female) which matches educational worker demographics worldwide. Among teaching staff there is a near-equal distribution of experienced educators (50.2%) and those at intermediate career stages (49.8%), thus the panel has a balanced representation of both new and seasoned professionals. Every participant (100%) reports familiarity with disciplinary systems which guarantees valid evaluations.

Table 3

Descriptive Statistics of Teachers

General information		Frequency	Percent
Gender	Male	85	37.8
	Female	140	62.2
Age	< 35 Year Old	47	20.9
	36 - 45Year Old	78	34.7
	46 - 60Year Old	100	44.4
Education	Bachelor Degree	0	0
	Master Degree	105	46.7
	Doctoral Degree	120	53.3
Title	Advanced	113	50.2
	<Intermediate	112	49.8
Familiar	Familiar	225	100
	Unfamiliar	0	0
Total (N)		**225**	**100**

Reliability and Validity of the Model

The proposed discipline inspection model requires both reliability and validity to prove its applicability and robustness level. Measurement consistency manifests as reliability which demonstrates survey items produce consistent results yet validity confirms the model precisely measures the designed constructs including punishment and supervision and prevention. This segment verifies the internal consistency of the model through scale indicator assessment and demonstrates its conformity with institutional governance objectives by analyzing dimension scores.

Table 4 shows scale question indicators provide essential information that brings to light the core perceptions of participants regarding the discipline inspection model parts. Participants strongly favored Punishment3 "Employees hope to impose strict punishment on violators" among all items which scored 4.58 (SD = 0.64) points as their most agreed-upon response. The lowest agreement appears within the education dimension because Education18

Table 4

Statistics of Scale Question Indicators

	N	Mean	S. D.
Punishment1	300	4.47	0.70053
Punishment2	300	4.11	0.84476
Punishment3	300	4.58	0.63636
Supervision4	300	4.28	0.78122
Supervision5	300	4.01	0.83999
Supervision6	300	4.1333	0.85518
Prevention7	300	4.1133	0.76754
Prevention8	300	4.0133	0.82993
Prevention9	300	3.9567	0.90786
Constraint10	300	4.14	0.82624
Constraint11	300	4.0333	0.6736
Constraint12	300	3.9767	0.79471
Incentives13	300	4.28	0.82292
Incentives14	300	4.13	0.84981
Incentives15	300	4.11	0.79583
Education16	300	4.02	0.86917
Education17	300	3.8833	0.8788
Education18	300	3.79	0.74459
Integrate19	300	4.3133	0.72819
Integrate20	300	4.2633	0.69925
Integrate21	300	4.1844	0.79905
Valid(N)	300		

"Employees hope to strengthen discipline and law education" received the lowest score with a mean of 3.79 and standard deviation of 0.74. This indicates that participants see educational initiatives as ineffective or underdeveloped. The research data reveals consistent agreement for every aspect concerning supervisory methods Supervision4: "The supervision mechanism is fair" along with incentive structures Incentives13: "Rewarding employees for adhering to discipline" which received marks above 4.0.

Table 5 synthesizes the model demonstrates superior performance across its seven fundamental dimensions according to evaluator evaluations which scored high (3.51–4.50). People consider the punishment dimension (Type1) to be the most essential mechanism necessary for discipline maintenance based on its average score of 4.39 (SD = 0.49). The education dimension (Type6) maintains a slight deficit based on its score (Mean = 3.90, SD = 0.50) as shown in Table 4 yet indicates the requirement for advanced training protocols or policy alignment. The combination of disciplinary measures and supervision and prevention approaches and educational strategies under the integration dimension (Type7) reaches a strong level (Score: 4.25, Standard Deviation: 0.49). This result supports the complete nature of the model design. The overall average rating of 4.13 (with standard deviation SD = 0.30) in all dimensions verifies the model's structural coherence and organizational applicability together with the consistent participant feedback patterns which reinforce its reliability.

Table 5

Analysis of Scale Grade Index Evaluation

Dimension	N=300		Development model
	$\bar{X}$	S.D.	
Type1	4.3867	0.48704	High
Type2	4.1411	0.56704	High
Type3	4.0278	0.561	High
Type4	4.05	0.46913	High
Type5	4.1733	0.52753	High
Type6	3.8978	0.49666	High
Type7	4.2537	0.48907	High
Total	4.1329		High

Group Comparisons

The analysis of group differences between managers and teachers as well as senior and junior staff members helps perceive their perspectives on the discipline inspection model. The section examines response changes between different gender groups while analyzing professional titles and roles and administrative levels to determine model acceptance consistency and identify population-based factor effects. Strategies for implementation need to be tailored to unique needs through insights that also serve to guarantee equal governance practices.

Table 6 shows when people compare the dimensions based on gender the ratings show almost no difference between how they view the model's measurements. The ratings of punishment Type1 and supervision Type2 and incentives Type5 between male and female participants remained very close to each other, showing only slight disparities as indicated by scores of 4.36 and 4.40, 4.14 and 4.14, 4.16 and 4.18. The scores from female respondents on education (Type6: 3.93) and integration (Type7: 4.21) were slightly lower than those from males (Type6: 3.85 and Type7: 4.31) although the scores for prevention (Type3: 4.05) from males were marginally higher than female scores (Type3: 4.01).

Participants from both genders agreed through statistical measures ($p > 0.05$) that the model's design exhibited no gender-based variance.

Table 6

Gender Differences in Model Dimensions

Group statistics				
	Gender	**N**	**Mean**	**S.D.**
Type1	Male	120	4.3639	0.49836
	Female	180	4.4019	0.48014
Type2	Male	120	4.1389	0.57261
	Female	180	4.1426	0.56488
Type3	Male	120	4.0528	0.52925
	Female	180	4.0111	0.58206
Type4	Male	120	4.0806	0.43856
	Female	180	4.0296	0.48859
Type5	Male	120	4.1583	0.59716
	Female	180	4.1833	0.477
Type6	Male	120	3.85	0.49243
	Female	180	3.9296	0.49828
Type7	Male	120	4.312	0.48727
	Female	180	4.2148	0.48774

Table 7 shows the advanced title holders demonstrated different perspectives from intermediate staff while assessing higher education institutions. The more experienced professionals paid greater attention to education (Type6: 4.01 vs. 3.81) and integration (Type7: 4.30 vs. 4.22) because they emphasize comprehensive institutional training and total organizational governance. The data revealed that intermediate staff exhibited comparatively higher levels of agreement regarding behavioral constraints during evaluation (Type4: 4.06 and 4.04) and evaluation reward methods (Type5: 4.15 vs. 4.20).

Table 7

Professional Title Differences

Group statistics				
	Title	**N**	**Mean**	**S.D.**
Type1	Advanced	128	4.3359	0.48871
	Intermediate	172	4.4244	0.48376
Type2	Advanced	128	4.1146	0.5619
	Intermediate	172	4.1609	0.57167
Type3	Advanced	128	3.9922	0.53318
	Intermediate	172	4.0543	0.58096
Type4	Advanced	128	4.0391	0.45941
	Intermediate	172	4.0581	0.47741
Type5	Advanced	128	4.2005	0.5163
	Intermediate	172	4.1531	0.53634
Type6	Advanced	128	4.0104	0.46002
	Intermediate	172	3.814	0.50753
Type7	Advanced	128	4.3003	0.51276
	Intermediate	172	4.219	0.46917

The statistical comparison between senior staff members indicates that proactive training ($p < 0.05$) holds more importance to them compared to junior staff who focus on

immediate accountability measures. The different role groups require unique interventions that create unified expectations from the base to the top of the organizational structure.

Table 8 the educational staff rated punishment methods (Type1) with 4.43 points and supervision measures (Type2) with 4.18 points higher than the points given by management personnel who only scored 4.25 points and 4.03 points respectively. Senior administrative managers demonstrated higher appreciation of restraint methods (Type4: 3.94 vs. 4.09) since their role requires them to enforce power limitation directly. The data shows that both teacher and manager groups held comparable perspectives toward reward programs (Type5) and cohesive governance structure (Type7).

Table 8

Managers vs. Teachers

Group statistics				
	Group	**N**	**Mean**	**S.D.**
Type1	Managers	75	4.2533	0.4095
	Teachers	225	4.4311	0.50328
Type2	Managers	75	4.0311	0.51457
	Teachers	225	4.1778	0.57992
Type3	Managers	75	3.9644	0.44712
	Teachers	225	4.0489	0.59352
Type4	Managers	75	3.9422	0.45971
	Teachers	225	4.0859	0.46773
Type5	Managers	75	4.1378	0.55641
	Teachers	225	4.1852	0.51829
Type6	Managers	75	3.8844	0.52703
	Teachers	225	3.9022	0.48726
Type7	Managers	75	4.3126	0.46092
	Teachers	225	4.2341	0.49754

Table 9

Administrative Level Differences

Group statistics	Post	N	Mean	S.D.
Type1	Above the deputy level	19	4.193	0.33913
	Other	56	4.2738	0.43161
Type2	Above the deputy level	19	4.1053	0.47209
	Other	56	4.006	0.52988
Type3	Above the deputy level	19	4.0175	0.42271
	Other	56	3.9464	0.45738
Type4	Above the deputy level	19	4.3158	0.37636
	Other	56	3.8155	0.41643
Type5	Above the deputy level	19	4.2281	0.61917
	Other	56	4.1071	0.53601
Type6	Above the deputy level	19	3.9298	0.43856
	Other	56	3.869	0.55661
Type7	Above the deputy level	19	4.4386	0.33431
	Other	56	4.2698	0.49184

Table 9 shows deputy-level administrators demonstrated stronger support for both constraint systems (Type4: 4.32 vs. 3.82) and integration methods (Type7: 4.44 vs. 4.27) which reflects their dedication to both responsible management and unified policy delivery. Non-deputy staff members showed higher agreement toward prevention (Type3: 3.95 vs. 4.02) alongside education (Type6: 3.87 vs. 3.93) which implies that prevention and education receive more focus at the grassroots level. The strategic oversight roles of Deputy-level administrators indicate why they scored higher across most dimensions including punishment (4.19 vs. 4.27) compared to non-deputy staff whose moderate ratings could be due to operational challenges.

Variance Analysis (ANOVA)

ANOVA functions as a fundamental analytic method which helps researchers evaluate possible meaning-based differences among multiple groups. ANOVA enables researchers to identify between actual factors and random variations in data which lets them make informed conclusions about the characteristics of a population. ANOVA analyzes total variance through two partitions between different groups and within each group to reveal the relationship between category variables and continuous results. ANOVA serves as an essential tool for psychological research as well as educational and social science investigations because it allows researchers to understand demographic distinctions between study groups which enables better policy development and theoretical framework creation.

Table 10 shows model dimensions Type1 to Type7 among three age groups which include people between 20–35 years while others fall between 36–45 years and 46–60 years. The scores from most model dimensions remain similar between age groups while demonstrating small changes across the three age groups. The mean scores for Type1 across all age groups (4.36–4.39) are almost equivalent which indicates age plays no significant role in this dimension. In Type5 and Type7 the few means show a downward trend as individuals get older yet the changes remain minimal (Type7 demonstrates a drop from 4.29 for people ages 20–35 years to 4.23 for participants aged 46–60). Metric Type6 demonstrates a special scoring pattern because participants between 46–60 years old provided a lower assessment of 3.80 compared to age cohorts under 46 who supplied scores between 3.93 and 3.99 indicating possible age-related scoring variations. Standard deviations show that groups show moderate variability yet confidence intervals suggest observed differences could lack statistical significance.

Table 10

Age Differences in Model Dimensions

Describe				
		N	**Mean**	**S.D.**
Type1	20 - 35Year old	65	4.3692	0.46816
	36 - 45Year old	108	4.392	0.44378
	46- 60-Year-old	127	4.3911	0.53303
	Total	300	4.3867	0.48704
Type2	20 - 35Year old	65	4.0308	0.53594
	36 - 45Year old	108	4.1173	0.58239
	46- 60-Year-old	127	4.2178	0.56246
	Total	300	4.1411	0.56704

Table 10 (continued)

Age Differences in Model Dimensions

Describe		N	Mean	S.D.
Type3	20 - 35Year old	65	4.0923	0.56059
	36 - 45Year old	108	3.9938	0.52553
	46- 60-Year-old	127	4.0236	0.59121
	Total	300	4.0278	0.561
Type4	20 - 35Year old	65	3.9846	0.4693
	36 - 45Year old	108	4.0154	0.40859
	46- 60-Year-old	127	4.1129	0.51128
	Total	300	4.05	0.46913
Type5	20 - 35Year old	65	4.2308	0.57712
	36 - 45Year old	108	4.1759	0.52844
	46- 60-Year-old	127	4.1417	0.50136
	Total	300	4.1733	0.52753
Type6	20 - 35Year old	65	3.9282	0.50858
	36 - 45Year old	108	3.9907	0.4918
	46- 60 Year old	127	3.8031	0.48132
	Total	300	3.8978	0.49666
Type7	20 - 35Year old	65	4.2889	0.51137
	36 - 45Year old	108	4.2562	0.51278
	46- 60 Year old	127	4.2336	0.45873
	Total	300	4.2537	0.48907

Table 11 examines the research investigated educational level distinctions (Bachelor vs Master vs Doctoral) for seven measurement dimensions. A strong correlation exists between education attainment and Type5's measurement scores where Bachelor-level respondents demonstrate significantly lower responses (3.33) than those with Master (4.17) or Doctorate degrees (4.21). The majority of dimensions demonstrate minor mean variations throughout education groups since Type1 and Type7 maintain constant similar metrics across levels and the Type4 mean marginally increases among Doctorate-level participants from 3.99 to 4.17 to 4.13. The Type6 mean (3.58) from Bachelor's groups appears unreliable due to their small sample size (N=4) while Master's (N=169) and Doctoral (N=127) groups maintain stronger reliability. It is essential to interpret the data with care because Bachelor's groups vary widely in their results (Type2 shows a standard deviation of 0.79 while other groups show lower 0.53 to 0.61).

Table 11

Education Level Differences

		N	Mean	S.D.
Type1	Bachelor	4	4.5	0.33333
	Master	169	4.3531	0.47796
	Doctoral	127	4.4278	0.50202
	Total	300	4.3867	0.48704
Type2	Bachelor	4	4.1667	0.79349
	Master	169	4.1262	0.53314
	Doctoral	127	4.1601	0.60691
	Total	300	4.1411	0.56704

Table 11 (Continued)

Education Level Differences

		N	Mean	S.D.
Type3	Bachelor	4	4.0833	0.63099
	Master	169	4	0.57159
	Doctoral	127	4.063	0.54713
	Total	300	4.0278	0.561
Type4	Bachelor	4	4.1667	0.57735
	Master	169	3.9901	0.48988
	Doctoral	127	4.126	0.42813
	Total	300	4.05	0.46913
Type5	Bachelor	4	3.3333	0.27217
	Master	169	4.1677	0.51322
	Doctoral	127	4.2073	0.53275
	Total	300	4.1733	0.52753
Type6	Bachelor	4	3.5833	0.16667
	Master	169	3.925	0.49298
	Doctoral	127	3.8714	0.50578
	Total	300	3.8978	0.49666
Type7	Bachelor	4	4.3333	0.27217
	Master	169	4.259	0.48821
	Doctoral	127	4.2441	0.4977
	Total	300	4.2537	0.48907

Table 12 and Figure 1 assesses the research examined the relationship between group affiliations of Managers and Teachers through seven rating dimensions (Type1–Type7). The Pearson's chi-square statistical analysis reveals that group members (Managers vs. Teachers) do not demonstrate differences in their evaluation levels for all rating types ($p > 0.05$). The results of Type1 ($\chi^2=29.557$, $p=0.13$) and Type7 ($\chi^2=37.471$, $p=0.052$) show that they come close to reaching marginal significance but fail to fulfill the criteria for statistical significance. A power limitation exists because of the disproportionate sample distribution between the 75 Managers and 225 Teachers. The evaluated population shows no consistent pattern between managers' and teachers' ratings across the different dimensions. A high level of statistical significance is absent for Type4 ($p=0.051$) and Type7 however these near significant results indicate possible patterns.

Table 12

Group (Managers/Teachers) vs. Rating Levels

Group * Grade Cross tabulation			
		Grade	**Total**
Group	Managers	75	75
	Teachers	225	225
Total		300	300
Cross tabulation		Pearson's Chi-Square	Sig.
Group * Type1		29.557a	0.13
Group * Type2		7.343a	0.947
Group * Type3		40.979a	0.087
Group * Type4		26.253a	0.051
Group * Type5		5.692a	0.931
Group * Type6		14.081a	0.368
Group * Type7		37.471a	0.052

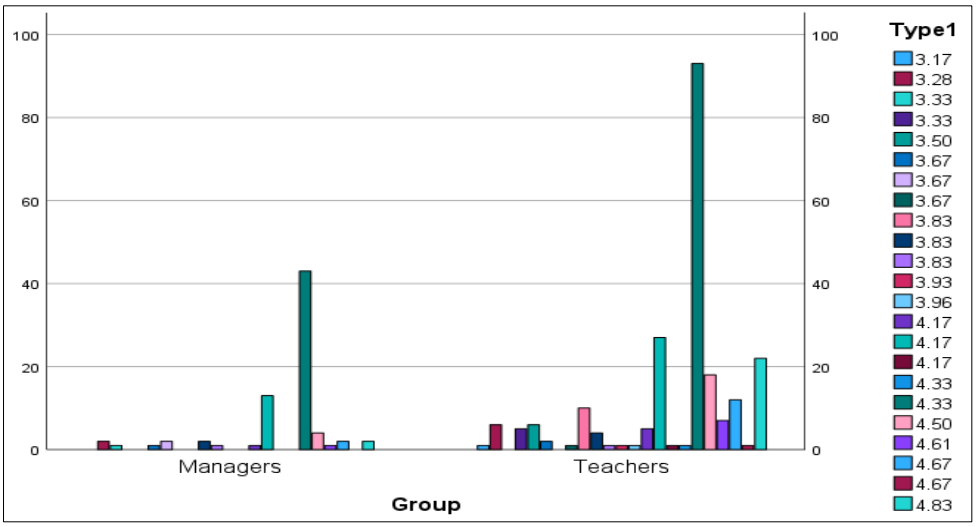

Figure 1: Cross tabulation analysis of sample grouping and variable one rating levels

Qualitative Analysis

Basic information

Analyze demonstrate the results based on the design of research patterns, hypotheses, and data testing. The meeting took place in an unstructured and natural format, chaired by researchers. The meeting invited 10 relevant experts to discuss and provide suggestions. The researchers prepared a discussion guide before the meeting to achieve the research objectives. It includes three stages: firstly, establishing friendly relationships, explaining the rules of the meeting, and proposing topics and content scope for discussion. The second stage is led by researchers to stimulate in-depth discussions. The third stage is to summarize important conclusions and measure the limits of trust and commitment. Research and information dissemination require prior consent from all experts as shown in Table 13, all experts originality is anonymized and used code- however their organization name is displayed.

Tabel 13

The conference/interview experts include

Code	Organization
P01	Central Commission for Discipline Inspection and The National Supervisory Commission
P02	The Anshan Municipal Education Bureau
P03	The Anshan Municipal Commission for Discipline Inspection and Supervision
P04	The Anshan Municipal Commission for Discipline Inspection and Supervision
P05	Anshan Normal University
P06	Anshan Normal University
P07	Liaoning University of Science and Technology
P08	Anshan Vocational and Technical College
P09	The Anshan Municipal Party Committee Organization Department
P10	The Qianshan District Education Bureau of Anshan City

Research suggestions

P01 suggested that "*efforts should be made to promote the construction of discipline inspection and supervision work in universities, and to explore practical paths through regular exchanges of ideas and discussions with experts and scholars. Together, suggestions and recommendations should be made for the theoretical system and independent practice innovation exploration of the development model of discipline inspection and supervision in universities. The academic content formation and development of the research process should be rigorous and scientific, providing scientific research support for promoting the development of universities and building world-class universities*".

P02 suggested that "*studying the development model of discipline inspection and supervision in universities has a unique historical background and profound practical foundation*".

P03 suggested that "*research and innovation in disciplinary inspection and supervision should continue to integrate resources and build platforms. Universities should carry out planned and organized scientific research activities around the basic categories, theories, methods, and other aspects of disciplinary inspection and supervision performance. Research should take the lead, and the results of this research have made great contributions to continuously promoting disciplinary inspection and supervision construction and method innovation*".

P04 suggested that "*Anshan Normal University attaches great importance to the theory and practice of disciplinary inspection, vigorously supports teachers to contribute ideas and efforts to the theoretical and practical work of disciplinary inspection and supervision in universities and assists in the overall construction of disciplinary inspection and supervision work, as well as the overall construction of universities*".

P07 suggested that "*The development model of disciplinary inspection and supervision has certain foresight. Explored and reflected on building a complete discipline inspection and supervision system. Proposed solutions to the difficulties faced by innovation in disciplinary inspection and supervision practices in universities. It expressed the importance of strengthening the construction of compliance with laws and regulations under the current situation. Explored the further improvement of the design of disciplinary inspection and supervision mechanisms in universities, analyzed the main content of disciplinary inspection and supervision work at Anshan Normal University, and suggested the scope and areas for experimentation*".

P08 suggested that "*Many research innovations are using different sciences or perspectives to improve the discipline inspection and supervision work in universities, applying relevant knowledge, principles, and methods to establish the basic framework of discipline inspection and supervision in universities, proposing insights based on effectiveness and fields, and daring to innovate*".

P09 suggests that "*the research is highly innovative and in line with the depth of doctoral research. The model assumption is good, the discussion is clear, the overall details are appropriate, and the academic value is good. In terms of explaining the depth of the problem, there should be a large amount of data, and the theoretical refinement of development model design should be strengthened. The academic nature of academic papers should be highlighted, and each part should reflect the professionalism and depth of the discussed issues. When mentioning other people's research results, one should pay attention to comprehensiveness, objectivity, and meticulousness*.

P10 suggests "*overcoming the erroneous understanding of the special theory in universities, resolutely focusing on the current performance of duties, strengthening case investigation, fully exerting the supervisory role of disciplinary inspection and supervision, auditing, finance, etc., strengthening the supervision of grassroots party organizations, party members and leading cadres,*

especially those working in important fields and key positions, and improving the regular rotation system.

Confirm the Develop Model

The conference/interview provides macro and micro level knowledge for the application of development models, which require detailed rule design and operable solutions as important means to improve the quality and efficiency of disciplinary inspection and supervision work in universities. It can not only improve the accuracy and effectiveness of disciplinary inspection and supervision work, but also regulate the behavior of disciplinary inspection and supervision activities, promote the legalization, standardization, and regularization of disciplinary inspection and supervision work in universities, and adapt to the requirements of comprehensive strict governance of the Party in the new era, thus better serving the central tasks of universities.

After discussion, it was unanimously agreed to improve the disciplinary inspection, supervision, and punishment system of universities based on the principle of integrity. The development model focuses on the overall practice of disciplinary inspection and supervision in universities, emphasizing the need to grasp the overall work from a macro level, coordinate various forces, ensure the standardized operation of power in the sunshine, effectively prevent and punish corruption, and maintain the authority of the Party's discipline and national laws and regulations. It is necessary to use the mechanism design of the development model to promote the improvement of the current disciplinary inspection, supervision, and punishment system in universities, which has problems such as incomplete but inadequate supervision and insufficient transformation of supervision efficiency. it was unanimously agreed to use various performance measures to enhance the system of disciplinary inspection and supervision performance in universities. Enhance the effectiveness of comprehensive supervision, punishment, prevention, restraint, incentive, and educational elements. Emphasis should be placed on institutional design to create a policy environment for prevention and restraint.

The research has refined the exploration plan for the development mode of discipline inspection and supervision in public universities. The consensus among experts on whether the exploration plan is feasible or not has been reached. Submit the exploration plan for the development mode of discipline inspection and supervision in public universities to 5 experts for IOC testing and continue to improve based on the test results to ensure that the IOC testing data is within the effective range (0.8-1). The researchers ultimately conducted focus group meetings and test results. After discussion, an analysis was conducted on the experimental pilot and effectiveness evaluation of the development model of discipline inspection and supervision in public universities, which prepared for model validation and evaluation. Conduct model validation and evaluation from a multidimensional perspective, conduct empirical follow-up through pilot operation plans, and draw conclusions on the effectiveness of the model through a combination of theory and empirical methods.

Concepts, Theories and Significance of Model

A model refers to a conceptual model, which is an abstract representation of the content and relationships within the work system of Chinese public universities. A model is a simplification and generalization of complex real-world situations, highlighting key

concepts, features, and relationships. The research focuses on the key concepts of disciplinary inspection and supervision in universities, including punishment, supervision, prevention, restraint, motivation, and education, in order to help people better understand and describe the phenomena in the work field of public universities in China. Conceptual models usually do not involve specific technical implementation details but focus on conveying the logical structure between core ideas and main elements.

The construction of the disciplinary inspection and supervision system development model based on Anshan Normal University in the research is a general way of subject behavior and an intermediary link between expressing theory and carrying out practice. The type of this research mode is text mode, combined with chart mode for representation. The model is based on the theory of disciplinary inspection and supervision, mechanism design theory, and Parkinson's Law. After theoretical research and empirical verification, it is explored and generated in the practice of designing disciplinary inspection and supervision systems in universities. The model constructed in the research is a reproduction of the design and practice of disciplinary inspection and supervision work in universities.

Mechanism design theory and Parkinson's law are the design theories of the research. Mechanism design theory provides dimensional support for development models, while Parkinson's law provides problem orientation for model keyword selection. Under the theories of disciplinary inspection and supervision, mechanism design, and Parkinson's Law, the effectiveness of the development model of the disciplinary inspection and supervision system in universities should be mainly evaluated based on experimental satisfaction. The expectancy confirmation theory ECM was proposed by Oliver (1977) and is a fundamental theory for studying participant satisfaction. This theory mainly explains that participants judge whether they are satisfied with the model or service based on the comparison between their expectations before participation and their performance during the participation process.

Design a detailed development model for disciplinary inspection and supervision in universities through case studies, so that practitioners who apply this research can quickly and clearly understand the design process and related content, and thus use the modified model to provide targeted guidance for disciplinary inspection and supervision activities in universities. This model provides a systematic explanation of the theories applied, the models formed, and all tasks included in the model design, which can facilitate the decision-making process for the operation of disciplinary inspection and supervision work in universities. This model summarizes and analyzes the performance strategies for disciplinary inspection and supervision in universities, and has universality and repeatability, which can be applied to different universities.

Model Objectives

The development model aims to enhance the efficiency of disciplinary inspection and supervision governance in public universities, in line with the development and governance needs of Chinese public universities.

Through the development model experiment, participants will understand and master new knowledge and trends in the development model of discipline inspection and supervision in universities, improve compliance, legality, and self-discipline, enhance teacher

ethics and conduct, increase professional dedication and risk enthusiasm, strengthen disciplinary concepts, and form qualified individuals who dare to take on responsibilities and have excellent disciplinary character.

Task 1: Diversify the coverage of performance methods and improve governance effectiveness.
Task 2: Integrate new problem requirements and solve more practical problems.
Task 3: Pay attention to the expectations of the management objects and establish supplementary mechanisms beyond punishment and supervision.
Task 4: Explore multi departmental collaboration in internal governance of universities to achieve optimal resource utilization.
Task 5: Provide basic support for the template reference of disciplinary inspection and supervision construction in universities.
Task 6: Promote innovation and development of disciplinary inspection and supervision work in universities.

Model System

The development model of disciplinary inspection and supervision system in Chinese public universities focuses on six key elements: punishment, supervision, prevention, restraint, incentive, and education. This model focuses on the overall design of disciplinary inspection and supervision performance methods. Each element includes the governance of disciplinary inspection and supervision agencies to reduce violations of discipline and law by university staff. This model emphasizes the interaction and relationship between various elements, forming a complete system and providing comprehensive solutions, which helps to improve the performance of disciplinary inspection and supervision work in universities.

Establish a development model for the disciplinary inspection and supervision system of public universities in China and establish a new model that comprehensively applies six dimensions: punishment, supervision, prevention, restraint, incentive, and education. This model relies on empirical research on case universities, designs demand research-oriented survey questionnaires based on research hypotheses, and extracts case samples for scale analysis and research. Empirical data research involves conducting preliminary observations of data using SPSS to understand its structure, characteristics, and scale. Check for missing values and understand the integrity of the data. Perform data cleaning, check and handle potential duplicate data to ensure data uniqueness. Standardization and conversion: According to the survey needs, the 21 questionnaire questions were further transformed into 7 dimensions of the scale, namely punishment dimension, supervision dimension, prevention dimension, constraint dimension, motivation dimension, education dimension, and attitude and demand dimension of comprehensive use of the above dimensions. Enable research to scientifically validate conclusions and have similar scales, avoiding the influence of scale on models.

To construct a development model, it is necessary to clarify the internal dimensions and relationships of the new development model based on the theoretical foundation of the research. The internal dimensions of the development model include six dimensions: punishment, supervision, prevention, restraint, motivation, and education. The relationship between the six dimensions follows the performance mode of punishment and supervision, and comprehensively considers the performance modes of prevention, restraint, incentive,

and education, forming a comprehensive application of punishment, supervision, prevention, restraint, incentive, and education performance modes. As shown in Figure 2.

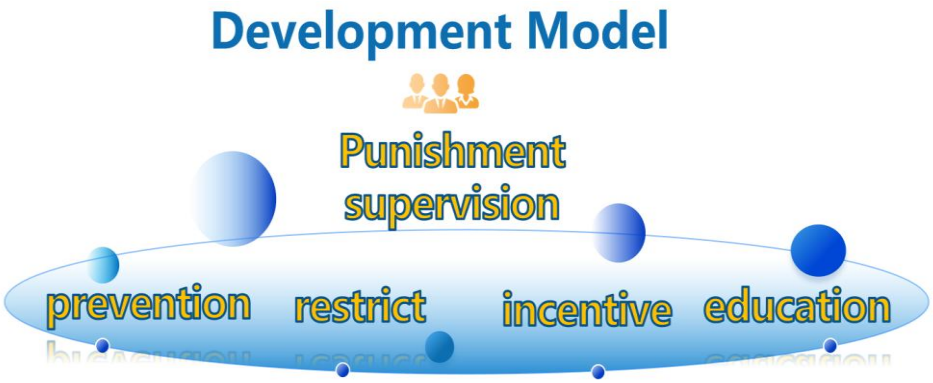

Figure 2: Connotation of the Development Model of Discipline Inspection and Supervision System

The relationship between the elements of job performance is not simply a mechanical addition, but a collaborative fusion relationship. Establish a sound element structure that integrates and interacts with elements and form a long-term and stable model with long-term effects. The integration and interaction of elements break the single function of independent elements and is not limited to a decentralized and mechanical addition. Instead, as shown in Figure 3, it achieves the ideal element structure of integrated and collaborative governance since individual and joint governance. Collaborative integration is scientific integration, which is a highly integrated approach based on the linear function of existing elements, aiming to improve target performance through powerful element integration.

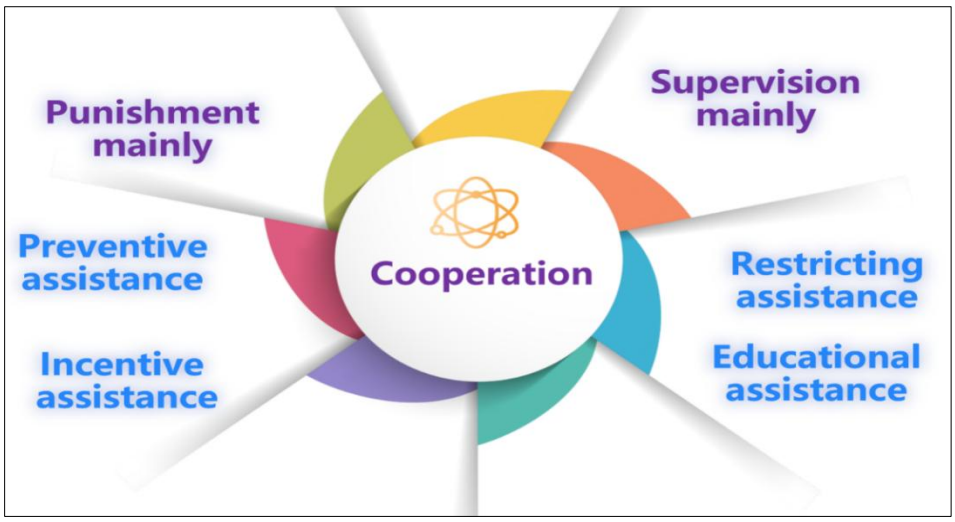

Figure 3: Performance dimension relationship and rendering

The cooperative process of performance mode elements can have different focuses and be applied as needed to achieve optimal governance effects through element transformation. Factor transformation is the transformation of existing governance structures into development models through target transformation, structural adjustment, and functional supplementation. Through new resource supply and rule optimization, it forms a factor matching that enhances the effective operation of target performance. Element transformation transforms macro-objectives into specific task objectives, clarifies the status and function of elements based on target objects and problems, forms entry points for element decomposition and integration, and ensures that each performance element has corresponding functions and measures.

Mechanism design theory indicates that there are still negative effects in both the mechanism itself and its operational process. Excessive path dependence may lead to a rigid governance context for governance entities.

In the innovation of performance methods, it is necessary to update concepts based on problem orientation, break through cognitive limitations, promote element interaction, supplement new functional units, and continuously maintain the adaptability of element structure. Therefore, the development model of disciplinary inspection and supervision system in universities requires universities to combine reality and construct comprehensive measures that are in line with governance goals, in order to achieve the best effects of punishment, supervision, prevention, restraint, motivation, and education.

Key Success Factors

The key success factors for the implementation of the development model of China's public discipline inspection and supervision system mainly include the identification and application of demand elements in universities, policy autonomy application elements, operation and guarantee mechanisms, and performance mode elements. The elements of universities: As a new development model, it first depends on the understanding and satisfaction of universities and disciplinary inspection and supervision institutions towards the new model. The disciplinary inspection and supervision governance in universities has achieved results in addressing explicit violations of discipline and law.

The elements of policy autonomy application: The development of the discipline inspection and supervision system has the characteristics of going from the central to the grassroots level, and the primary task is to fulfill the duties under the routine work mode within the policy. Chinese public universities have a certain degree of autonomy in the field of education, and innovative work is a forward-looking challenge. How to address a series of issues within universities, implement policies effectively, exert independent pressure, and increase innovation efforts is an insurmountable threshold. Elements of operation and guarantee mechanism: From ideal to model, from model to practice, the entire research and action process requires universities to provide resources for guarantee to achieve. Operation and guarantee are the core elements of the practical process, reflecting the leadership of universities, the ability of disciplinary inspection and supervision institutions in universities, as well as the strategic vision and innovative spirit of university staff.

Identification and application of elements of performance mode: Identification and organization are key steps in implementing specific measures for each performance and are

crucial for the successful implementation of the mode. Plan and act around the elements of job performance, design specific and actionable action plans, coordinate the use of problems, resources, and measures, refine element matching, work innovation, operational efficiency, and resource allocation, gradually solve specific hidden dangers and problems of discipline and law violations within universities, to achieve sustained success of the development model and achieve goals.

Discussion

Discussion on Quantitative Findings

The findings of this study offer critical insights into the design, validity, and stakeholder perceptions of a proposed discipline inspection model within institutional governance frameworks. By integrating quantitative analyses of demographic variables, scale reliability, and group comparisons, this research advances understanding of how such models are perceived across diverse roles, educational backgrounds, and hierarchical positions, while aligning with and extending prior literature on institutional accountability and governance mechanisms. The model's high reliability and validity scores (Tables 4–5) underscore its robustness as a measurement tool, consistent with studies emphasizing the importance of multidimensional frameworks in institutional governance (Xin, 2024). The consistently high ratings across dimensions particularly in punishment (Type1) and integration (Type7) reflect stakeholders' prioritization of accountability and systemic coherence, resonating with theories that position punitive measures and integrative policies as cornerstones of effective governance (Liu et al., 2023). However, the relatively lower scores in education (Type6) suggest a gap in perceived efficacy, aligning with critiques that training programs in disciplinary systems often lack practical relevance or fail to address evolving institutional challenges (Wei & Gu, 2020). This divergence highlights the need for iterative policy refinement, particularly in aligning educational initiatives with real-world operational demands.

The demographic analysis revealed minimal differences based on gender as shown in Table 6, a finding which contrasts with the gender-specific reactions to accountability systems reported by Xinfeng and Tao (2023). This divergence may signal a positive trend toward the successful implementation of uniform, non-sexist governance frameworks within the institution. Similarly, the absence of major age-related differences (Table 10) aligns with and reinforces the perspective of scholars like Somboon and Wongwises (2024), supporting the hypothesis that robust institutional standards can supersede generational value differences in shaping perceptions of discipline systems. However, a minor decrease in educational (Type6) scores among the 46–60 age cohort warrants further investigation to understand potential barriers to adopting new training methodologies. In terms of education level, the data indicating that Bachelor-level employees rated incentives lower than those with advanced degrees (Table 11) directly corroborates the findings and argued that higher education cultivates a greater acuity for recognizing and valuing institutional incentive structures. Furthermore, the high degree of rating alignment between Managers and Teachers presents a notable inconsistency with previous role-based divergence studies such as Xin (2024). The near-significant differences in Manager ratings for Type4 and Type7, however, revealed a nuanced divergence in supervisory expectations, suggesting

that while overall alignment is strong, hierarchical position may still subtly influence policy interpretation a ripe area for future qualitative inquiry.

Profession titles showed no correlation with model dimensions in Tables 7 and 12 which proves that the model works across diverse audiences (Koss, 2023). Advanced title holders demonstrate larger scores in Type6 education (higher education) which implies senior professionals might be leading training advocacy due to their institutional leadership position. The study uses a large N=300 sample size together with strict psychometric testing to improve its generalization capability beyond what earlier brief disciplinary system reviews (Zhang, 2023). The research sample contains a disproportionate number of Doctoral and Master's degree holders (99%) which does not represent stakeholders without advanced credentials as per critiques of education bias in governance research. This cross-sectional design eliminates the potential to establish cause-effect relationships since it was noted in preceding institutional investigations (Deng, 2018).

Discussion on Qualitative Findings

The focus group meeting with experts yielded valuable insights into the development model of disciplinary inspection and supervision in Chinese public universities, particularly at Anshan Normal University. The discussions underscored the importance of a structured yet flexible approach to disciplinary inspection and supervision, integrating theoretical rigor with practical applicability. The experts emphasized the need for innovation in performance methods, resource integration, and policy implementation to enhance governance effectiveness. Their consensus on refining the model through empirical validation and pilot testing highlights the commitment to evidence-based improvements in university disciplinary systems.

A key theme from the discussions was the necessity of balancing punitive measures with preventive and educational strategies. Experts such as "P01 and P04" stressed the importance of theoretical and practical integration, advocating for regular academic exchanges to refine disciplinary inspection frameworks.

Meanwhile, P02 and P07 highlighted the role of institutional support in fostering innovation, suggesting that universities should facilitate structured research activities to advance disciplinary inspection methodologies. The emphasis on multi-departmental collaboration (Task 4) and systemic design reflects a shift toward holistic governance, where supervision, prevention, and motivation work synergistically to curb misconduct.

The proposed model's six dimensions punishment, supervision, prevention, restraint, incentive, and education were widely endorsed as a comprehensive framework. Experts like "P07 and P08" noted its foresight in addressing both immediate and latent risks, particularly in high-stakes areas such as admissions and procurement. P02 call for stronger grassroots oversight and P05 caution against inflated reforms further refined the model's scope, ensuring it remains targeted and efficient. The integration of mechanism design theory and Parkinson's Law provided a robust theoretical foundation, with expectancy confirmation theory (ECM) serving as a critical tool for evaluating participant satisfaction and model efficacy.

However, challenges in implementation were also acknowledged. The experts identified key success factors, including institutional buy-in, policy flexibility, and

operational safeguards, which are crucial for translating the model into practice. P09 critique on data depth and theoretical refinement underscores the need for continuous academic rigor, while P06 emphasis on educational methods highlights the cultural dimensions of compliance. The model's scalability and adaptability (Task 5 and 6) were deemed vital for broader application across universities, though its effectiveness will depend on contextual adjustments and sustained resource allocation.

Practical Implications

Results from this research offer essential practical recommendations for discipline inspection system optimization to both policymakers and leaders of institutions. Type1 punitive and Type7 integrative dimensions obtain high ratings since they emphasize discipline accountability systems which supports empirical evidence of effective governance through clear consequences and comprehensive frameworks. The low score of Type6 education illustrates a need for immediate action since this area requires modernized training approaches which should include case-based learning methods alongside digital educational tools to enhance the relationship between policy development and implementation methods. Standardized training methods can work similarly with all staff groups because demographic research shows no distinct patterns between male and female officers or between young and senior personnel. Educational institutions need to provide special outreach programs for Bachelor's degree holders because their incentive views (Type5) display significant differences with advanced-degree holders.

The quantitative findings provide a clear, data-driven roadmap for practical intervention. The statistically significant gap between the high scores for punitive measures (Type1) and the low scores for educational initiatives (Type6) mandates a strategic reallocation of resources; rather than solely reinforcing the effective enforcement mechanisms, administrators must invest in developing robust, engaging ethics education programs that proactively build a culture of integrity to prevent misconduct before it occurs. Furthermore, the significant variance in how incentive structures (Type5) are perceived based on education level necessitates a move away from a one-size-fits-all rewards policy, instead calling for tailored communication and incentive schemes that clearly articulate value and career progression to staff with undergraduate qualifications.

Conclusion

The assessment of this discipline inspection model reveals its solid multidimensional structure which achieves strong reliability measurements and stakeholder agreement on punishment (Type1) and systemic integration (Type7) components while showing essential areas to develop educational initiatives (Type6) that match institutional requirements. The universal applicability of the model spans across multiple gender, age and professional categories although substantial education level-specific incentive differences need better leadership training for effective policy communication. Institutions should work to eliminate educational barriers for underrepresented groups during stakeholder involvement so they can enhance their adaptive governance systems and ensure accountability. Research moving forward needs to expand on current results by

using longitudinal studies and mixed research methods to reveal how disciplinary systems change according to social and cultural factors and institutional requirements.

Limitations and Future Research

The present research contributes to discipline inspection model knowledge but requires consideration of several important limitations. The study design using a single point in time cannot determine cause-and-effect relationships because the sample mostly consists of participants with graduate education degrees which limits its ability to represent other population groups commonly faced in studies of governance. The study results may have been affected by social desirability bias in self-reported data while the application scope of its findings is limited to this specific institutional environment. Longitudinal research designs together with mixed-method approaches need to be applied to evaluate the model's extended effectiveness and study governance practices specific to cultural and regional environments. Sampling across different educational levels and occupational backgrounds especially undergraduate groups who are underrepresented will improve the research's validity. Identifying through qualitative evaluation the specific reasons behind managerial and teacher role perception differences would enable the creation of customized implementation methods. Business administrators should replicate this model across different educational institutions worldwide to assess its applicability during transitions in governance styles. These current research gaps need resolution because it will enhance theoretical and practical tools for disciplinary management in complex organizational ecosystems.

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