



IMPLEMENTING MODERN EDUCATIONAL MANAGEMENT
THEORIES TO REFORM HIGHER EDUCATION

by
KETING ZENG

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)
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to Reform Higher Education

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(International Program)

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ABSTRACT

This research aims to analysis, summarized the theoretical basis of modern educational management, and analyze the influence of modern educational management theory. This study adopts questionnaire survey, a random sample of 150 junior students majoring in management in Soochow University of Jiangsu Province. Statistical analysis methods such as descriptive analysis and correlation analysis were used to test hypotheses. The results found that the traditional concepts have a profound impact on today's educational management and school control, and educational theories will determine the formation of educational policies. Education management policies are also constantly innovating. Schools have various forms of high value-added state-owned assets such as scientific research ability, high technology level and advanced equipment. Education policies affect the reform of education management system.

Keywords: Modern educational, educational reform, higher education

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Chapter 1

Introduction

1.1 Statement of the problems

On the reform of education management system, from the literature collation point of view, through the national Medium - and long-term education reform and development plan outline paper references, Ministry of Education. The Outline of the National Plan for Medium - and Long-Term Education Reform and Development, edited by He Kekang and Li Wenguang. Educational Technology. Beijing: Beijing Normal University Press, 2002. Zhou Yueliang Modern Educational Technology. Beijing Higher Education Press, 2008, Wang Youmei Electronics File Information Teaching New Ideas, China's Audio-visual Education, 2002, Zhang Zhiyong, Li Guoqing. American Electronics File development: Experiences, Challenges, and implications. Education Science Research 2010, Gan Yongcheng Information Education Knowledge Management. Research on Visual Education, 2002, Chen Lijuan. Briefly talking about the data and its application, Statistics of China, 2006(11) and other data, this study puts forward the conclusion and prospect, points out the shortcomings and areas to be improved in this paper, analyzes the implementation of modern education management theory and its significance to the reform of higher education management system.

Look into the following questions:

1. What is the status quo and strategy of educational management system?

After many years of adjustment and reform, the higher education management system has been continuously developed and optimized, forming a new system of higher education management with unified central leadership, central and provincial government management and mainly provincial government. Although this new system is to adapt to the formation and development of the economic system, it plays a very good promoting role in mobilizing the enthusiasm of various departments and regions to develop higher education and cultivating a large number of talents for our country's modernization construction. But with the development of the economy,

the progress of science and technology and the transformation of the economic system, there are still some outstanding problems in the administration system of higher education in our country.

2. What roads did the reform of educational management system go through? Recalling the development process of China's higher education management system, it is a process of promoting the reform of education management system based on the relationship among schools, society and government under the objective law of development of things, so as to make the development of higher education conform to and promote the development of contemporary social economy, politics, culture and science and technology. Under the background of rapid development of economy, mutual integration of culture, rapid development of science and technology, changes of The Times and broad pattern of politics, we can find that the route of system reform is carried out along the lines of "development" and "decentralization".

3. What are the ways of education management system? In view of the significance of education management and the problems existing in education management, schools need to take practical measures to further strengthen education management according to the needs of China's education reform and development and the reality of school reform and development and stability, so as to ensure the better realization of education objectives.

1.2 Research objectives

The research was conducted through a literature survey of the higher education management system at both the central and local levels, with local management dominating, and the introduction of the National Medium and Long-Term Education Reform and Development Plan (2010-2020) in 2021. This is China's first education plan since entering the 21st century. It proposes to insist on improving the system of presidential responsibility under the leadership of the Party Committee, promoting the separation of government and enterprises, and steadily implementing the expansion of school autonomy. 2021 At the end of December, 28 universities directly under the Ministry of Education launched a pilot project to build a modern university

system. 2021 The Higher Education Law of the People's Republic of China was amended to further refine and clarify the responsibilities of university academic committees. The responsibilities of the school running levels were clarified from three aspects: universities, educational administrative departments and society.2021 On 24 September, the General Office of the CPC Central Committee and the General Office of the State Council issued the Opinions on Deepening the Reform of the Education System.2021 Since the 1980s, the reform of the internal management system started from high schools, and the aim of the reform was to form the calibre of management adapted by the higher authorities, with the straight subs to have a certain social Autonomy, the internal management system ideal reform results for some reasons for the goal of a large gap. Therefore, in the new historical period, especially after the accession to WTO, how to continue to deepen the reform of the internal management system of higher education institutions and institutions, and rationalize the relationship between the government, society and higher education institutions, is still an important issue in the reform of higher education management system which is a difficult task. The reform of higher education management system refers to the reform of higher education schools or higher education which is the management system of relevant educational institutions. The internal management system of China's higher education institutions and institutions of higher education was formed under the planned economy system. It has historical inevitability and rationality. Before the reform, the management bodies of higher education institutions and their institutions were basically in line with the management functions of higher authorities (generally managed by functional departments in a unified manner, such as education departments at all levels), which had obvious dependency and closed characteristics, thus causing universities to lack the ability to run schools hands-on independently and autonomously.

1. analysis of the theoretical foundations of modern educational management.
2. summarise the theoretical foundations of educational management.
3. analysis of the impact of modern educational management theories on educational management.

1.3 Conceptual Framework

1. This study uses education policy as a mediating variable and the following diagram shows the concept map.

2. Through questionnaires and literature collection, we understand the content changes in education policy and make a survey and research on the impact of modern education theory on the education management system.

3. Different educational theories determine different educational policies.

4. Educational management theory is the independent variable and educational management system is the dependent variable.

The flow chart of the study is as follows.

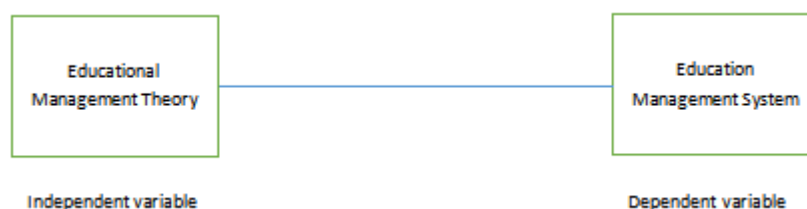


Figure 1.1 Variable Relationship Diagram

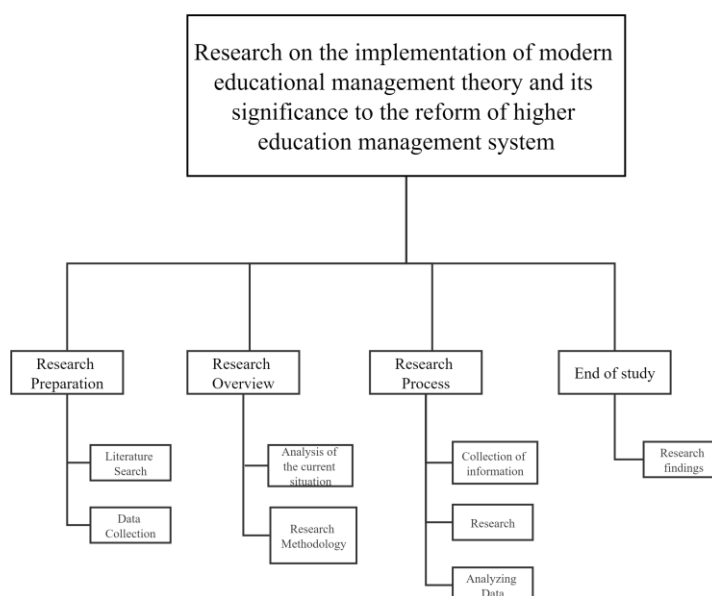


Figure 1.2 Flow chart of the study

1.4 Research hypothesis

Based on the review and summary of relevant theories and previous empirical studies in the literature review, combined with the purpose, research questions and research structure of this study, the specific hypotheses of this study are summarised as follows.

a: Based on the review and summary of relevant theories and previous empirical studies in the literature review, combined with the purpose, research questions and research structure of this study, the specific hypotheses of this study are summarised as follows: educational theory will determine educational policy formation.

b:Based on the review and summary of relevant theories and previous empirical studies in the literature review, combined with the purpose, research questions and research structure of this study, the specific hypotheses of this study are summarised as follows: Education policy influences the reform of the education management system.

c:Educational theory is the foundation that determines the reform of the educational system.

d's mediating role: education policy is supported by educational rationale as a basis for influencing educational management reform.

1. Hypothesis: The implementation of modern educational management theory will promote the scientific development of the reform of the higher education management system.

2. Hypothesis: Modern educational management theory is the ideological basis to guide the reform of the higher education management system.

1.6 Terminology

Modern theory of educational management: education, management, systems science and the disciplines that originated in economics. This theory defines a number of principles for the reform of the higher education management system. A shift from administrative to academic power, macro-regulation of the higher education market, guaranteed investment intensity and a sound investment system, industrialisation of higher education, and overall school reform centred on discipline building.

Socialist modernization with Chinese characteristics: To concentrate on socialist modernization along the path of socialism with Chinese characteristics is the fundamental task of the state as stipulated in the Constitution of the People's Republic of China.

Planned economy: Also known as a command economy, it is an economic system in which production, resource allocation and product consumption are planned in advance. Since most planned economies rely on command planning, a planned economy is also known as a command economy. A planned economy generally means that the government sets out the overall objectives of national economic and social development, formulates reasonable policies and measures, arranges major economic activities in a planned manner, and directs and adjusts the direction of economic operations according to pre-determined plans.

Administration of colleges and universities: The administration of schools by government departments refers to excessive administrative intervention in the work of schools, so that the autonomy of schools is restricted. The administrationization of school internal management means that school administrators use administrative power to suppress the academic power of professors or obtain resources that should not be obtained, thus distorting the value orientation of the school. Everyone wants to be an official instead of focusing on teaching and scientific research.

Educational management theory: The sum of perspectives on educational systems, using a set of interrelated concepts, definitions and propositions to explain educational management phenomena and the various relationships between educational management variables. Helps to explain and predict educational management phenomena.

Management system: The management system is the criterion that defines the scope, authority, responsibilities, interests and the relationship between the central government, local governments, departments and enterprises in their respective areas of management. Its core is the establishment of the management bodies, the distribution of the functions of the various management bodies and the coordination among the various bodies. Its strength directly affects the efficiency and effectiveness of management, and plays a decisive role in the whole management of central, local, department and enterprise.

1.7 The importance of research

(1) Theoretical implications

The distinctive feature of modern science and technology development is that it presents a strong trend of accelerated development and rapid change in the speed and process of development, while at the same time presenting a general trend of being highly differentiated yet highly integrated, and with a high degree of integration as the mainstay. To adapt to the needs of the new period of talent, must have a wide range of basic knowledge, strong organizational skills and strong collaborative skills. The development of modern science and technology urgently requires highly qualified personnel, and through institutional reform in the field of higher education management, the level of higher education can be improved to provide the necessary knowledge and talent for economic development. Only by adapting higher education management to the current economic development can qualified talents be cultivated. The reform of China's higher education management system has made certain achievements, but as it is difficult to have a development process that is compatible with social and economic development, it is only by establishing a higher education management system that is compatible with it that higher education itself can develop in a healthy way. To better serve the cause of socialist modernization with Chinese characteristics.

(2) Relevance

The relationship between the reform of the higher education management system and modern educational management theory is one between practice and theory. Since the implementation of the Higher Education Act, a corresponding reform

of the higher education management system has been inevitable. The implementation of modern educational management theories to guide the reform of the higher education management system are of immense practical importance.

Chapter 2

Theory and Literature Reviews

2.1 Concept and theory

Stein's ideas on educational administration: Stein believes that this is the result of inequity in the spiritual wealth of society. All people in the world live in a human community. This community gathers many people who exist for each other. In other words, people have to exist for anyone in order to survive. The human community is made up of two parts. One part is society and the other part is the state. Society is made up of a part of impersonal natural elements who provide the conditions for human development through the distribution of wealth, it is the organisation of labour into groups of people through laws, it draws people into action through a system of human needs, and he is the family and its laws inheriting the organic continuity of common human life. The State is made up of elements of personalised self-regulation. With law and self-regulation it is possible to change all the inequalities that exist in society. Why wealth is unequally distributed. Wealth in society is concentrated in those who are well educated and productive and who are well paid through their knowledge and skills. The poor in society are often not well educated and lack the skills to earn a living. The small share of social wealth is taken for granted. To address the inequitable distribution of social wealth, the inequitable distribution of spiritual wealth must first be addressed. Countries that advocate independence should intervene in education through legal and administrative means to allow the children of the poor to be educated.

Dewey recognised that all education takes place through the individual's participation in the consciousness of human society. This process begins almost unconsciously at birth. It constantly develops the individual's abilities, influences his consciousness, forms his habits, trains his mind, and stimulates his feelings and emotions. Through this unconscious education, man shares little by little the wisdom he has accumulated. Possessing intellectual and moral wealth, he is the inheritor of a unique cultural capital. The most formal and professional education in the world is

indeed inseparable from this universal process. The educated individual is an individual of society, and society is an ordered combination of many individuals. If we remove the social element from the mammoth child, we are left with an abstraction: If we remove the individual element from society, we are left with a rigid, lifeless group. Dewey's basic principle of the relationship between the individual and society is consistent in his later works. As a member of society, a person is born and a person dies. But social life as a 'group' and a 'race' must continue. Adults are therefore expected to pass on knowledge and experience, including customs, institutions, beliefs, languages, cultures and ideas, to young people. This transfer and inheritance is education in the broadest sense of the word. Teaching, instruction and learning are essential if society is to continue to survive. Education is necessary for survival. Dewey recognised that the school is primarily a social organisation. Insofar as education is a social process, the school is a form of social life. It is in this form of social life. All means of encouraging children to enjoy most effectively the wealth inherited from mankind and to use their faculties for social purposes are the focus. The school, as an institution, should rightly simplify real social life to its original form. Dewey linked the concept of moral education to the school as a form of social life, and he saw the loneliest and most serious moral discipline as people properly relating themselves to others in the process of unifying commerce and thought. In the course of children's activities they should be motivated and controlled through group life. Dewey criticised American education at the time for using modern schooling or some transfer of knowledge to the classroom as a place to develop some habits "with the result that many children are meant to be part of the experience of life and thus really function as educators", "because he **홀시** school teachers have too much stimulation and control in this idea as a social approach." This was pointed out. Dewey also talks about the role of the teacher, the testing of children and so on. He argued:- "Instead of imposing a concept or forming a habit on a child in school, the teacher should choose an object that will influence the child as a member of the group and help the child to respond appropriately to those influences." The work of the teacher is based on a relatively large amount of experience and relative maturity. How a child is trained for life is determined by academic knowledge. All questions about the

division and promotion of children's classes should be dealt with according to the same criteria. The purpose of testing is simply to show that the children can adapt to life on the board, function most effectively in that situation and be best helped.

In describing the social role of education, Dewey focuses on the role of the school environment. Firstly, it provides a relaxed environment for the friends to choose the most basic of the focal points of social life, business, literature, science, religion, etc. to influence their friends and to build on them to understand more complex matters. Secondly, schools should exclude what is not valuable in the social environment so that they do not influence the intelligence and habits of young people. Thirdly, schools give students the opportunity to be exposed to the various elements of society. It is the effectiveness of education that the individual acquires knowledge and functions, beliefs, customs and ideals through participation in public activities. Dewey said that "education plays a leading role". Adults and educators must "guide" the behaviour of young people, and this "guidance" should be realised by them. For "coercion" is not very effective in teaching. In Dewey's example, we can lead a horse to water, but we cannot make it drink, we can lock a man in a meeting, but we cannot force him to repent. Young people should understand the purpose and value of various activities and should not be forced to do something, but should be allowed to play by consciously participating in something. Education is growth. According to Dewey, the nature and role of education is the process of promoting the growth of children's instincts. There are three steps from low to high. One view is that the child's 'organism' is a growing process from a biological perspective, as the child moves from adolescence to adulthood. Secondly, as children move from adolescence to adulthood, they develop their intelligence and abilities. These developments are learned by individuals through experience. In this process, children have the ability to 'learn from experience', but they also need the 'help' of adults and educators. A child's social life is the basis for all his growth. Many failures in education are due to the neglect of the fundamental principle that school should be a form of social life. The mission of schooling is to develop the child's need to "grow up". The value of schooling depends on the extent to which a child is able to do the work. Thirdly, children's habits and morals are also formed gradually as they adapt to life

and their environment, so adults and educators should take advantage of the conditions that facilitate the formation of children's habits and character. Dewey pointed out that the instinctive growth of children is always developed in the course of life, and that life is the social expression of life. The best learning is 'learning from life'. School education should make the child's present life the main element of learning. It is necessary to teach children to adapt to their living environment by ensuring appropriate education and the direct life of the child. Education cannot be divorced from life. When you leave social life, the school will have no moral objective and no purpose. If we close in an isolated school, we have no guiding principles. The best education is learnt from life. This is because the harmonious development of mankind can be achieved when "all life from the beginning has scientific, artistic, cultural and interactive aspects". He recognised that the whole of life is educational and that all social activities are educational. Dewey said:- "Education is a process of life, not a preparation for future life." *She said. He saw education and life, growth and development as the same concept of meaning. Family life, school life, group life and social life are all education, especially moral education. Education is both a social creation and a social belonging. Of the three ways of life - school life, family life and social life - social life is the key to integrating the other two. Education for a local perspective is essentially a perspective on a form of life. Schools should bring life to life as authentically and vividly as children experience it at home, in the community or on the playground. Education is the constant renewal of experience. Dewey believed that experience is the foundation of the world and that education is the process by which children acquire direct experience through their own activities. The main task of education is not to teach children existing scientific knowledge, but to allow them to gain experience in their own activities. The assertion that "experience is the foundation of the world" thawed his view that "all learning comes from experience". In fact, formal and informal education were being revolutionised. Life and experience are the spirit of education. Without life and experience, there can be no education for growth. Education transmits the accumulated human experience, enriches it and enhances its ability to guide life and adapt to society, thereby maintaining and developing social life. The board is inbred by contact with people in

their personal lives, by light enrichment, by mutual influence, by the gradual expansion and enhancement of experience, by the cultivation of moral character, by the acquisition of high knowledge and function. This is because the experience of decoration must be closely related to life, and the experience of decoration can contribute to personal growth. Dewey concluded that "education is life", "education is growth" and "education is the constant renewal of experience". He believed that education is about gaining first-hand experience from the activities of the child. In adapting to their environment, people must build on old experiences to solve problems. Dewey put it this way. "Education is the endless reconstruction of experience, adding further meaning to it, adding further impetus to later experience." As members of society are subjects, interactions between people, and as people share beliefs, purposes, consciousness and emotions, education is the effective realisation of the subject's subject. The function of education is to consolidate social life. In other words, education transmits the experience accumulated by human beings over generations, enriches the content of human experience, enhances the ability of experience to guide life and adapt to society, and thus maintains and develops social life. Taking into account the interests and needs of the child, the fixed purpose is not age-active and cannot be adapted to the specific circumstances that have changed; the ultimate purpose is lyrical fiction. Because the world is always changing. According to Dewey, education is a process of "life", "growth" and "transformation of experience", a process of progressive and positive development in which the object of education exists. The object of education exists in this process. Life is for a fuller and more perfect life, education is for a fuller and more perfect education. Life and education should not have any subjects attached to them. He recognises that his life and growth are never ending. Children and adolescents grow and live, expanding, refining, scrambling and reorganising to eventually become competent members of society. Dewey emphasised that the purpose of education lies within the process, not outside it. If the end is in the process and the activity itself becomes a means to an end, the activity is alive and has a genuine educational animus. Conversely, if the end is something outside the process, that is, something

imposed from the outside, such activity fails to stimulate the intellect in a given situation and is blind, mechanical and harmful.

This is Dewey's theory of the purpose of education. The purpose of education is progressive, progressing from the present to the future. Dewey indeed made 'growth' the object of education. The purpose of growth is to get more and better growth; the purpose of education is to get more and better education. The real aim is to give the child a predictable goal to strive for, to observe the situation with care, to pursue success with patience and care, and to devote oneself to learning. In this way, the child progresses step by step, one step at a time, and the realisation of education is always its own reward. This purpose makes the child an active participant in the educational process. This seriousness of purpose is due to the fact that the children who are educated have strong feelings in the actual activity that serves to guide and direct their behaviour. Dewey's theory of the purpose of education aims to correct the fact that adults determine the purpose of education in isolation from children, but does not fundamentally abandon the purpose of education in the light of education. There are three drawbacks according to Wee; if you make the future of life the purpose of education, you can easily lose motivation in the present. A child can easily develop the habit of laziness or procrastination and neglect his or her individuality. Dewey goes further and says that the real purpose is to suggest the element of solubility

Answer: This is not an unauthorised decision, but a gift for adapting and experimenting with changing circumstances. It is achieved gradually in the development from the present to the future, not in the pursuit of some unattainable ambitious goal at the cost of denying the educator's current enjoyment and needs. Growth and life are endless, there is no ultimate purpose and there is no ultimate purpose that goes forward forever; children and adolescents grow into competent members of society in their process of expansion, enhancement, renewal and restructuring. Education is about the socialisation of the child into a good citizen of society. (There is no teleology in education.) The purpose of education exists in the process of development Dewey criticised motorised education for giving children a disadvantageous and unnecessary purpose. If you consider whether the value of an

activity serves its purpose, the activity becomes a chore. The ends that emerge in free time activities are closely bound up with the means, and the activity does not stop when a project is completed. If the end of the previous activity has been achieved, it becomes a means to the end of the next activity, and the end is the means and the means is the end. Dewey opposed the external, high point and ultimate purpose of education, arguing that an external educational purpose is impossible. The fundamental purpose of education is to transform society, Dewey said, and there are only intracurricular purposes, not extracurricular ones. "An 'intracurricular purpose' is a specific curriculum determined by the instincts, impulses and interests of the child, noting that it is an external fictional purpose with an 'extra-curricular' purpose. The purpose of education is to produce suitable citizens for society. Education is the basic method of social progress and social reform. Dewey's theory of the purpose of education is thus a corrective to the bright education of adults who determine the purpose of education apart from the child, rather than a fundamental abandonment of the purpose of education. Indeed, for Dewey, education is an object. "the democratic way of life" and "the scientific way of thinking". Dewey believed that adaptation to the needs of society was the focus of education, so he would not eliminate society while respecting children. What *Democracy and Education* asserts is that education should meet the needs of a democratic society and that children should live, be born, grow and experience should be modified so that the new generation can meet and satisfy the expectations of a democratic society. Dewey argued that schools exist to foster the spirit of the people and provide for the well-being of citizens. Schools are a special social environment Dewey states that schools are a special social environment. In other words, school is a streamlined society, not as complex as adult society. School is a selected society, not as organised as adult society. Schools are organised and culinary societies are not as lively as adult societies. Schools seek a balance of influences and are not as conflicted as adult society. An ideal school is therefore geared towards adult society, eliminating the hustle and bustle and accepting only the good. Dewey's Chicago Experimental School is legendary. The relationship between school and society is twofold: Firstly, in its organisational form, the school should be a small society, reflecting the various

working activities of the life of the larger society. School is a social life that can be simplified and reduced to a circular state to represent the current social life of children. Secondly, school education has a function of improved regulation and continuous regulation of society. Through education, the behaviour and habits, thoughts and feelings of the previous generation are passed on to the next generation. By harmonising the relationship between the individual and society, schooling makes the individual a 'member of society', thus preserving the democracy and progress of society and isolating ideas and habits that may or may not bring disruption to society. The prototypical society is the basis on which academic disciplines are built. Dewey argued that children's personalities are formed primarily in interaction with their external environment, i.e. society. The negative impact of the social environment on personality was cited as a key factor in the formation of the child's personality. It is therefore necessary to simplify, purify and assimilate the realities of social life so that every school becomes an "initial society", shaping the minds of young people and gradually changing the more pronounced and uncontrollable features of adult society. To achieve a hoe stable society, Dewey introduced work such as knitting, cooking, sewing, gardening, woodworking and metal balling into the school carriage, in keeping with the children's abilities and interests and reflecting real life conditions. Dewey recognised that the child and the classroom are the beginning and the end of the classroom, and that bringing knowledge of each subject back to its original experiential state and allowing children to experience it for themselves would propel them from the beginning to the end. Dewey's view of what is society and what is school makes school the 'real form' of active social life, thus providing the best guarantee of a harmonious larger society. School or society" does not simply mean the reproduction of social life within the school. As a special environment, the school has three important functions. It is the distillation and revitalisation of existing social practices to create a broader and more balanced environment. Dewey emphasised that the content of education in schools must be closely related to the experience of social life.

2.2 Review of the literature

2.2.1 Introduction

Modern educational management thought has its origins in two main sources: the Eastern idea of "moral governance", represented by Confucius in ancient China, and the Western idea of "rule by law", represented by Socrates in ancient Greece. In terms of the core of management, the East focuses on the management of the people while the West focuses on the management of the officials; in terms of the assumption of human nature, the East believes in the goodness of human nature while the West believes in the evil of human nature; in terms of the characteristics of management, the East emphasises on top-line morality while the West emphasises on bottom-line morality; in terms of management, the East attaches importance to the management of human thoughts while the West attaches importance to the management of human behaviour.

2.2.2 Text

I. Modern education management theory and the current situation of higher education management system reform

1. The management system is not perfect. In today's social and economic development, the field of education has achieved better reform results under the continuous leadership of education reform. For example, the management system of higher education is sound and more in line with the development needs of the market economy. Philosophically speaking, the formation of any system, system or institution is not static and must survive in the midst of change. Therefore, in the changing mode of the market system, the management system of higher education, including the old education model, should keep pace with the times, constantly adjust the management system, promote the change of the management system, strengthen the quality of higher education personnel training, and moreover, should make the cultivated talents meet the needs of social development. However, from the current reform of the management system of higher education, the efficiency is low and cannot change with the changes of the market system, resulting in the advanced management system cannot be put in place.

2. Vocational education is not deep enough. In the process of the development of knowledge economy, the comprehensive literacy of higher education talents is the super trend that dominates social and economic development. Under the guidance of the concept of quality education, higher education personnel training mode, both pay attention to students' knowledge, skills education, but also pay attention to vocational literacy education, improve students' high quality and moral cultivation, so that higher education training of talents to better meet the needs of social development should let him do. Under the development of the knowledge economy, the development of society needs talents with comprehensive ability and literacy, which in turn can promote the development of China's social economy. From the current mode of higher education training, more attention is paid to the cultivation of students' knowledge and skills, lack of political, cultural and psychological training, and the reform of the higher education management system is not strong enough.

3. Imperfect political regulations. In the process of higher education development, our government has promoted the continuous development of the education field by improving many laws and regulations. However, as China's relevant education laws and regulations have not changed with the change of the higher education management system, the management in some education laws and regulations is not strict enough, and the authority of our education laws and regulations has been lost.

II. Concepts and characteristics of modern educational management theory

Concept: Modern theories of educational management have developed gradually in response to the increasing complexity of educational activities in the wake of the Industrial Revolution and have been strongly driven by three main factors. First, the development of modern education. after the 4th century, the Renaissance movement, the Protestant Reformation movement and the Industrial Revolution led to a rapid spread of education, its expansion and diversification of types and classes, and education taking on more and more social responsibilities and duties. The interplay with society was intertwined and new management theories were required. Secondly, modern management theories were advanced. after the development of industrialisation in the 18th century, new management theories and methods such as

scientific management, organisational theory and behavioural science were born in order to improve efficiency and competitiveness, and there was a shift from empirical management to the development of scientific management that valued efficiency. These management theories were rapidly introduced into the field of education management. The development of educational management theories was promoted. Thirdly, the progress of new technologies and methods. The new scientific and technological revolution that continued at the end of the 19th century caused great innovations in the field of production and social management systems, and various technologies and methods were introduced into the field of education, promoting the development of educational management theories. For example, Simon's knowledge test scales were introduced into educational management and played a major role in improving student performance, identifying educational effectiveness and enhancing the scientific nature of educational management. After the war, new techniques and methods such as information technology and systems theory greatly contributed to the development of educational management theory. Guided by these three elements, modern educational management theories have gradually developed, shifting from a process of quoting various management theories to the creation of modern educational management theories adapted to educational practice, and through the interaction of various theories have developed into four important theoretical schools and streams of thought. Theories of educational management in hierarchical administrative organisations: Modern educational theories began at the end of the 20th century. The industrialised countries of Europe have taken back the right to education from the church, education has been developed rapidly, and the government has changed from supporting the management of the education sector to setting up a special administration for education, establishing an education management system and guiding enterprises to improve the efficiency of education. Forced entry. The earliest introduction of education management was the rule of law type of administrative system of Stein in Germany in the late 19th century. His "administrative science" set up a special chapter on educational management, for the beginning of the study of educational management theory at the beginning of the 20th century Germany Mark Sweden inherited Stein's theory, to obtain the important

of the theory of section organization management to make the development. On this basis, France Fayol put forward a more comprehensive coordination of the five elements of the organization of administrative management theory, for the section of administrative management injected a new connotation of human, greatly promote the educational management, the establishment of a systematic section of the administrative organization to form a theoretical system of teaching management. Under the support of these operating theories. Countries have successively developed influential educational regulations. The establishment of a sound educational management regulations and management procedures; the gradual development of a hierarchical and clear division of labour in the hierarchy of the job section. An educational management system that combines the management functions of planning, organisation, implementation and evaluation is established. A management assurance mechanism whereby all managers pass examinations and relevant training to ensure quality. And so on. It became the cornerstone of modern educational management and one of the most important theoretical schools.

Features: The process of modern educational management theory is a process of integration and development through the continuous absorption of new management theories. The above studies show that modern educational management theory has developed on the basis of absorption, and the development of educational management theory in the 20th century has been a process of continuous absorption and integration, leading to development. First, absorption and integration of management theories. Modern educational management theory was developed through the absorption and fusion of various management theories. Educational management in essence also has to follow the common laws and basic principles of management of management. Second, the absorption and fusion of old and new theories developed. It is in the long-term practice of the concurrent use of administrative management theory like the recent times, the early 20th century Weber's theory of management of the section hierarchy and revision of the Farr convention of organizational management theory, to form a major feature of today's concurrent use of the section order and the rule of law, the formation of a division of labor section hierarchy theory of educational administration and management of

organizational responsibilities clearly. Thirdly, it is the absorption and integration of different theoretical schools. Due to the active absorption and integration of modern educational management theory, especially the active compatibility of the main theoretical schools, so that modern educational management theory can form a more comprehensive and diverse functional system, and promote the innovative development of educational management theory did. Practice has proved that the better the assimilation and integration, the more innovative educational management theories can achieve and the more useful they can be for educational management activities. The evolution of modern educational management theory in a new and old as well as multi-polar theory full of reflection and criticism, but in this original text new theory instead of old theory, a theory nor according to the annihilation of another practice educational theory will be a variety of management theory on management for the best processing, reasonable absorption of its necessary, core, to achieve the overall innovation of management theory, so that it is compatible with the existing theory, to achieve structural integration, the Once again, these theories are given a higher connotation. This is the process of acquiring a new contemporary interpretation and rational meaning. Each time the hierarchy is integrated, a new evolution of educational management theory takes place. For example, through the absorption of the educational management ideas of the hierarchical administrative organisation, the humanistic educational management ideas have led to the emergence of human beings in the development of the initiative of the hierarchical management, and the scientific educational management theories have developed in the study and management of the effectiveness of each hierarchical section. In accordance with systems theory, the various levels of educational management are seen as relevant parts of the system, and the use of scientific methods and human subjectivity should be measured in terms of the effectiveness of the system as a whole, so that the hierarchical machine of the educational system achieves a comprehensive and effective optimisation of its functions." The management theories of the "educational theory movement" critiqued positivism and integrated other theories, which greatly contributed to the development of educational management theories, and the critique of various management theories by the "critical movement", which to a

greater extent also integrated various educational theories on their management of the hierarchy Administrative management has achieved a qualitative transformation and upgrading, clear scientific management methods and management is a contemporary educational platform to achieve the necessary conditions for compatible management practices, with new connotations of the times and management characteristics, access to the section order, section order emphasizes both the method of learning and human subjectivity, but also emphasizes the principles of the system to determine and coordinate the three-dimensional modern educational management theory system. The innovation of service practice. Another characteristic of the development of modern educational management theory is to serve educational management practice, to reflect in the process of service, to consider the old and new theories, to promote the structural integration and innovation of educational management theory, to achieve the innovative development of educational management theory of the times. After the Second World War, education in the world has developed rapidly and the standard has been rising, the relationship between education and various aspects of society has expanded rapidly, and educational management affairs have become increasingly complex, requiring new management theories as guidance. This has prompted educational management to attach importance to the absorption of new management theories and to new developments in management theory. From the beginning of the 20th century Fangxing section hierarchy administrative management theory, immediately popular learning management education theory this scientific method education theory efficiency comprehensive use of management empirical method system decision-making movement of theoretical wave, and then weave strong reflection and criticism movement at the same time, a variety of theories in the new era, educational management needs to be updated at a higher level, these are in the education service management practice and solve the problems of educational management Process, combined with the development of the new situation, to achieve a new integration of different theories and the results of sex and innovation is precisely the service, so that different management theories and educational management practice to get real interaction and combination; and it is

the service practice, prompting the old and new educational management theory in the integration of regeneration and eventually towards theoretical innovation. Deformation in theoretical research. The development process of modern educational management theory is the development of educational management theory research and the growth process of educational management consciousness. In the early days, the development of education was slower than that of enterprises, coupled with the fact that the competition in education was not only very different from but moderated by the fierce competition in enterprises. As a result, the demand for management was not as urgent as in business. As a result, there was less need for educational management theory and research lagged relatively behind. However, as the importance of education became more apparent in the twentieth century, educational management became more complex, and research became increasingly important. Many management theories were introduced into educational management activities, creating a scope for the study of imported educational management theories. After the Second World War, the research model of educational theory changed from simply citing management to a theoretical model that focused on the integration of various theories to adapt to the management of diverse educational practices, and theoretical research focusing on the management of educational services guided the application of educational theory to promote the improvement of educational innovation in management theory by drawing from theoretical practice.

2.2.3 Conclusion

Modern education management theory has limited the basic principle of reforming the management system of higher education, that is, from administrative power to academic power. Education is an expensive business. Universities gather many highly educated and highly qualified talents from all over the society, and senior are tasked with cultivating professional talents and are the main force in the development of science and education. The biggest crisis of the current school operation is the mind of these senior talents and hidden (people in school, the main energy, time used in off-campus work) loss, the key to the problem is the real shame of the university, cannot compete in society to participate in the talent market run

badly, institutional reform backwards, and lead to bad school effectiveness. Provisions of the Higher Education Act requires more than in the past should have the autonomy of academic powers of the establishment of the Academic Council, the management system has undergone qualitative changes in its internal and external relations are also faced with adjusting this solution, which is a good opportunity for unconstrained management, the problem of compartmentalization, the construction of a control-based operating system. On the other hand, the Higher Education Act implements a system of responsibility for public high schools in which the headmaster, under the leadership of the Party, is the legal representative of the school and is responsible for teaching and other administrative management of the whole school; it is the university headmaster who is the real subject specialist and must first be a stand-up administrator with the ideological qualities of higher education. The Law on Higher Education provides for the transformation of the rector from an executive of the educational administration to a representative of the interests of the school, combining administrative and academic powers. The administrative macro-adjustment of the higher education market is clearly limited by the current government input, and the basic starting point for the solution is the complementarity of the public Banda and the modern Banda U. On the other hand, the rural access to higher education, the need for higher education mass support, through the opening of small-scale, flexible scale of private colleges and universities, a large number of absorptions of higher education funding, private funds will significantly increase 900 million farmers higher education to improve access to rural areas endo development to improve the level of rural higher education consumption. Provide private colleges and universities into the scope of management, fair competition opportunities is an urgent need, on the one hand, the existing public colleges and universities education level is higher, the staff is lower, the brand advantage has not yet given full play to the scale effect also failed to fully realize the private colleges and universities scale proliferation, enrollment size limit and its original market share continues to lose higher. The implementation of the Higher Education Law, the implementation of the national policy of promoting science and education, the increase of investment, the establishment of the system of "financial allocation as the main source of funding,

supplemented by other channels to raise funds for higher education", and the governance of education expenditure and income in schools in accordance with the law is the fundamental guarantee of deepening reform. Industrialisation of higher education. The university has a social reputation and senior professional talent. They have high value-added state-owned assets in the form of research capacity, high technology and advanced equipment. With the advent of the knowledge-based economy, higher education is becoming more and more knowledge-based and industrialised. This special industry of higher education, with intangible assets as the main form of assets, will put forward new requirements for the higher education management system and higher education legislation. The overall reform of the university is centred on the construction of academic disciplines. Cultivation of talents is the basic function of colleges and universities, education reform should be the core of all school reforms, and discipline construction should become the pillar of education reform. Advanced specialists are trained through teaching, and the content of teaching should be of a scientific level appropriate to the development of the discipline. Scientific research should be integrated into the teaching process. Disciplines should therefore be adjusted, with close relationships between disciplines and a logical division of the system. The division of disciplines should not be based on faculty specialities, but on the division of disciplines at postgraduate level. Assessment is an important tool for school stratification and discipline construction, and its stimulating effect is school based, according to the requirements of school positioning and university autonomy, emphasizing the adjustment of colleges and universities to build together and merge and unite, which is conducive to discipline construction to become as a prerequisite. Based on quality and efficiency. Promote the change of the concept of physical reform through the transfer of ideas. Modern management education theory can be regarded as the transplantation factory of related schools of thought, stretching the thinking style and methodological logic of each school as an intermediary, taking the management of the jungle metaphor as an aspect, through the medium of modern education management theory, the application of each school of thought in a reasonable way, the modern reform concept formed by the management system reform plays the role of key

management to be. For example, the concepts of first-class workers and standardised management in Terra can be applied to the management of teachers in major disciplines to understand, motivate teachers to pursue excellence and establish a standardised assessment system suitable for the different characteristics of each discipline; consulting the whole process of decision-making, intended to emphasise the role of functional experts, from the higher education management system, peer review and consultation, academic freedom and other ideas can lead to ideas reference higher education management. The view of institutional reform can facilitate the conversion of ideas. Higher education management system reform for a long time with little success mainly for two reasons: First, management is a system project, the need for the introduction of concepts and ideas across the board, can not be wasted or one-sided to introduce the introduction of a particular theoretical ideas is not desirable; its second is to seize the main contradiction, the system management school of self-organization theory reveals the net collar, the more complex system to seize the main contradiction the more effective. The main problem is the power of the discipline and the guarantee of discipline construction. Management changes from "management" to "management". The purpose of management is to solve the problem of control and efficiency, to increase efficiency through control. However, different management ideas have different connotations in different periods of development. From the point of view of the theoretical system of higher education management theory itself, it captures the most basic contradictory movement of higher education, namely the academic power as the core, to guarantee the right of academic power into the academic committee of the university and the development of each discipline. Among these are the important academic powers that determine diet. Talent development is the basic function of the university, and teaching reform and discipline development are rightly at the heart of the reform. From this perspective, the elimination of officialdom and the administrative affiliation of the university and the establishment of a system to safeguard academic power are the fundamental aims of the reform of the higher education management system. Before the birth of behavioural science, workers were considered inanimate mechanical parts, and in order to improve efficiency, absolute obedience to "control" and "reason" was

stressed, with a preference for "control", that is, mechanical control. This is mechanical control. This traditional concept has had a profound influence on today's educational management and school control. With the birth of the behavioural sciences and the development of the discipline of management, the meaning of control has changed considerably. Managers are motivated by the need to stimulate their behaviour and motivation, to manage the decisions of anyone involved in their respective spheres of responsibility, to guide the university, and these new modern management moves from a management apparatus to a management mind, from "management" to "reason", to suppression. Incentives and services As the most important place for the exploration of advanced knowledge and intellectual innovation, the autonomy of higher education and the academic freedom of scholars are gradually increasing. Innovative management system to improve the technical design capacity education system management theory, can be judged from the basic theory of modern engineering capacity, and the combination of prescribed and quantitative means to all levels, higher education management system reform, effective design ideas and treatment policy, which makes universal related disciplines a large number of modern management education theory, especially management theory and systems engineering technology, this open education management theory system has become a comprehensive reform of different levels of disciplines such as philosophy, science, technology and process, which has very important practical significance for institutional reform. Promote scientific decision-making in higher education. Universities are not yet autonomous entities and should be subordinate to some higher authority and under the direct leadership and control of a subordinate organisation. In other words, schools are managed on the basis of documents, instructions and regulations from higher levels, and educational policies act directly on universities; educational management theory and academic power can only function indirectly through educational policies. According to modern educational management theories, the specialisation of today's universities has become so complex that this model is unreasonable, especially as university entities where academic and administrative powers constrain each other in the decision-making and operation of the entity. The Higher Education Act requires universities to operate

autonomously and to give full play to their role as legal persons, so that education policy is weakened to a state where universities are not affiliated. If weakened, and to what extent, modern educational management theory already has many ways to use quantitative tools.

Chapter 3

Research Methodology

3.1 Population/sampling method/variables

The object of this study is a junior student majoring in management in X University in Jiangxi Province. Adopting the principle of simple sampling, it is the measurement object of a questionnaire of X University in Jiangxi Province. A junior majoring in management at X University in Jiangxi Province.

Sample Overall: Junior students majoring in management at a university in Jiangxi Province

Sampling frame: Management at an X university in Jiangxi province

Sample unit: Management at an X University in Jiangxi Province

The conditions possessed by the sample: 1. The scope of our survey is mainly management studies in an X university in Jiangxi province. 2. The surveyors of this survey will all be students of Shanxi University.

Sample size: The pre-survey showed that 80% of the students believed that university education and management had a profound impact on their social development. However, according to the scientific principle of statistical sampling (the principle of economy), as the pre-survey used an incidental sampling method to select the pre-survey respondents, there were inevitably a large number of sampling errors. For example, we may be able to judge the subjects based on our own unprofessional judgement; at the same time, we may also be able to select people close to us as our pre-study subjects due to the principle of convenience, which may lead to certain errors in the market share data we obtain. Because there are too many people in the whole university of Jiangxi Province, a certain X University, so according to the management professional major to understand the university students' education management more, knowledgeable, so decided in the management professional junior students in a random sample.

Finalisation of sample size.

Considering the homogeneity of the whole group of college students, we

decided to appropriately reduce the sample size. Comprehensively, the calculation formula of simple random sampling error is as follows: $\mu = \frac{\sigma}{\sqrt{n}}$

where: μ represents the sampling error, σ represents the overall standard deviation and n represents the number of sample units.

Calculation of sample size:

The overall standard deviation σ , allowable error Δx , confidence Fr probability t value, then the formula of sample size is: $n = \left(\frac{t\sigma}{\Delta x} \right)^2 = \frac{t^2 \sigma^2}{\Delta x^2}$

Sample size After measuring according to the formula, in line with the premise of ensuring quality and quantity at the same time and striving to reduce the number of people subject to time, manpower, material and financial constraints, the survey was finally set at 120 people. The specific allocation plan is shown in the sampling plan arrangement.

3.2 Data collection

Both literature and questionnaire methods were used in this study. The researcher first found relevant scale literature to use as a reference for developing the questionnaire. The researcher developed pre-determined questionnaire pre-tests and analysed the scales using SPSS 22.0 and completed a topic selection screening as a statistical basis for formal questionnaire determination.

The questionnaire method was used in this study. (One of the advantages of the questionnaire method is the high degree of standardisation. This is mainly reflected in the following aspects: (1) standardisation of the survey instrument. Investigators to provide all respondents with identical form and content of the questionnaire, regardless of the respondents in the region, level, gender, cultural background and other aspects of how different, they are presented with the questionnaire form and 1 content is identical. The consistency of the questionnaires provides a good basis for statistical analysis. (2) Standardisation of the survey process. As the questionnaire is a written communication between the investigator and the respondent, the respondent can only answer the questions according to the questionnaire, so the actual survey process can avoid the influence of the subjective

consciousness of the investigator on the implication of the respondent. (3) Standardisation of survey results. The direct result of the survey is the information obtained, as most of the answers to the questions on the questionnaire to make a hierarchy or level of qualification, the respondents can only make a choice based on the actual answers to individual questions, therefore, the direct results obtained by the questionnaire is generally quite certain, easy to carry out quantitative statistics and analysis. The second advantage of the questionnaire method is the anonymity. Questionnaires generally do not require respondents to sign their names, which can eliminate the respondents in answering his interests or development of threatening, sensitive questions, so that the objective and realistic answers to questions. The third point of the questionnaire method is that it is efficient. In the implementation process of the questionnaire, the investigator is able to investigate a large number of respondents at the same time, in a short period of time to collect a large amount of information and data. The questionnaire method saves time and effort, as well as requiring less money, but can obtain a large amount of information, therefore, from the perspective of data collection, access to educational facts, the questionnaire method can be described as a more efficient research method.

The questionnaire was designed by the questionnaire researcher in September 2022, 120 official questionnaires were sent to an X university in Jiangxi and 112 questionnaires were returned, with a return rate of approximately 93% for item analysis and reliability reliability analysis. The specific formal questionnaire items were divided into 3 sections and the following 3 charts.

3.3 Study design

1. Place of investigation: An X university in Jiangxi province, majoring in management.
2. Survey object: A junior student majoring in management at an X university in Jiangxi province
3. Sample design: We will conduct a simple random sample of junior management students at an X university in Jiangxi province, and obtain the

information needed for the survey by distributing and collecting questionnaires from teacher-students.

4. Research method: We mainly used a combination of fieldwork and questionnaires in this research.

The questionnaire design is a descriptive research design in a conclusive research design and contains mainly multiple choice, mixed questions.

5. time design; a period of one month, the first half of the month to allow investigators to conduct literature searches, questionnaires, and other ways to obtain preliminary information, the second half of the questionnaire and direct interviews to collect realistic first-hand information, and then, statistical analysis of the information to form a systematic survey report.

6. Data collection methods: This study mainly adopts statistical survey research and literature research. The main information in the early stage of the research was secondary data, mainly from the Internet and reference to the results of similar research done by previous students. As the research progressed, a deeper understanding of it was gained through the design of a questionnaire on modern educational management theory and its research on the reform of the higher education management system, and finally the analysis and collation of the data.

Research objectives	Research data	Data collection methods or research methodology	Data analysis methods	Expected results
1. analysis of the theoretical foundations of modern educational management.			Data analysis	1.Educational theory will determine educational policy formation.

2. summarise the theoretical foundations of educational management.	Educational management theory is the independent variable and the educational management system is the dependent variable.	Mainly through the literature research method and questionnaire method.	via SPSS	2. Education policy influences the reform of the education management system.
3. analysis of the impact of modern educational management theories on educational management.				3. Educational theory is the foundation that 4. determines the reform of the education system.

3.4 Statistics and data analysis

In this study, a questionnaire was used to determine the research structure and target population based on the above literature review and related theories and research objectives. A measurement instrument suitable for this study was selected. An online electronic questionnaire was used for distribution, measurement and collection of SPSS data analysis directly from the online context for classification and analysis. The questionnaire consisted of 12 sub-questions and focused on the study of the significance of modern educational management theory on the reform of the higher education management system, and the data were tallied to produce the corresponding results. A total of 120 questionnaires were

distributed for this questionnaire session, and the specific targets and effects of the implementation were as follows.

Reliability and validity analysis.

Table 3.1 KMO and Bartlett's test

KMO and Bartlett's test	
KMO Number of sample suitability measurements.	.681

Table 3.2 Reliability statistics

Reliability statistics	
Cronbach Alpha	Number of items
. 677	8

Table 3.3 Questionnaire gender frequency table

Gender		Frequency
Effective	Male	68
	Female	44
	Total	112

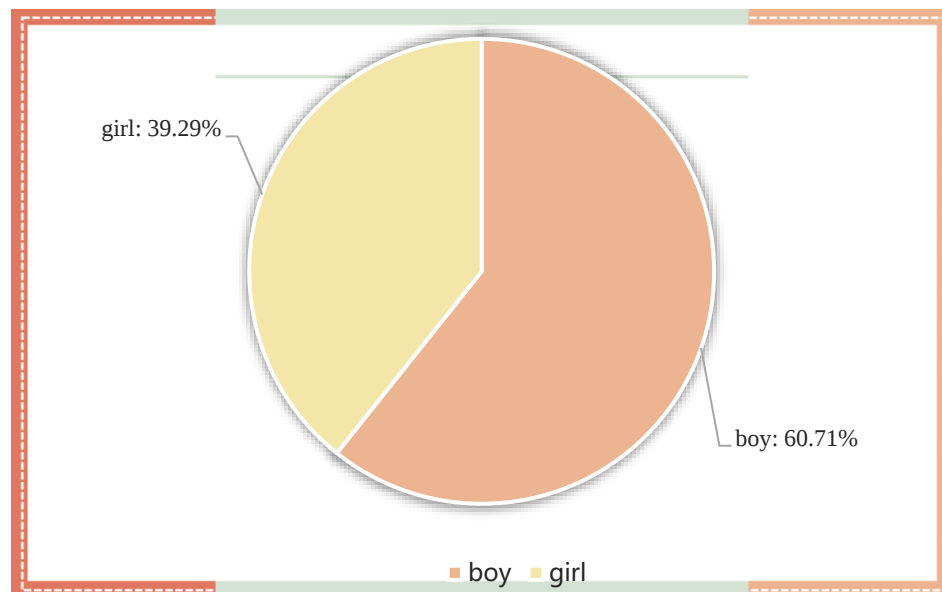


Figure 3.2 Graph of gender frequency ratio of questionnaire

Table 3.4 Frequency table of learning stages of the questionnaire

Learning Phase		Frequency
Effective	1	24
	2	32
	3	26
	4	14
	5	16
	Total	112

Summary and Analysis: There were 120 official questionnaires, of which 112 were valid, with a male to female ratio of approximately 6:4. The sample size was limited, and the data obtained by randomly selecting respondents by means of observation can only be roughly estimated, but in general it is still in line with expectations.

Table 3.5 How much do you know about the concept of "education management system reform"? Frequency table

How well do you understand the concept of "education management system reform"?	Frequency
Very well informed	34
Better understanding	58
Not very well known	19
No knowledge at all	1
Total	112

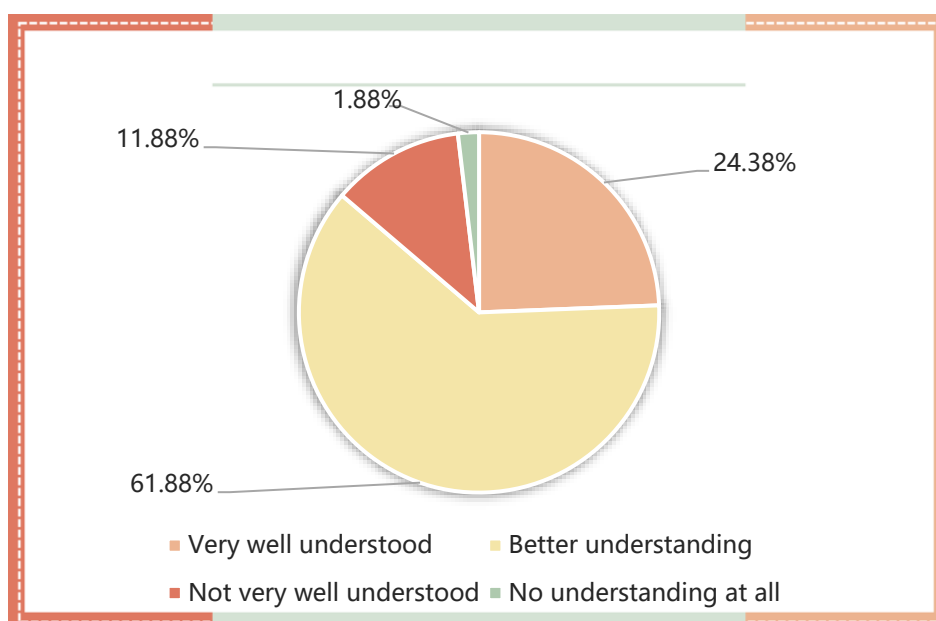


Figure 3.3 How much do you know about the concept of "education management system reform"? Frequency ratio chart

Table 3.6 Knowledge of the current use of modern educational management theories in education is? Frequency table

The level of knowledge of the current use of modern educational management theory in the field of education is..:		Frequency
Effective	Very well understood	26
	Better understanding	52
	Not very well known	32
	No knowledge at all	2
	Total	112

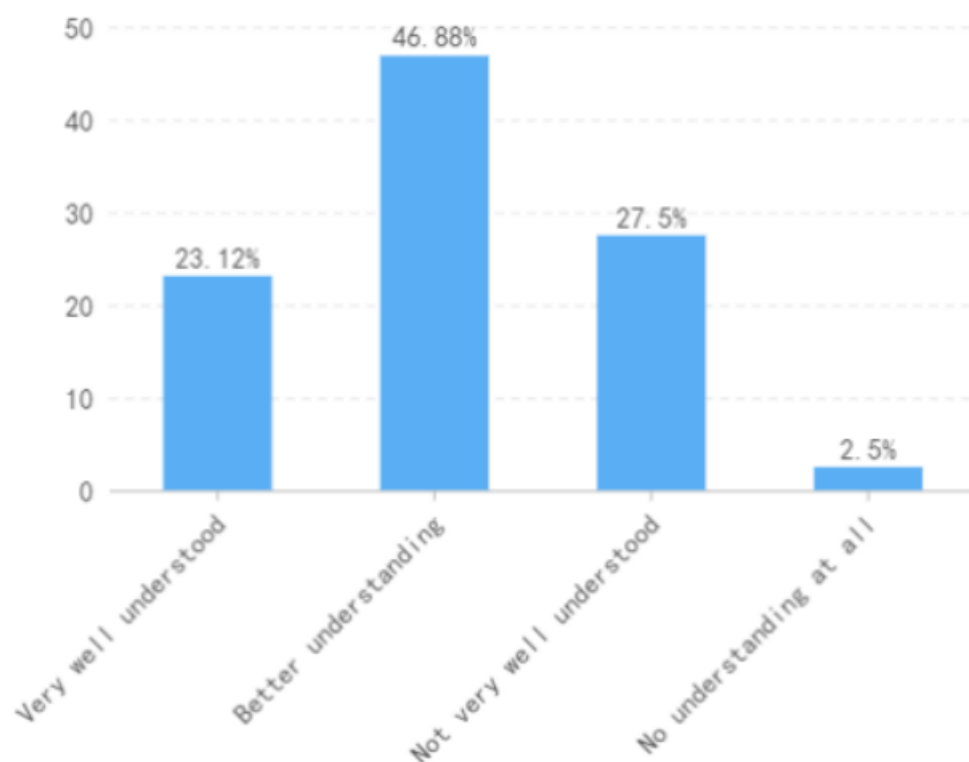


Figure 3.4 What is the level of knowledge about the current use of modern educational management theory in education? Frequency ratio graph

As can be seen from the results, the vast majority of university students are relatively well informed about the education system, with 58 individuals. The level of knowledge of the use of modern educational theory in the field of education system reform is also relatively high, with 52 individuals.

Chapter 4

Data Analysis Results

4.1 Data analysis

4.1.1 Introduction to the data

The data for this analysis is a study on the construction of ideological and political education management team in a university in Jiangsu province in the new era by 122 individuals, which contains seven variables, namely: stage, a category of variables; gender, a category of variables (1 represents male, 2 represents female,); knowledge of modern educational management theory, a category of variables (1 represents fully aware, 2 represents basically aware, 3 represents not too aware, 4 never heard of); knowledge of the educational management system, as a category variable (1 represents fully aware, 2 represents basically aware, 3 represents not too aware, 4 represents never heard of); knowledge of the use of modern educational management theory in current educational theory, as a category variable (1 represents fully aware, 2 represents basically aware, 3 represents not too aware, 4 represents never heard of); implementation of modern Whether the implementation of modern educational management theory is necessary for the reform of the educational management system is a category variable (1 represents very necessary, 2 represents relatively necessary, 3 represents not very necessary and 4 represents not necessary at all). By using spss statistical software, frequency analysis, descriptive statistics, analysis of variance and correlation analysis were carried out to understand the comprehensive situation of the above aspects in the region, and to analyse the distribution characteristics of individual variables and their relationship with each other.

4.1.2 Data analysis

1. Frequency analysis.

The basic statistical analysis often begins with a frequency analysis. The frequency analysis of 112 statistical data tables by frequency sub-region, in conditions of different gender and current use of modern educational management theory in

the field of education, gives an idea of the basic distribution of the number of men and women in the region, with different levels of satisfaction.

Table 4.1 Basic distribution of the number of men and women in the region, with different levels of satisfaction

		Statistics				
		1. Your gender.	2.Your current stage of study is:	3.Before completing this survey, what was your level of understanding of "Modern Educational Management Theory"?	4.Before this questionnaire, how much did you know about the concept of "education management system reform"?	5.How much do you know about the current use of modern educational management theory in the field of education?
Number of cases	Effective	112	112	112	112	112
	Missing	0	0	0	0	0
	Plural	1	2	2	2	2
	Scope	1	4	3	3	3
	Minimum value	1	1	1	1	1
Maximum value		2	5	4	4	4

First, a frequency analysis of the gender of men and women at a university in Jiangxi was conducted, with the following results.

Table 4.2 Gender frequency analysis table

1. Your gender.					
		Frequency	Percentage	Effective percentage	Cumulative percentage
Effective	1	68	60.7	60.7	60.7
	2	44	39.3	39.3	100.0
	Total	112	100.0	100.0	

The table illustrates that of the 112 people surveyed in the area, 68 were male and 44 were female, a ratio of 60.7% and 39.3% respectively, with more boys than girls.

Then, a frequency analysis of the degree of knowledge of the use of modern educational management theories in the current educational field from the original data was conducted, with the following results:

Table 4.3 To what extent are you aware of the current use of modern educational management theory in education? Frequency analysis table

5、 How much do you know about the current use of modern educational management theory in the field of education?

		Frequency	Percentage	Effective percentage	Cumulative percentage
Effective	1	26	23.2	23.2	23.2
	2	52	46.4	46.4	69.6
	3	32	28.6	28.6	98.2
	4	20	1.8	1.8	100.0
	Total	112	100.0	100.0	

Secondly, a frequency analysis of the original data on the extent to which modern educational management theories are known to be in current use in the field of education yielded the following results

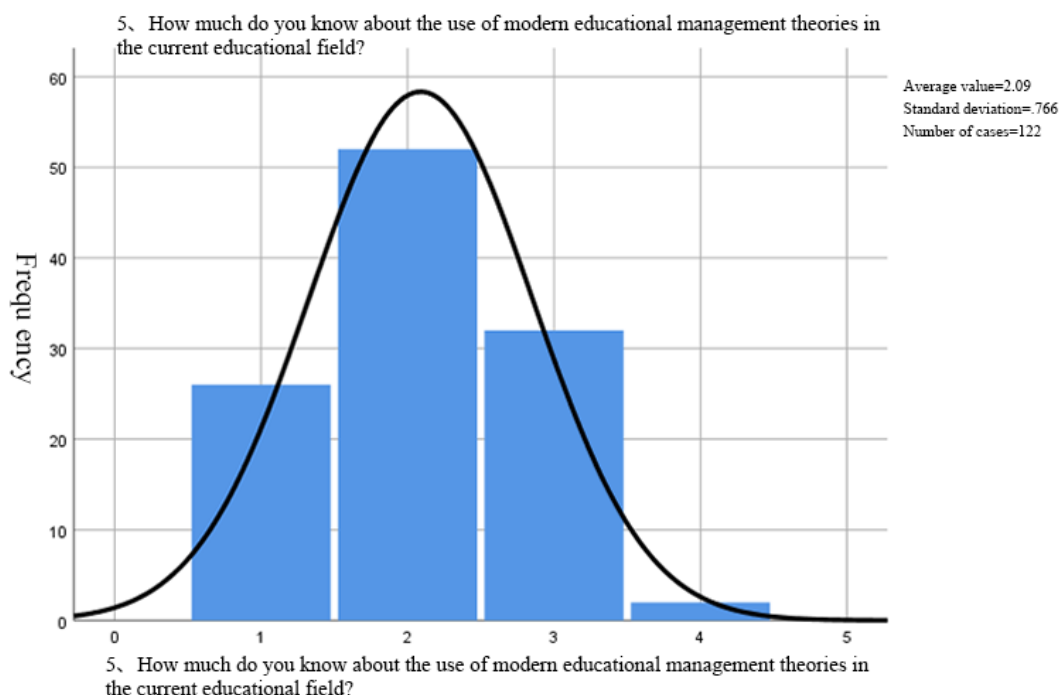


Figure 4.1 To what extent are you aware of the current use of modern educational management theory in education? Expectation Normal Chart

A frequency analysis was then conducted on the need for modern educational management theory for the original data on the educational management system, with the following results.

Table 4.4 Do you think that the implementation of modern educational management theory is necessary for the reform of the educational management system. Frequency analysis table

7.Do you think that the implementation of modern educational management theory is necessary for the reform of the educational management system?

		Frequency	Percentage	Effective percentage	Cumulative percentage
Effective	1	74	66.1	66.1	66.1
	2	32	28.6	28.6	94.6
	3	6	5.4	5.4	100.0

Total	112	100.0	100.0	
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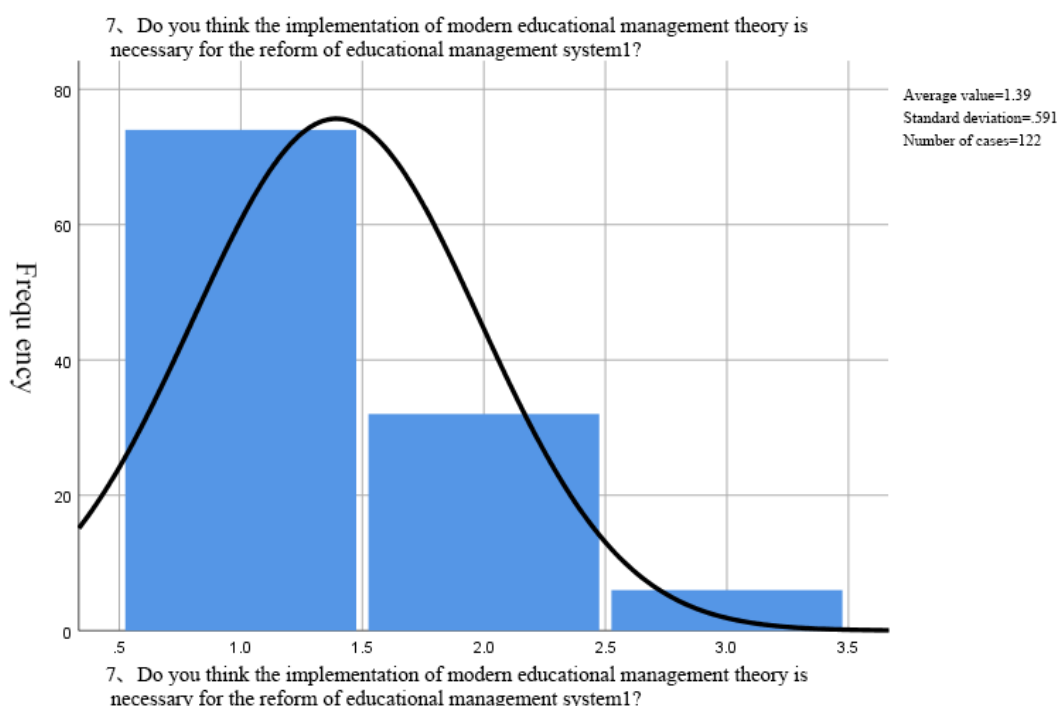


Figure 4.2 Do you think that the implementation of modern educational management theory is necessary for the reform of the educational management system? Expectation Normal Chart

This shows that the majority of the 112 people surveyed at the school, 66.1%, believe that the implementation of modern educational management theory is very necessary in the reform of the education system.

The histogram above indicates that of the 112 individuals surveyed, the majority of those who knew about the application of modern educational management theory to the current field of educational management were largely aware, at 46.4%. This is followed by those who do not know much, at 28.6%. The percentage of those who knew it completely was 23.2%, and finally the number of those who did not know it at all was 1.8%.

2. Exploratory data analysis.

(1) Cross-tabulation analysis

Frequency analysis enables the data distribution of individual variables to be grasped, but in practical analysis it is important to understand not only the distribution characteristics of individual variables, but also the distribution of multiple variables at different values, to grasp the joint distribution characteristics of multiple variables, and then to analyse the interactions and relationships between variables. In the case of the present data, it is necessary to understand the cross-sectional analysis of current gender, profession, degree of understanding of modern educational management theory, and degree of understanding of educational system reform. As an example, the data is read in a columnar analysis of the degree of understanding of gender and the application of modern educational management theory in the current field of educational management (the data analysis table below is a part of the intercept):

Table 4.5 What is your gender: and your knowledge of the current use of modern educational management theory in education? Cross-tabulation

1. Your gender: * 5. Your knowledge of the use of modern educational management theory in the current educational field is: Cross tabulation

Counting

		5、 How much do you know about the current use of modern educational management theory in the field of education?				
		1	2	3	4	Total
1. Your gender.	1	17	33	17	1	68
	2	9	19	15	1	44
Total		26	52	32	2	112

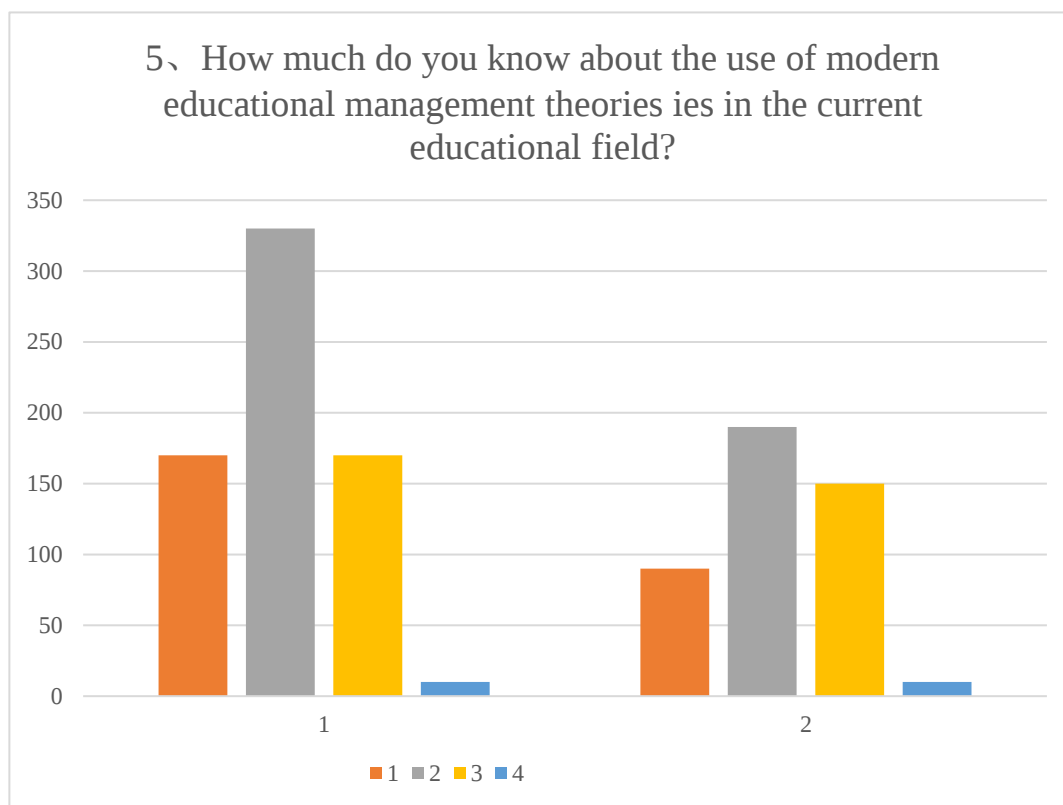


Figure 4.3 Your gender: and your level of knowledge about the current use of modern educational management theory in the field of education? Cross-tabulation

The two charts above relate to two variables, namely a two-dimensional intersection of gender and level of understanding, reflecting the level of understanding of modern educational management theory in its current application in the field of educational management across gender. In the above table, gender becomes a row vector and knowledge is a column vector.

(2) Exploratory analysis of gender and level of understanding.

Table 4.6 Table of exploratory analysis of gender and level of understanding

1. Your gender.		Statistics	Standard error
5、 How much do you know about the current use of modern educational management theory in the field of education?	1	Average	2.03
		95% confidence interval of the mean	Lower limit 1.85
			Upper limit 2.21
		5% Mean after clipping	2.02
		Median	2.00
		Variance	.566
		Standard deviation	.753
		Minimum value	1
		Maximum value	4
		Scope	3
		Quartile distance	2
		Skewness	.168
		Kurtosis	-.632
		Average	2.18
		95% confidence interval of the mean	Lower limit 1.94
			Upper limit 2.42
2	2	5% Mean after clipping	2.18
		Median	2.00
		Variance	.617
		Standard deviation	.786
		Minimum value	1
		Maximum value	4

	Scope	3	
	Quartile distance	1	
	Skewness	-.037	.357
	Kurtosis	-.750	.702

Table 4.7 Normality test table

Normality test							
	1. Your gender.	Kolmogorov-Sminov (V) ^a			Shapiro Wilke		
		Statistics	Freedom	Significance	Statistics	Freedom	
5\ How much do you know about the current use of modern educational management theory in the field of education?	1	.251	68	.000	.837	68	
	2	.228	44	.000	.847	44	

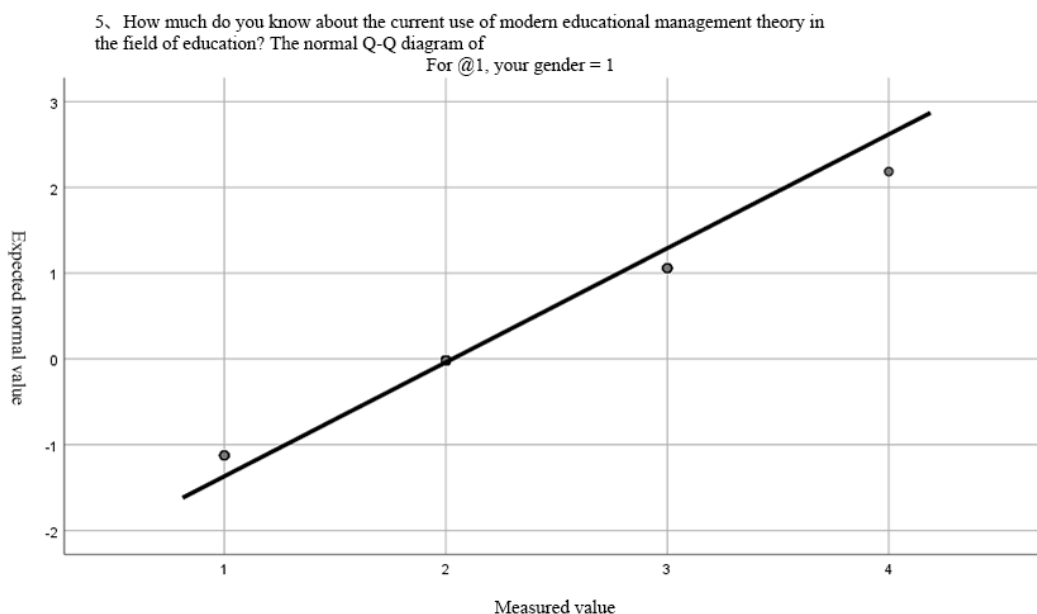


Figure 4.4 How aware are you of the current use of modern educational management theory in the field of education? s normal Q-Q diagram

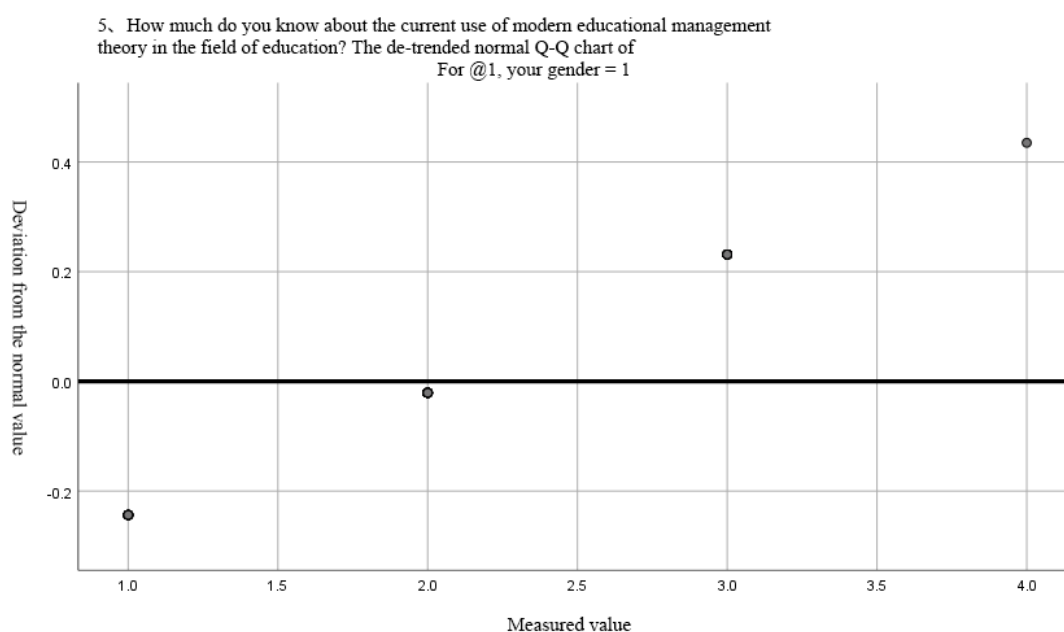


Figure 4.5 How aware are you of the current use of modern educational management theory in the field of education? of the de-trended normal Q-Q plot

The analysis of the results, as we can see in the above tables, shows that the normal Q-Q plot for the degree of understanding approximates a straight line, and the scatter distribution of the normal Q-Q plot for the absence of a trend is above and below the straight-line $y=0$, so it can be assumed that this information obeys a normal distribution.

1. Research Hypothesis 1: According to the analysis results of the respondents, it is found that there are different opinions on the innovation of talent cultivation education management. Talent cultivation is the basic function of the university, and teaching reform and discipline building are rightfully the core of reform. From this perspective, the elimination of officialdom and the administrative affiliation of universities, and the establishment of a system to safeguard academic power, are the fundamental aims of the reform of the higher education management system. Before the birth of behavioural science, workers were regarded as inanimate mechanical parts, and in order to improve efficiency, absolute obedience to "control" and "reason" was stressed, with a preference for "control", that is, mechanical control. This is mechanical control. This traditional concept has had a profound impact on the management of education and school control today. Reform and innovation must break with tradition. Educational theory will determine the formation of educational policy. Hypothesis 1, holds.

2. Research Hypothesis 2: With the development of society and the innovation of education management policies, schools have many forms of high value-added state-owned assets such as research capabilities, high technology levels and advanced equipment. With the advent of the knowledge-based economy, higher education is becoming more knowledge-based and industrialised. Higher education, a special industry with intangible assets as the main form of assets, will place new demands on the higher education management system and higher education legislation. Education policy influences the reform of the education management system. Hypothesis two, holds.

3. Research hypothesis three: educational theory guides the overall reform of the school with discipline construction as the core. Talent cultivation is the basic function of colleges and universities, education reform should be the core of all

school reforms, and discipline construction should be the pillar of education reform. Cultivating advanced specialists through teaching, the teaching content should have a scientific level that is compatible with the development of the discipline. Scientific research should be integrated into the teaching process. Educational theory is the basis that determines the reform of the educational system. Hypothesis three, holds.

Chapter 5

Conclusion and Discussion

5.1 Conclusion

1. Analyzes the goal of the internal management system reform of colleges and universities in the new period. It is suggested to establish a scientific, reasonable, flexible and efficient internal management system and operation mechanism in line with the requirements of the market economic environment and conducive to the independent running of higher education, so as to ensure the vigorous, healthy, harmonious and orderly development of higher education in the new era.

2. With the birth of behavioral science and the development of management discipline, the meaning of control has changed a lot in modern educational management theory. Managers motivate their behavior and motivation according to needs, manage the decisions of anyone in their respective responsibilities, and the guidance of universities. These new modern management shifts from management machine to management idea, from "management" to "management", and encourages and serves higher education institutions as the most important place to explore advanced knowledge and carry out knowledge innovation. The concept of autonomy in running schools and academic freedom for scholars is growing. Innovation management system to improve technical ability education system management theory, can judge modern ability from the basic theory, and with the combination of regulation and quantitative means, the management system reform, effective design and treatment of various levels of higher education, which makes the universal relevant disciplines to introduce a large number of modern management education theory, especially management theory and system engineering technology. This open educational management theory system has become a comprehensive reform of different levels of disciplines such as philosophy, science, technology and process, and has very important practical significance for the system reform.

5.2 Discussion

Modern educational management theories have seen a significant change in the meaning of control with the birth of behavioural science and the development of the discipline of management. Managers are motivated by the need to stimulate their behaviour and motivation, to manage the decisions of anyone involved in their respective spheres of responsibility, to guide the university, these new modern management shifts from a management apparatus to a management mind, from "management" to "reason", to motivate and serve. As the most important place for the exploration of advanced knowledge and intellectual innovation, the autonomy of higher education and the academic freedom of scholars are gradually increasing. Innovative management system to improve the technical capacity of the education system management theory, can be judged from the basic theory of modern capabilities, and the combination of prescribed and quantitative means to all levels, higher education management system reform, effective design and treatment approach, which makes universal related disciplines a large number of the introduction of modern management education theory, especially management theory and systems engineering technology, this open education management theory system has become an integrated reform of the disciplines at different levels of philosophy, science, technology and process, and has very important practical significance for institutional reform.

5.3 Recommendation

1. It is important to strengthen institutional cooperation in the provision of education. Achieving complementary strengths.

Since the 1990s. Cooperation between institutions has flourished in China. A large number of schools in close geographical proximity have agreed to cooperate on teaching and research through agreements, in which they strive to achieve complementary advantages, share resources, develop together and ultimately achieve a win-win situation. This mode of schooling has been sought after by the education authorities and the community as it enables inter-school resources to

complement each other and helps to improve the quality of education. In recent years, more and more higher education institutions have been merging on the basis of voluntary and mutual benefits and have achieved remarkable results. In the long run, higher education institutions can achieve complementary advantages through mergers. In the long run, the model of merging higher education institutions to achieve complementary strengths and improve the quality of teaching and learning should still be vigorously pursued in the future reform of the higher education system.

2. It is necessary to continue to expand the autonomy of higher education institutions in running schools.

Since the 1980s, China has implemented the expansion of the autonomy of higher education institutions as an important part of the reform of the higher education management system. It is also true that the autonomy of higher education institutions has made great progress in the past two decades, and universities have more autonomy to run their schools than before. However, from the perspective of social development and higher education development, the current situation is still unsatisfactory, for example, there is still no autonomy in terms of university enrolment, teachers' professional and technical positions, title evaluation, and assessment of faculty members' scientific research projects. Therefore, expanding the autonomy of higher education institutions and establishing mechanisms for self-management, self-development and self-restraint are still important elements that must continue to be upheld and strengthened in the reform of China's higher education management system.

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