



A STUDY ON QUALITY OF EDUCATIONAL MANAGEMENT IN
HIGHER EDUCATION INSTITUTIONS

BY
TAICHUAN CHEN

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)
SOUTHEAST ASIA UNIVERSITY
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Abstract

The purpose of this study was to propose countermeasures to improve the quality of educational management in higher education institutions based on the analysis of the current problems faced by the educational management of students in higher education institutions. The purpose of this study is to provide reference and reference for higher education institutions and higher education workers in China, to promote the educational management of higher education institutions in China to play a greater role and value, and to promote the sustainable development of higher education institutions.

Keywords: Higher education, Education management, Students

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Taichuan Chen

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Chapter 1

Introduction

1.1 Statement of the Research Problem

Higher education institutions improve the quality and effectiveness of teaching and learning through education management to cultivate more innovative talents. However, there are still some problems in China's higher education in the process of popularization that have not been effectively solved, for which it is necessary to actively explore effective solution paths for these problems. At present, the common problems in China's higher education management mainly include the following aspects: first, the lack of a perfect education management system. The goal of higher education is to cultivate high-quality practical talents to meet the needs of the times around the regional economic development, but higher education institutions fail to fully grasp the development characteristics of students and the economic development of the district, so they cannot develop a perfect education management system, and it is difficult to effectively achieve the goal of talent cultivation. Secondly, the evaluation mechanism of education management is unreasonable. As a basic system to regulate the order of student evaluation in colleges and universities, guarantee the quality of student evaluation and promote the development of students, the education management evaluation system of students in colleges and universities is an important part of the higher education

system. Under the guidance of the concept of quality education, the student evaluation system has made a lot of achievements, however, in essence, it has not got rid of the shackles of exam-oriented education thought, which emphasizes commonality but not individuality, identification but not development, which seriously restricts the development of innovative talents cultivation in colleges and universities. Thirdly, the ability and quality of managers are insufficient. The educational concept of higher education managers is still bound by traditional ideas, lack of innovation in teaching mode and other aspects, insufficient ability to accept new things and new technology, and the quality level of managers also needs to be strengthened.

1.2 The Research Objectives

Higher education is an important place for cultivating talents in China, providing high-quality talents for socialist modernization construction continuously. Meanwhile, the quality of higher education directly affects the quality of high-quality talents output, which is related to the direction of national economic construction and future development, so the education management of colleges and universities is very important. With the development of the times, colleges and universities are facing new changes and challenges in education management, and how to deal with these challenges has become an important problem to be solved. Based on this, this paper selects Sanming College of Medical Science and Technology as a research point to understand the current situation of education management in today's

colleges and universities, and analyzes the problems according to the research results and proposes innovative measures to cope with them, expecting to provide reference and reference for higher education institutions and higher education workers in China.

1.3 Conceptual Framework

This paper takes Sanming Institute of Medical Science and Technology Vocational College as an example, conducts an in-depth study on the current situation of educational management in higher education institutions, finds the theoretical framework of educational management in higher education institutions through extensive literature reading, combines theoretical literature with practical analysis, and puts forward feasible countermeasures for research, so that this study has wide guiding significance and realistic reference.

The research of this paper is divided into five parts.

Part I, the introductory section, presents a statement of the research problem, establishes the research objectives of this paper, and then constructs the framework of the whole paper, and points out the limitations and research implications of this paper.

The second part, theory and literature review, explains the three core concepts of higher education institutions, educational management and higher education management, and selects classical organizational management theory, humanistic management theory, scientific theory of educational management and

postmodernist educational management theory as the theoretical basis of this paper according to the epochal perspective, and conducts a review of relevant literature.

The third part, the research method section, explains and introduces the research method of this paper, taking Sanming Institute of Medical Science and Technology Vocational College as the survey sample, and conducting a sample survey by means of questionnaire and individual interview method.

The fourth part, the data analysis results part, through the research of Sanming College of Medical Science and Technology, the five problems of education management in higher education institutions are sorted out: blind expansion of enrollment, lack of attention to teaching, too rigid management system, not enough reasonable evaluation mechanism and unreasonable allocation of management resources, and the analysis of the causes that trigger the problems of education management in higher education institutions.

In the fifth part, the conclusion and suggestion part, the improvement strategies of educational management in higher education institutions are elaborated respectively for the existing problems of educational management in higher education institutions, so as to promote better educational management in higher education institutions.

1.4 The Research Hypotheses

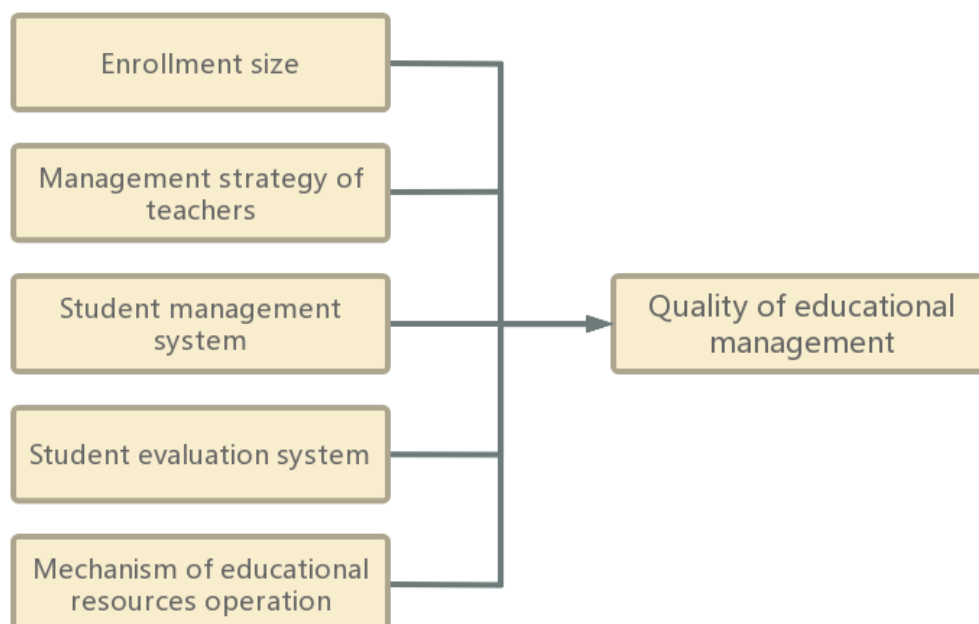


Table 1.1 The research hypotheses

1.5 The Scope and Limitation of the Research

At present, the teaching management of many colleges and universities in China has not yet established sound rules and regulations and systems, and the teaching management workers in colleges and universities do not fully understand the importance of teaching work to the development of the whole college education and teaching work, which to some extent restricts the solution of teaching management problems in colleges and universities and is very unfavorable to the smooth development of teaching work. The reasons for the low importance of teaching management in colleges and universities mainly include the following two

aspects: Firstly, colleges and universities do not have corresponding management system in teaching management, and cannot implement effective management for college teaching management. Secondly, the teaching management workers in colleges and universities are not aware of the importance of teaching management to the development of education and teaching in colleges and universities, so they cannot fully fulfill their responsibilities and obligations in the process of specific things, and cannot get effective opinions and feedback mechanisms from students, which hinders the normal operation of teaching management.

1.6 Terminology

1.Higher education institutions

In China, higher education institutions are the collective name of undergraduate colleges and universities, specialized colleges and universities, or colleges and universities for short. Higher education institutions are mainly divided into general higher education institutions, vocational higher education institutions and adult higher education institutions.

2.Education management

Education management is the process of managers' activities to achieve the goal of education management efficiently by organizing and coordinating the education team, giving full play to the role of education human, financial and material resources and other information, and using various favorable conditions within education. It is a series of activities in which the state organizes and coordinates the

control of the education system.

3.Sanming Medical Technology Vocational College

Sanming Medical Technology Vocational College is a full-time comprehensive higher education institution organized by Sanming Municipal People's Government, formerly known as Sanming Vocational and Technical College established in May 2005, formed by the integration of some educational resources of the former Sanming Amateur University, Health School, Light Textile Industrial School, Finance and Economics School and Sanming Teacher Training. In September 2016, it was renamed as Sanming Institute of Medical Science and Technology Vocational College with the approval of Fujian Provincial People's Government. After more than ten years' efforts, the college has steadily expanded its scale of operation, rapidly improved teaching quality and significantly enhanced the level of education, becoming one of the new higher vocational colleges and universities with the greatest changes and fastest progress in the province.

1.7 The Benefits of the Research

As an important base for cultivating talents in China, the education management carried out by colleges and universities is directly related to the quality of talent cultivation and the maximum value of the educated talents in the future development and construction of the country. This paper researches the current situation of education management in colleges and universities, puts forward the challenges and changes that education management in colleges and universities

needs to face, and then explores the measures that can be taken for education management in colleges and universities under the new situation, hoping to provide some experience inspiration for colleges and universities to carry out education management through effective analysis, so as to promote the value of education management in colleges and universities in China to play a greater role and show the direction for talent cultivation. It is hoped that through effective analysis, we can provide some experience inspiration for universities to carry out education management, promote the value of education management in China's universities to play a greater role, and show the direction for talent training.

Chapter 2

Theory and Literature Reviews

2.1 Concepts and Theories

2.1.1 Core concepts

1. Higher education institutions

Higher education institutions are the collective name of undergraduate colleges, specialized colleges and universities, or colleges and universities for short. Higher education schools are mainly divided into general higher education schools, vocational higher education schools and adult higher education schools. General higher education schools in China refer to the schools in charge of or jointly in charge of national ministries, provincial people's governments and provincial (city and district) education administrative departments that implement general higher academic education. The main ways of enrolling in general higher education schools are: each general higher education school through the national unified entrance examination for doctoral and master's degree students, the national unified examination for enrolling in general higher education schools organized by the Ministry of Education of the People's Republic of China and provincial education administrative departments, the spring college entrance examination in some provinces and cities, the separate entrance examination for higher vocational colleges and universities, and the entrance examination for general higher education

college to undergraduate degree, etc. General higher education schools and scientific research institutions with postgraduate education tasks are: universities (including vocational universities and vocational-technical universities), colleges (including vocational colleges and vocational-technical colleges), independent colleges and colleges of higher education. Universities, colleges and independent colleges mainly implement higher academic education at undergraduate level and postgraduate level; vocational and technical colleges, vocational colleges and colleges of higher education mainly implement higher academic education at specialist level.

2. Education management

Educational management is the process of leading, planning, deciding, motivating and evaluating the educational management objects in a certain educational management environment by the educational management subject following certain educational management principles and adopting corresponding educational management methods in order to achieve educational management goals and realize educational management functions. It is the process of the manager's activities to achieve the educational management goals with high efficiency by organizing and coordinating the educational team, giving full play to the role of educational human, financial and material resources and other information, and using various favorable conditions within education. It is a series of activities in which the state organizes and coordinates the control of the education system.

Educational management activities contain two areas of work that are both interrelated and different. One area is the leadership and management of education by the state education administration, i.e. education administration and management, which, in terms of its content, is the work of education administration departments at all levels in formulating education development plans, auditing and allocating education funds, allocating and training teachers, formulating and implementing education policies and regulations, education supervision and evaluation, education statistics, etc.; the other area is the work of schools at all levels and in accordance with the state education policies, laws and regulations. The other area is the management work carried out by schools in accordance with the educational policies, laws and regulations of the state to realize the cultivation of qualified talents, i.e., school management work, which, in terms of its content, includes the work of making school development plans and programs, rational allocation of school resources, improving school organization, building a stable and orderly school order, building school culture, and coordinating the relationship between schools and communities. Therefore, educational management activities as a whole serve the whole educational system and are all management activities for the development of the whole educational undertaking.

3. Higher education management

Although different scholars have different views on the concept of higher education management, they have similar understanding on the issue of the core of higher

education management. Conceptually, higher education management refers to the regulation of various relationships in the higher education system and the allocation of resources in accordance with the purpose of higher education and the law of development, guided by rational and scientific theories, so that the purpose of higher education can be realized. Therefore, it is the task of higher education management to coordinate and deal with various conflicts in the higher education system. In the development of higher education, it is necessary to scientifically design all aspects of higher education and optimize all elements of it with a holistic view. Cultivating people is the substantive purpose of higher education management, so all the work needs to focus on cultivating people; and the coordination of various resources and relationships in the higher education system is the work of higher education management, and the substantive purpose of cultivating excellent applied talents can be realized only under scientific, effective and reasonable education management. Therefore, if we look at it from the microscopic viewpoint, higher education refers to the macroscopic higher education management, which coordinates the conflicts existing in a certain subsystem according to certain teaching laws, so that some of the many goals of higher education can be achieved; if we look at it from the macroscopic viewpoint, higher education management refers to the use of various means to control the conflicts existing in the higher education system in the context of the national education policy and social development, so that the higher education system can be

managed in accordance with the national education policy. From a macro perspective, higher education management refers to the use of various means to control conflicts in the higher education system in the context of the national educational policy and social development, so as to achieve multiple goals such as training human resources.

2.1.2 Relevant theoretical foundations

From the perspective of time, the theoretical development of educational management has gone through four stages: classical organizational management theory, humanistic management theory, scientific theory of educational management, and postmodernist educational management theory.

1. Classical Organizational Management Theory

Classical management theory refers to the general term of Western management theory at the end of the 19th century and the beginning of the 20th century. It consists of Taylor's scientific management theory, Fayol's management process theory, and Weber's classical administrative organization theory. Earwick and Gulick systematically organized the management theories of Taylor, Fayol, Weber and others, and put forward eight principles of management organization and seven management functions applicable to all organizations. For the first time, the importance of management was brought to its rightful place, and management was regarded as an essential element of any organized society, a process of coordinating collectively, striving to achieve goals, and achieving maximum effectiveness. The

scientific, precise and strict nature of management was emphasized. The organizational structure emphasizes a strict hierarchical system of top and bottom, regards the organization as a closed system, and the improvement of organizational functions depends only on internal rationalization, with little consideration of external environmental influences and neglect of human psychological factors.

2. Humanistic management theory

Humanism emerged in the 1950s and developed rapidly in the 1970s. Humanism attaches importance to the individual's self-worth, creativity and self-realization, categorizes human self-actualization as the realization of potential, proposes the consistency of human psychology and human nature, and advocates studying human psychology from human nature. Humanism emphasizes the characters of caring, creativity, self-actualization, autonomy, and responsibility, and has a profound impact on modern organizational management, which we should apply to modern education. Humanistic management philosophy is based on humanistic philosophy. Along with the development of the times, human personality is becoming more and more diversified, and the rigid management mode stifles human character and becomes more and more deviated from social requirements, humanistic management philosophy comes to people with the pace of the times. People-oriented and humanistic ideas are widely used in various organizations. Humanistic management emphasizes that employees are independent in the organization and their values should be respected, and should understand the goals

of employees and strive to achieve consistency between the goals of individuals and the overall goals of the organization, and the organization is people-oriented, employing talents without restriction, and caring for and trusting them in organizational activities as well as in their work, so as to promote the development of the enterprise while also Promote the growth of the personnel themselves. Taking employees as the most important resource of the organization, we take the maximum satisfaction and reconciliation of the needs of the organization, employees and stakeholders as the entry point, fully exploit human potential and mobilize people's enthusiasm through motivation, training, leadership and other management tools, create a harmonious, tolerant and fair cultural atmosphere, so that most people feel motivated from the inside, thus achieving the ultimate goal of common development of the organization and individuals.

3. Scientific theory of education management

In terms of the development of management theory, it has gone through the development process of theories such as scientific management theory, section management theory behaviorist management, and system management theory. Taylor and Fayol, representatives of scientific management, believe that management is the process of controlling people, emphasizing standardized management and strict management purposes and management systems. To achieve the goal of improving management efficiency. This idea has aroused people's concern about the quality and efficiency of school operation, and

promoted the standardization, quantification, procedures and efficiency of educational management. However, this management ideology emphasizes the commanding role of management, and the management authority of management, ignoring the motivation of the managed and the inner spiritual world. In contrast, the German scholar Max Weber's theory of hierarchical management has been developed. Weber's theory of hierarchical management is that management is a hierarchical structure of power relations. The hierarchical system refers to a power-centered, rational-based organizational model with a clear hierarchy, a strict system, and clear authority and responsibility. It emphasizes hierarchical positions, hierarchical authority, legal qualifications, rules and regulations, individual responsibility, rationalization, and fixed salaries. This theory has promoted the management authority of school leadership, and the institutionalization of management, such as the reform of the principal's responsibility system, structural salary system, and job responsibility system. However, these management ideas were ultimately unsuccessful because they excluded human subjectivity. In this situation, new development of management theories emerged, and human relations management theories and behavioral science management theories were produced. These theories criticized the tendency of traditional management theories to ignore people and began to focus on human values, such as the Western management scientist Lotti's view that "teachers function quite spontaneously. While administrators strive to control teachers' educational practices through assessment,

revision of instructional schedules, and development of management plans, teachers are virtually unaffected by these efforts. And teachers are rewarded through positive feedback from individual students rather than through compensation provided by the organization." The behavioral science theory emerged in the 1950s, and its predecessor was the human relations theory, which used theories and methods from psychology and sociology to study individual and group behavior in the work environment, emphasizing the coordination of motivational factors, leadership behavior, and organizational behavior, which promoted the democratization of school management, improved the status of teachers' management subjects, and coordinated interpersonal relationships inside and outside the school, It enhances the sense of community and cohesiveness of the school organization. Modern management has also seen even greater developments, such as systems management theory, which is an important manifestation of this. Barnard pioneered the social systems management school in the first half of the 20th century, which views all levels of society as a collaborative system consisting of material, biological, personal and social elements, and the core issue of organizational management is the coordination of these elements. Under the influence of system management theory, managers are more inclined to view educational organizations as a whole in the society, and pay more attention to the overall coordination, structural rationality, orderly operation and environmental adaptability of educational organizations. In addition, contemporary educational

management has emerged as open management, chaos and disorder theory, and loose structure system theory, etc. Management theories are becoming more and more personal and creative. There is a greater emphasis on informal organization, individual autonomy, uncertainty and order out of disorder in the management process. The individualistic idea of management emphasizes the significance of the formation and management of the "atmosphere" in the school organization, and the management scientists Hoy and Miskel believe that the school community is "an effort to balance the organizational and individual problems of the social system, and that the atmosphere is the final result of the school community. " They also emphasize the positive effects of compassion and care in informal organizations. Openness theory views the schooling organization as an open collective, expecting "those resources from the environment to be self-sustaining through openness," and treats environmental uncertainty as an element of management, "The open systems model recognizes the environment as an important source of uncertainty. "Carlson, a management scientist, criticizes traditional management for ignoring the complexity of the school environment and its impact on educational management, and therefore believes that educational management must be open to the environment. Chaos and disorder theory, which emphasizes the fluidity and ambiguity of educational management, opposes the predetermined and normative nature of management decisions, and stresses the importance of constant change in action, as well as adaptation and improvisation.

4. Postmodernism Theory of Education Management

Postmodernism is one of the most influential trends in the contemporary West, and its basic concepts are applied to educational management theory, which forms the postmodernist educational management theory. This theory believes that people are the core of the organization, there is no unchanging organization, and there is no single correct educational management theory. A series of post-modern educational management ideas appearing abroad have certain reference value and inspirational significance for understanding and explaining educational issues and educational management in China. Post-modern education is, first of all, a subversion of modern education, which is considered to be basically a set of educational concepts and systems formed with scientism as the center. Post-modern education management emphasizes a new approach to education with a new perspective of difference and versatility. Post-modern educational management theory believes that people are the subjects who create educational organizations and that different people have different ideas, so there is no uniform educational philosophy or inherent educational approach. For example, different schools have different educational goals and educational nature, and the same school has different forms of educational organization and management styles at different stages due to different managers. Postmodern educational management ideas opened a new window of vision for people at that time, challenging the rigid, unchanging and unimaginative rationalist approach to educational research and promoting the free and vigorous

development of educational research. In the West, scholars such as Greenfield, Hodgkinson and Ingrissey have successively applied postmodernist ideas to educational management theory and practice. Greenfield was the first to apply the postmodernist perspective to educational management theory, and at the same time he carried out a "Greenfield revolution" in the "theory movement" of educational management science, that is, to establish a theory of organization as a human creation. Hodgkinson holds a similar view, arguing that educational organization and management practices are primarily value-based rather than factual statements. Ingrissey provides an overview of postmodernist educational management, arguing that the knowledge base of educational management is situational, that there is no one particular best scientific way to manage education, and that scientific knowledge and methods should be explored and applied to train educational administrators.

2.2 Literature reviews

1. The current situation of education management in higher education institutions

From the research results of scholars on this issue, the problems of educational management of students in higher education are mainly in the following four aspects: first, the backwardness of educational management concept. According to Chen Guixiang (2017), the traditional education management is not humanistic enough, and the traditional education management caters to the requirements of teachers and the system rather than the interests of students, which is a kind of

homogeneous education input and ignores the fundamental task of "establishing moral education" and lacks innovation. Secondly, the construction of student education management team in local universities is not standardized. Zhao Jun (2008) argues that the standard and goal of the existing university student education and management work are not in line with each other, and believes that it needs a more scientific staff setting and talents with high quality and positive image. Zhang Tianwen (2018) proposed that the current situation of ideological and political education management team construction in China's colleges and universities is mainly reflected in the fact that the education and management team is not firm in thought and lacks political sensitivity; the education and management team system is not perfect, there is corruption in the team, and the ideological and political education of students is not paid attention to; the education and management team lacks management experience, which leads to the slackening of ideological and political education work in colleges and universities and the whole ideological and political education. The management work efficiency is low; the level of education management team varies. Thirdly, the form of education management is single. According to Bai Yu (2011), the form of education management for students in China's colleges and universities is single, and the use of modern technical methods is lacking, and the comprehensive use of various methods is lacking in the process of education management.] Fourth, the management mechanism needs to be improved. Ren Quan Dong (2015) believes that due to the absence of a sound

management system and synergistic system, the Internet technology has not produced a greater positive effect on the development of education management in colleges and universities, and believes that there is still a need to continuously improve the relevant constraint system and incentive mechanism.

Guo Li (2021) believes that education management occupies an important position in the development process of colleges and universities, and is the key to promote the healthy and long-term development of higher education and implement the work of quality education. However, there are still a lot of problems in the educational management in colleges and universities, one is the lack of efficient communication and cooperation among various departments, some educational management departments in colleges and universities seldom start efficient communication and cooperation with other departments, and they are used to carry out various management work independently, which makes it difficult for other departments to give full play to their proper roles. Secondly, there is a lack of professional education management talents in colleges and universities. The education management in colleges and universities is very complicated and the task is relatively large, and this work characteristic has higher requirements for education managers. Thirdly, the construction of educational management facilities in colleges and universities should be improved. The lack of infrastructure and equipment construction of educational management in colleges and universities will limit the enthusiasm and enthusiasm of managers to a greater extent, and will also cause

certain obstacles to the future development of educational management in colleges and universities. Chen Zili (2021) analyzed the current situation of college education management in the background of new situation and pointed out that the effective operation mechanism of college education management must firstly be built in strict accordance with the rules and regulations proposed by the Ministry of Education; secondly, in the construction of effective operation mechanism in the education management of college students, the concept of people-oriented must be clear; finally, in the background of new situation, the construction of college education. Finally, in the process of constructing the education management work in colleges and universities under the new situation, the scope of power use in colleges and universities must be re-examined, the specific affairs in education management work must be redefined, and the consequences of education management that may lead to continuous adjustment and improvement. Tan Zhiyong (2015) pointed out that the education management of colleges and universities under the new situation still has a series of problems such as lack of scientificity, single management means and failure to reflect humanism, and the education management system of colleges and universities still needs to be improved continuously. Jin Taitan (2018) pointed out that the problems faced by the education management of colleges and universities in China at present mainly include four aspects: firstly, the lack of a sound education management system and system; secondly, the traditional education management system lacks scientificity

and flexibility; thirdly, the leaders of colleges and universities do not pay enough attention to moral education; fourthly, the lack of humanistic care for students; therefore, most of the colleges and universities in China have not achieved satisfactory results in the process of education management. The achievements achieved in the process of education management are not satisfactory, and the efficiency of management is low.

2. Educational management problems in higher education institutions

Yin Ming (2019) points out that although there are many personnel in education management in colleges and universities, there are fewer professional education management talents, and some of them even have the problem of perfunctory response, which leads to the lack of systemic education management in colleges and universities. At the same time, some education managers in higher education institutions lack unity in understanding education reform. The problems of traditional education management in higher education institutions have been gradually highlighted, and the trend of homogenization in higher education is heavy, and the innovation of education supply in higher education institutions is weak. Liu Jirui (2021) points out that firstly, the management system and mode of higher education management are not perfect, and some universities still adopt backward credit management system (credit system), which is very restrictive and can only reflect the teaching quality of universities unilaterally; secondly, the education management mode is too loose, for example, in classroom student attendance

management, teachers do not pay attention to the management of student absence, and then there are phenomena such as truancy and substitution. For example, some courses are crucial to improve students' professional practice ability, which will seriously affect their future employment and professional quality improvement. Thirdly, the phenomenon of "emphasis on teaching management" is prominent, in the background of this status quo, there is another outstanding drawback, that is, in the process of daily teaching management, the routine management of students is seriously neglected and allowed to develop at will, which leads to the obstruction of non-professional growth. education management process has a low degree of informatization, especially in backward areas such as northwest China, which cannot use big data platform and informatization for organic integration of various teaching and business boards. Li Jun (2017) thinks that in the process of actual development of Chinese universities, there are still some problems in education management, which cannot guarantee its work quality and reliability, mainly because some education managers have a relatively backward management concept, lack creative thinking and cannot carry out relevant activities according to the national education requirements, which leads to the decrease of work quality. Liu Junmei (2015) thinks that in recent years, the problems of educational management in universities frequently appear, such as, problems in student management, problems in academic management, problems in the quality of educational personnel and problems in educational management mode, which

affect the quality of educational management in universities and are not conducive to the good development of universities, for which effective solutions must be taken. Xu Ping (2022) believes that the college education management under multimedia network platform has the characteristics of precise management object, flexible management mode and diversified management mode, which provides new momentum for the development of colleges and universities. However, college education management also faces many dilemmas, for example, the lack of awareness of college education management, the omission of college education management system and the improvement of personnel quality, which all have a certain blocking effect on the development of college. Taking the novel coronavirus pneumonia epidemic as the general background, Ao Jie et al. (2021) pointed out that there are many problems in the management of online education in colleges and universities in China, such as an inadequate management system, insufficient training related to online education for teachers, and insufficient participation and supervision degree identified by online education. Universities mainly rely on top-down policy incentives and funding to drive the development of mu-classes, with insufficient momentum for follow-up development; in terms of the use of curriculum teaching information, less than 10% of the total number of teachers in China have really mastered and consciously used information technology. Teachers have formed a "teaching inertia" or "educational memory", such a "collective unconscious state" has become an important factor hindering educational change.

There are also problems such as insufficient cooperation between universities and enterprises, inconsistent recognition criteria, and lack of recognition of class clusters in the development of online education in China.

3. Suggestions for educational management in higher education institutions

Sun Zhengwei et al. (2023) pointed out that the innovation of educational management should be based on the transformation of "social orientation" to "individual orientation", from the perspectives of "balance between administrative and academic power", "democratic participation of students" and "guarantee of students' rights". (2023) pointed out that educational management innovation should be based on the transformation from "social orientation" to "individual orientation", from the perspectives of "balance of administrative power and academic power", "democratic participation of students" and "protection of students' rights", highlighting the subjectivity of management objects in educational management and paying attention to the development needs and expectations of management objects, so as to make the educational management innovation of universities more scientific, effective and complete, and better play the edifying role of educational management. The purpose is to make the educational management innovation in colleges and universities more scientific, effective and complete, so as to better play the edifying role of educational management and promote the all-round development of teachers and students. Liu Mian (2020) gives an in-depth consideration to the development of university education management and points

out that firstly, it is necessary to establish a sound university big data management system and improve data quality; secondly, it is necessary to establish a standardized data storage period and related standards; thirdly, it is necessary to strengthen university data security, establish corresponding security organization system and responsibility system according to its own big data system, and improve its security warning and emergency handling ability; fourthly, it is necessary to employ professional technical talents to improve managers' big data application. Fourthly, we need to employ professional and technical talents to improve managers' ability of big data application; Fifthly, we need to improve the sharing of data resources to ensure fairness, so that different majors and different functional departments can develop together and cooperate with each other. Ye Feng (2019) points out that innovative college education management is an inevitable trend to meet the development of China's new era and the characteristics of the new era, which is conducive to solving a series of problems in the process of college education management in China. Innovative college education management should make use of the rapidly developing computer network technology to promote the construction of relevant education management platform, pay more attention to the emotional education of students in the process of education management, pay attention to the concept of people-oriented education, pay attention to the creation of a good educational atmosphere, and strengthen the education of people in the environment. Mu Tianju (2017) pointed out that there are some

problems in the education management in China's colleges and universities, specifically the concept of education management needs to be improved, the daily education management of students is not strong enough, and the teacher management team needs to be strengthened. In view of this, as a university level and relevant education management workers, they should liberate their minds and solve the problems in a targeted way. Specifically, we should strengthen learning, keep abreast of the times and update the concept of education management in real time; we should standardize management and establish a sound education management system; we should provide opportunities for relevant education management personnel to participate in training, and gradually improve the quality and level of teacher management team. Only through the continuous liberation of educational thinking, clear understanding of the current problems in education management, always adhering to the concept of "student-oriented", and effectively solving the problems in education management in colleges and universities, can we continuously optimize the reform of education and teaching in colleges and universities, and finally improve the quality of higher education, so as to cultivate comprehensive quality. In order to improve the quality of higher education, we can cultivate excellent students with comprehensive quality. Guan Youmeng (2022) points out that the book "Research and Analysis of Educational Management and Innovative Practice in Colleges and Universities" puts forward effective strategies for informationized educational management practice in colleges and universities from

the perspectives of innovative educational management system in colleges and universities, close combination of educational management and big data, and construction of high-quality educational management team. First, strengthen the shaping of new education concept. The Internet promotes the innovation of management mode to become a general trend, and strengthening the integration with Internet technology in education industry is an important grasp of education management reform. Colleges and universities should strengthen the cultivation of awareness of network-based education management and increase the knowledge of relevant personnel about network-based management, so that college teachers can independently choose network-based teaching methods and design high-quality teaching contents. Secondly, create a networked information-based classroom. With the help of network technology to provide an efficient service platform for teachers' scientific research and teachers' and students' communication, collecting cutting-edge knowledge is no longer a teacher's task; students can search knowledge resources independently and can communicate with teachers and classmates online, which broadens learning channels and enhances teachers' and students' emotions at the same time and accelerates the process of education informatization. Third, enhance the informatization ability of college education managers. Education managers in colleges and universities should not only have the awareness of networked management, but also pay attention to enhancing the networked operation ability. Take the initiative to learn about networked

management and make full use of the existing informatization teaching tools. Ma Yuanyuan (2022), through a comparative study of education management modes in colleges and universities at home and abroad, points out that education management in higher education institutions should, firstly, strengthen the penetration of people-oriented concept, pay attention to students themselves, fully integrate the concept of people-oriented into education management, effectively play the role of education management in its own right, and play the role of management for education. Secondly, we should carry out institutional reform and adjustment by integrating the trajectory of the times, adhere to the core principle of promoting development with reform and improving quality with development, fully deepen the system of colleges and universities, thus improving the current situation and enhancing the quality of college education. Thirdly, we should improve the management system, standardize education management, promote the system reform and promote the continuous development of college education.

Chapter 3

Research Methodology

3.1 Methodology of the study

1. Literature method

This paper summarizes the theoretical research, practical application and other research ideas of other researchers on educational management in higher education institutions by reviewing the relevant literature on educational management in higher education institutions at home and abroad, and organizes the relevant basic theories as the theoretical basis of this thesis.

2. Questionnaire survey method

This paper designs questionnaires for the current situation of educational management in higher education institutions and conducts questionnaires for both teachers and students to grasp the actual operation of educational management in higher education institutions comprehensively and profoundly, to find and analyze the series of problems in educational management in higher education institutions, so that the university can improve and perfect the educational management in higher education institutions.

3. Interview method

In order to understand the current situation of educational management in higher education institutions and analyze the causes, the researcher adopted the interview

method to make up for the shortage of questionnaire survey. The main contents of the interviews include policy and management issues, as well as their knowledge, opinions and suggestions on education management in higher education institutions.

3.2 Population and Sampling Methods

In this paper, Sanming Medical Science and Technology Vocational College was selected as the sample site for the survey, which has 634 staff members on staff and more than 10,000 students. In this study, questionnaires were distributed using the Questionnaire Star platform, of which 300 were distributed to faculty members and 900 to students in each of the three grades, totaling 2,700, for a total of 3,000 questionnaires.

The questionnaires were set up according to the following principles: firstly, the survey data were only used for thesis writing and would not leak user information; secondly, it was ensured that the questionnaires were filled in by teachers or students in the school; finally, a random sampling was adopted and the questionnaires were filled in and stopped.

3.3 Data Collection

This paper uses the questionnaire star platform to issue questionnaires, and the questionnaires that take less than 60 seconds are screened as invalid questionnaires, the specific survey data are as follows: the management staff and education administrators of the sample schools, a total of 300 people, 300 questionnaires were issued, 275 questionnaires were collected, the valid

questionnaires were 256, the questionnaire recovery rate was 91.6%, and the valid recovery rate was 85.3%. The students were selected from 900 students in each grade, a total of 2700, 2700 questionnaires were distributed, 2565 questionnaires were collected, the total number of valid questionnaires was 2503, the questionnaire recovery rate was 95.0%, the effective recovery rate was 92.7%.

3.4 Statistics and Data Analysis

From the analysis of the data, the survey respondents do not have a deep enough understanding of the issues related to education management in China's higher education institutions. Through the basic survey of teachers and students on whether it is necessary to strengthen education management in higher education institutions, most of them realize the necessity of strengthening education management in higher education institutions and clarify the main body of education management in schools. However, at the level of laws and regulations, most people do not know or are not clear about whether the state has relevant laws and regulations to support and guarantee education management; at the level of government management, the government does not publicize education management in higher education institutions, and the subsidy funds for colleges and universities are very small and lack of motivation; at the level of schools, there is no clear reward method for teachers and students with excellent performance; at the level of management, the education management concept of colleges and universities still exists not enough At the management level, the educational

management concept of colleges and universities is not advanced enough. And in recent years, there is a widespread phenomenon of expanding enrollment and teachers working outside part-time, which seriously affect the teachers' strength and teaching quality, and the management guarantee mechanism of colleges and universities is not perfect.

Chapter 4

Data Analysis Result

4.1 Blindly expand the scale of enrollment

According to the survey data of "whether your school has expanded enrollment in recent years" (Figure 4.1), most of the respondents said that such a situation exists in their schools, while only 8.8% of teachers and students said they were not sure.

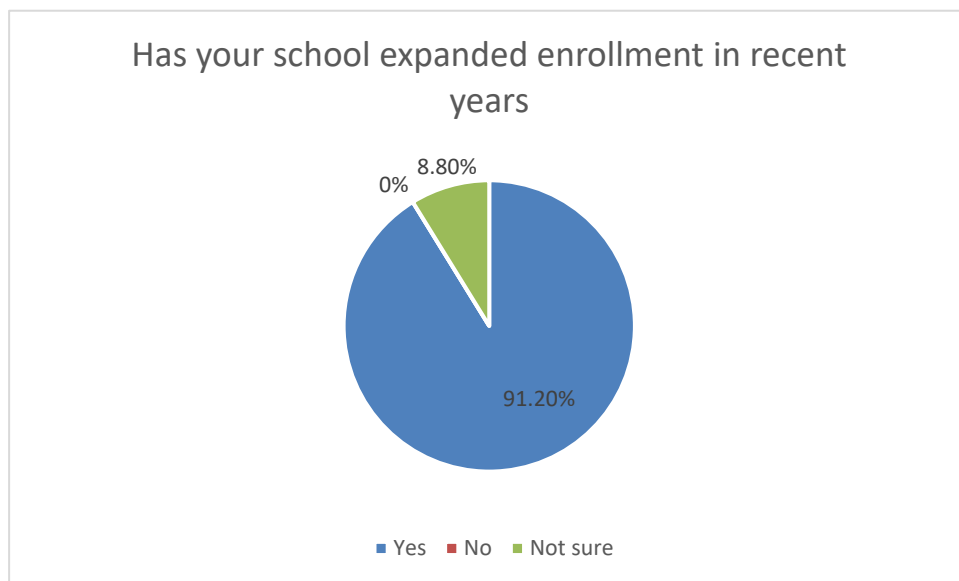


Figure 4.1 Whether your school has expanded enrollment in recent years

It can be seen that, under the overall trend of gradual popularization of higher education, the expansion of enrollment has become a common phenomenon of domestic colleges and universities in recent years, which provides more opportunities for students to receive higher education, but for the colleges and universities themselves, it is difficult to complete the planning of school infrastructure expansion in a short period of time due to the large initial investment in the construction of various infrastructures such as libraries, gymnasiums, dormitories, teaching buildings, etc. Therefore, when the infrastructure construction is not yet complete, many schools have blindly expanded their enrollment, which directly leads to the decline of teaching quality. In addition, for some general education courses, teachers usually need to be responsible for teaching multiple classes. If schools blindly expand their enrollment based on the

existing faculty, the teachers' attention to each student will be greatly reduced due to their limited energy, and the students' improvement in the learning process will be relatively limited. If the faculty is expanded in a short time, the overall teaching level of the faculty may be affected by too many young teachers, which is very unfavorable to the cultivation of talents in universities.

4.2 Teaching work is not valued

According to the survey data of "whether part-time jobs exist among teachers in schools" (Figure 4.2), more than half of the questionnaires show that part-time jobs exist among college teachers, only 11.8% of the questionnaires show that part-time jobs do not exist, and 9.5% of the questionnaires show that they do not know about this phenomenon.

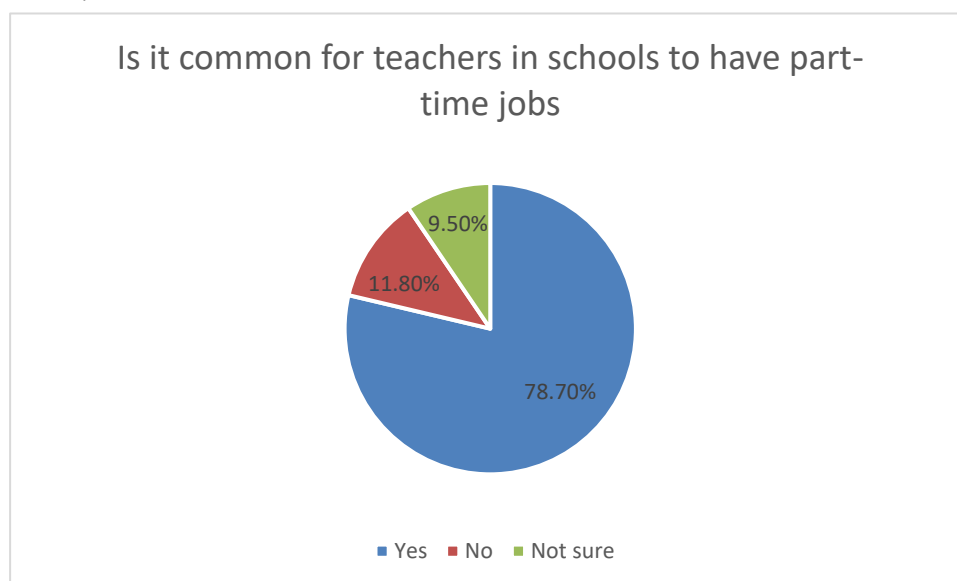


Figure 4.2 Whether part-time employment is common among teachers in schools

Through the analysis of questionnaires and interviews with some college teachers, from the perspective of college teachers, the reason for the existence of part-time jobs is that the work arrangement of schools is easy and casual, and there are more free time for work, while the average salary is relatively low, so many college teachers often go to other schools or enterprises to teach in their spare time or do part-time activities such as contributing writing in order to improve their income, Although these work activities make teachers' income much higher, they consume a lot of teachers' time and energy. Some teachers cannot effectively coordinate their

own work and part-time activities, and they may even be late to class, not concentrated, not serious in class preparation, etc., which has a direct impact on teaching quality. In addition, the title is very important for college teachers, but in order to achieve the promotion of the title, they have to complete scientific research projects, thesis publication and other assessment tasks, which are more difficult and require more time and energy, if teachers put their main focus on the promotion of the title, then the quality of teaching will definitely decline.

4.3 Management system is too rigid

According to the survey data of "Do you think the educational management concept of the school is advanced" (Figure 4.3), only 12.3% of the respondents think the educational management concept of the school is more advanced, more than half of the respondents think the school still maintains the traditional concept, and 14.5% of the respondents don't know about the phenomenon.

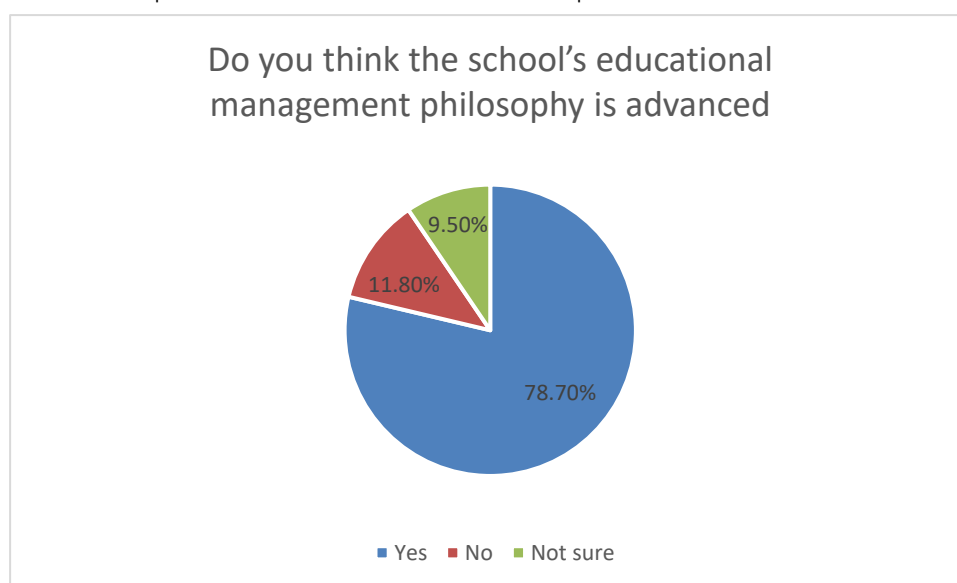


Figure 4.3 Do you think the school's educational management philosophy is advanced

Under the guidance of higher education reform, although most domestic universities have established relatively perfect educational management system, the management system is still too rigid because the educational management concept is still relatively backward and the cognition of student management is also biased. For example, in the student management system, the content of the student code

of conduct and other systems are mostly administrative management orders, which only make mandatory requirements for students' learning behavior and living behavior, without clear explanations for the reasons and rationality of the system regulations, and students are easily rebellious in the face of these system regulations, and the implementation of the management effect is naturally poor. Therefore, under the influence of the backward management concept, the current education management system of colleges and universities cannot adapt to the characteristics of students and the development trend of the times, and the management effect of teaching activities is not high, and gradually loses the recognition and affirmation of teachers and students, thus affecting the image and authority of colleges and universities. In addition, in terms of teachers' management, since teachers in colleges and universities are in shortage, many colleges and universities often implement too lenient management system in order to "retain talents", and the quality of teaching will also be affected when teachers lack proper behavioral constraints.

4.4 Evaluation mechanism is not reasonable

According to the survey data (Figure 4.4), 55.3% of people think that the traditional student evaluation mechanism is reasonable, while 44.7% of people think that the traditional student evaluation mechanism is no longer applicable to today's society, and that the credit system should not be used as the The evaluation standard.

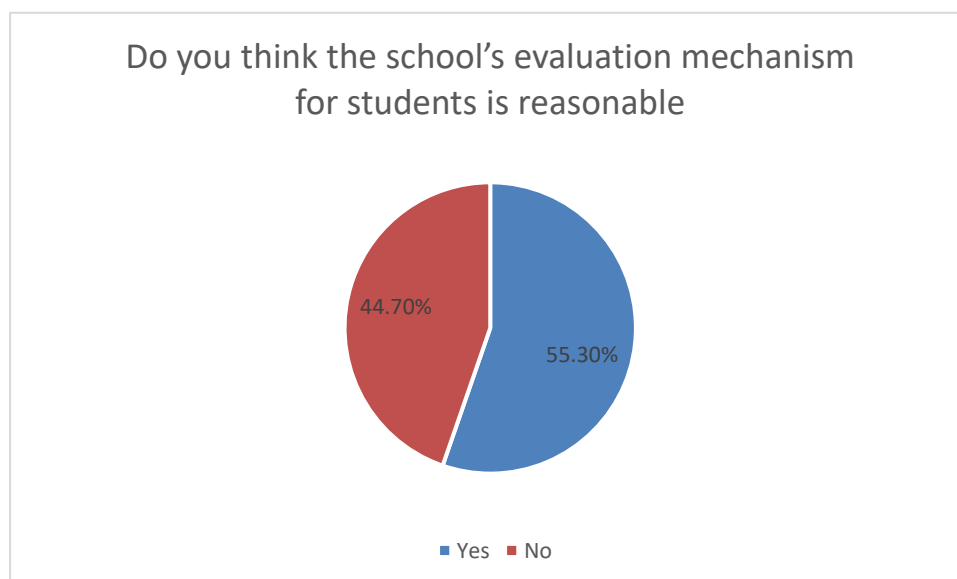


Figure 4.4 Do you think the school's evaluation mechanism for students is reasonable

Compared with the competitive and strict college entrance examination, the student evaluation mechanism of colleges and universities often seems too easy and simple, students only need to complete the credits, and then they can graduate normally, even if there are plagiarism, truancy, missing nights and other behaviors during school, they will not be punished too much, and some schools even hold a unified clearing examination for fresh graduates who failed the exam before graduation, "Under such overly relaxed assessment and evaluation mechanism, students usually focus on entertainment and enjoyment rather than study, which will naturally lead to poor academic performance and lack of ability in the long run, which is worth reflecting on the education management of universities.

4.5 Unreasonable allocation of management resources

According to the survey data of "Are you satisfied with the educational resources of the university" (Figure 4.5), 72.3% of people think that the educational resources of the university have reached a satisfactory level, but 27.7% of people are still dissatisfied with the educational resources of the university, indicating that there is still room for improvement in the educational resources of the university.

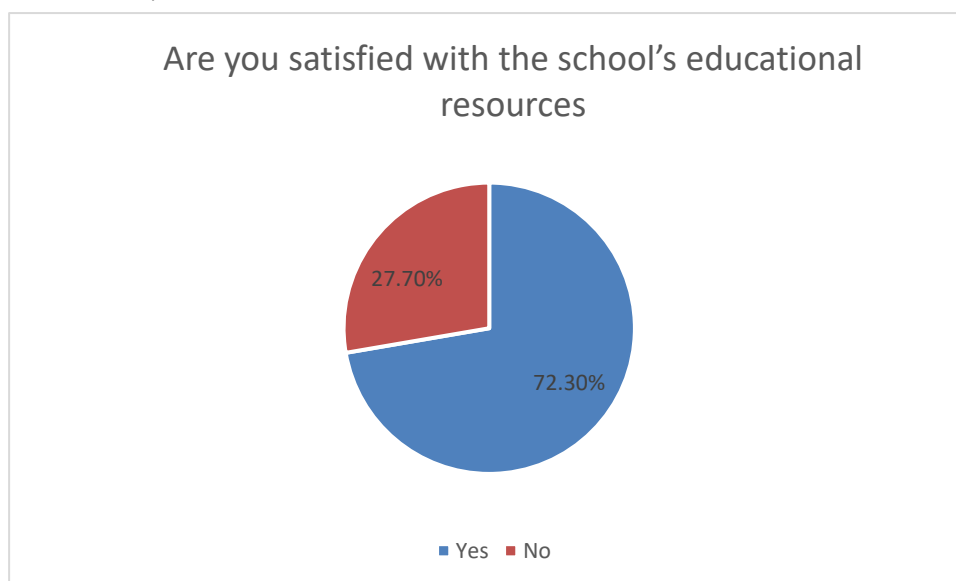


Figure 4.5 Whether you are satisfied with the educational resources of the school, etc.

Without the support of educational resources, it is difficult to achieve the ideal educational management effect no matter what management means, management methods and strategies are used or optimized. At present, because domestic colleges and universities are basically public schools, although the state has invested a lot of money in the infrastructure construction of colleges and universities, and colleges and universities attach great importance to education management, the allocation of education management resources is still unreasonable due to the limited financial resources. For example, in some national key universities and provincial key universities, the national and local governments invest billions or even tens of billions of dollars as education funds every year, and the libraries, student dormitories and scientific research instruments of these universities are also relatively perfect, so with the support of perfect infrastructure, it is easy to carry out education management. However, for other non-key colleges and universities, even if the colleges and universities control the scale of enrollment, some of them still have shortage of classrooms, old scientific research instruments and poor dormitory conditions, and so on.

Chapter 5

Conclusions and Discussion

5.1 Conclusions and Discussion

In a word, although the education management of colleges and universities is being gradually improved under the current situation, there are still some shortcomings that we need to further strengthen and adjust, so that it can better meet the needs of social development and thus continuously improve the quality of talent cultivation in China. By constantly adjusting and optimizing the education management of our colleges and universities, we will also realize the innovation of college management mechanism, help the colleges and universities better meet the needs of the times, meet the development trend of our economy and realize the sustainable development of college education work.

5.2 Suggestions

1. Reasonable control of enrollment scale

From a long-term perspective, in order to promote the overall development of the university and conform to the development trend of the era of popularization of higher education, the university still needs to continue to expand the scale of enrollment in the future, but this expansion must be built on the basis of perfect infrastructure of the university and strong teaching staff, so as to ensure the reasonableness of the expansion and avoid affecting the quality of teaching and students due to blind expansion. The quality of teaching and students will not be affected by the blind expansion. Therefore, the innovation of the future management of colleges and universities should start from the enrollment work, determine the enrollment scale and enrollment standard according to the current teaching resources, available educational resources in the future, the scale of high school graduates in each year and the support of education department, and adhere to the principle of merit and fair enrollment, and strictly control the

enrollment scale, so as to obtain better quality students and at the same time, avoid the enrollment scale exceeding expectations. This can avoid the enrollment scale exceeding expectations and ensure that teaching resources can meet students' needs.

2. Adjust the management strategy of teachers

As the most important teaching resources in colleges and universities, teachers' personal quality is directly related to teaching quality and teaching management effect, but the criteria for assessing teachers' quality are not only teaching level, business ability and professionalism, such as work responsibility, teacher morality and learning ability, which are also important criteria and influencing factors of teachers' personal quality. Therefore, in the future management of university education, schools need to adjust the current thinking of teacher management, on the one hand, to supplement and improve the teacher management system from the aspects of moral quality and learning ability, and to put forward clear requirements for teachers in terms of moral and working attitude, so as to ensure that teachers can put teaching work in the first place and improve the quality of teaching as the priority task, and in their daily life, to strictly control their own behavior. The teachers are required to give priority to their teaching work, to improve the quality of teaching as their primary task, and to strictly control their behavior in daily life [3]. On the other hand, teaching quality, teaching level and learning ability should be listed as important criteria in the title assessment, and the rigid requirements in scientific research projects and thesis publication should be reduced, so that teachers can focus more on teaching work and will not affect the teaching quality for the sake of title selection.

3. Innovative student management system

Student management is as important as teacher management in college education management, but from the perspective of college education management innovation mechanism, the future innovation of college student management system needs to start from a completely different direction from teacher management. On the whole, the current student management system of domestic

universities does not fully respect students, but only regards students as the objects to be managed, which is not only easy to provoke students' rebellious psychology, but also has very limited practical management effect. In order to solve this problem, the school should adjust the student management strategy, take guidance and encouragement as the core principle, and formulate a detailed student management system, which should not only describe the quality of students in the new era, but also explain the importance and reasonableness of the system, so as to win the approval of students. In this way, students can form a sense of identity to the management system, and teachers and counselors can make students consciously abide by the management system and the code of conduct as long as they give appropriate guidance to them. In addition, under the background of the expansion of colleges and universities, many colleges and universities have a shortage of education and management staff. In response to this situation, schools can also establish an open student management mechanism, regularly conduct comprehensive assessment of students, and include excellent students of each grade into the education and management team, who are responsible for some basic education and management work. In this way, students can join the education management team, because they know students better, so they can optimize the education management system according to the needs of students, and make the education management work better, and their own practical ability can also be exercised, and at the same time can solve the problem of insufficient manpower for education management in colleges and universities.

4.Improve the evaluation system of students

At present, the main reason why there are a series of problems in our universities, such as the lack of students' ability and employment difficulties, is that the assessment and evaluation mechanism for students is too lenient, so that there is almost no pressure for students to study. Some students may even experience a deterioration in their abilities. In response to this problem, schools need to change the "strict entry and lenient exit" student assessment mechanism in the future, and put forward higher requirements for students in terms of academic performance,

moral and physical education quality, and establish a corresponding assessment and evaluation mechanism and elimination mechanism to eliminate students who do not meet the standards in terms of academic performance, ability quality, moral and physical education quality for a long time. This can increase the pressure of students' study and help them to establish the sense of crisis and consciousness of improvement, and under the influence of the pressure and elimination crisis, students will work harder and more seriously to complete their study tasks, and their academic performance, comprehensive quality and moral character will naturally be improved.

5. Improve the operation mechanism of educational resources

From the current situation of China's economic development, although the speed of China's economic development is relatively fast in recent years, and the state's financial investment in higher education is also relatively large, it is not realistic to rely solely on the state financial support to meet the demand for educational management resources in colleges and universities. Therefore, in view of the current situation of unbalanced allocation of educational management resources in colleges and universities, domestic colleges and universities need to change their thinking, adhere to the core principle of cutting costs and establishing a perfect educational resources operation mechanism and educational resources management organization, and strictly control the administrative cost of educational management from multiple links under the premise of clarifying the responsibilities of each management organization, so as to reduce the demand for educational resources and improve the efficiency of educational management. At the same time, colleges and universities can also take school-enterprise cooperation mode as the basis, actively introduce social capital for financing through talent cultivation cooperation, and meet the resource demand of higher education through market resources, for example, many schools need to establish special training bases for science and technology disciplines, and then schools can cooperate with off-campus enterprises to establish training bases funded by enterprises to provide students with a good training environment, while schools are The school is responsible for providing high-

quality professional talents to support the enterprise. For the problem of poor student accommodation or insufficient dormitories, we can choose to give the operation right of the dormitories to the enterprises and sign the management period in the contract, and then transfer the ownership and use right of the dormitories to the school after the enterprises recover the cost through the operation of the dormitories, so as to meet the demand of students' accommodation and also benefit the school. In addition, since the waste of funds in the education management of universities is common, universities should pay attention to the use of funds and establish a perfect supervision mechanism for the use of education resources, with the participation of students' union and staff representative assembly to ensure the reasonableness of the use of funds and prevent the emergence of such phenomena as the expansion of power and the use of power for personal gain.

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Appendix

Questionnaire

Dear teachers and students.

Thank you for filling out this questionnaire in your busy schedule!

In order to have a more comprehensive and in-depth understanding of the current situation of educational management in China's higher education institutions, the researcher has designed this questionnaire, please fill it out according to your actual situation. This questionnaire will only be used for research and analysis, and will not disclose your personal information, so please feel free to fill it out. Thank you again for your support!

Basic information

1. Your identity is ()

A. Teacher B. Student

2. Do you know the issues related to education management in China's higher education institutions ()

A. Know but not B. Somewhat know C. Have a deep understanding D. Don't know at all

3. Do you think it is necessary to strengthen education management in higher education institutions ()

A. Very necessary B. Necessary C. Generally D. Not necessary

4. Does the university pay attention to the daily development of education management in higher education institutions ()

A. Very important B. More important C. Generally D. Not important

Do you think there are national laws and regulations to guide the educational management of higher education institutions ()

A. Yes B. No C. Don't know

Does the government carry out publicity activities for education management of higher education institutions ()

A. Often B. Rarely C. No D. Don't know

7. Do you think the universities have a clear management mechanism to ensure the smooth implementation of education management in higher education institutions ()

A.Yes B.No C.Don't know

8. Where do you think the main focus of education management in higher education institutions comes from ()

A. Administrators B. Teachers C. Students

9. Do you think there are clear incentives for school education management ()

A.Yes B.No C.Not sure

10. Do you think there is a special team to deal with problems in school education management ()

A.Yes B.No C.Don't know

11. Do you think the school has an accident management plan ()

A.Yes B.No C.Don't know

12. Do you think the school's specialized curriculum is designed to meet the needs of students ()

A. Yes B. No C. Not sure

13. Do you think the school's educational management philosophy is advanced ()

A. Traditional concept B. Advanced concept C. Not sure

14. Has your school expanded its enrollment in recent years ()

A.Yes B.No C.Don't know

15. Is there a widespread part-time situation for teachers in the school ()

A.Yes B.No C.Don't know

16. Do you think the school's evaluation mechanism for students is reasonable ()

A.Yes B.No

17. Are you satisfied with the teaching resources of the school ()

A.Yes B.No

18. How do you think the overall effect of the school's current education management is ()

A. Very good B. Better C. Average D. Bad

Biography

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CERTIFICATE

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THIS IS TO CERTIFY THAT

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