

# IMPLEMENTING MODERN EDUCATIONAL MANAGEMENT THEORIES TO REFORM HIGHER EDUCATION

**Keting Zeng<sup>1</sup>, Smithirak Jantarak<sup>2</sup>**

*<sup>1,2</sup>Graduate School, Southeast Asia University, Bangkok, Thailand*

*E-mail: S6446B10028@live.sau.ac.th*

## **Abstract**

In this study, data were collected from junior management students at Soochow University in Jiangsu Province through a questionnaire survey. Statistical analysis methods such as descriptive analysis and correlation analysis were used to test the data variables and test hypotheses. Based on the background of this society and taking this as the entrance to the general idea of the study, this thesis analyses the characteristics and current situation of the current educational management in universities, introduces the educational management models adopted by universities, studies in detail their structure, characteristics and the practical scope of each white, summarizes the influential major elements of these models, and then proposes guiding principles for the selection of project management models and develops a set of more scientific evaluation A set of scientific evaluation indicators has been developed.

**Keywords:** educational management model, educational management theory, educational management system reform

## **Introduction**

### **Statement of research questions**

The study found that there are problems with the higher education management system, for one, in terms of resource allocation. For a long time, the problem of redundancy has been widespread among university administrators, most of whom are biased towards their own lack of strength, and many universities do not set up people for their posts, but for their posts, with departments being "small, but full of all the guts" and a serious shortage of human resources wasting the source. In addition, the main middle managers of universities are often also in charge of vocational education, as well as research and education and school management. This is not conducive to improving the standard and quality of education, nor is it conducive to the efficiency and orderliness of university management. Secondly, the system of monitoring

mechanisms is inadequate. The supervisor is also the supervisee, and if supervision is not guaranteed, the work cannot be carried out. Some of the middle-level cadres in the high school are both "teaching" and, on the one hand, as middle-level management cadres in the school, they implement the will to participate in the school's decision-making process and oversee the implementation of the school's way of being, ideas, concepts and various specific rules and regulations, and, on the other hand, as teachers in the school. They are subject to the supervision and scrutiny of the various rules and regulations, which are themselves enforced by those who make them.

Thirdly, the competition mechanism is not scientific. Scientific competition among university staff and teachers is inadequate, rewards and punishments are not timely, and remuneration is unreasonable. There is not enough incentive to truly eliminate the best from the worst, and staff are not motivated to work, are not responsible for their own work and lack initiative and creativity in their work.

On the reform of the education management system, from the literature, through the National Medium and Long-term Education Reform and Development Plan Outline essay references, Ministry of Education. Outline of the National Medium- and Long-term Education Reform and Development Plan, This study presents conclusions and outlooks, points out shortcomings and areas for improvement, and analyses the implementation of modern educational management theory and its significance for the reform of the higher education management system.

## **Research Questions**

Study the following questions.

1. What is the current institutional status and strategy of education management?
2. What paths have been taken in the institutional reform of education management?
3. What are the pathways to an education management system?

## **Purpose of the study**

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.

## **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.

### **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.

H1: educational theory will determine educational policy formation.

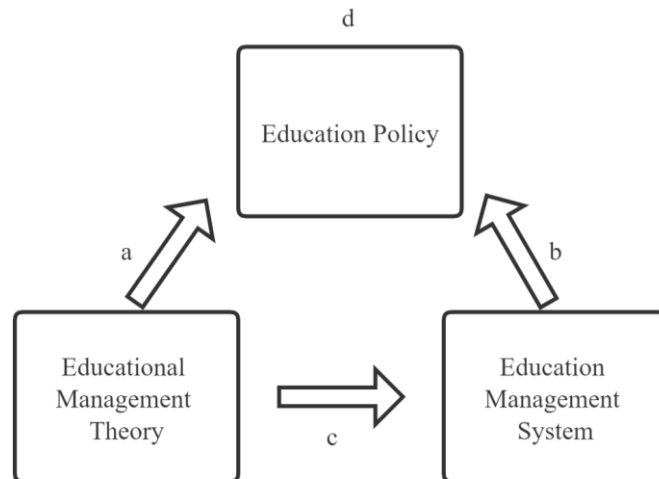
H2: Education policy influences the reform of the education management system.

H3: Educational theory is the foundation that determines the reform of the educational system.

H4: 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.



### Scope and limitations of the study

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.

### 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.

## **Literature Reviews**

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.

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.

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.

### **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.

### **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 a large number of 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, can not 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

## **Research Methodology**

### **Population/sampling method/variables**

The target population of this study is junior students of management at an X university in Jiangxi province. The principle of simple sampling was used, and it was the subject of measurement of the questionnaire in a certain X University in Jiangxi Province. There were 112 junior students majoring in management in a certain X University in Jiangxi Province.

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 150 people. The specific allocation plan is shown in the sampling plan arrangement.

### **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.

## Data 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.

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.

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%.

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.

## **Conclusion and discussion**

### **Conclusion**

1. According to the results of the analysis of the respondents, there are different opinions on the innovation of talent cultivation and education management. Talent cultivation is the basic function of universities, 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 guarantee 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 impact on the management of education and school control today. Reform and innovation must break with tradition.



2. With the development of society, the education management system is constantly innovating and the university has 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 and more knowledge-based and industrialised. The special industry of higher education, where intangible assets are the main form of assets, will place new demands on the higher education management system and higher education legislation.

3. The overall reform of the school takes 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. Through teaching to cultivate senior professionals, 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.

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