College education management from the perspective of humanistic theory: opportunities, challenges and prospects

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Abstract: With the continuous development and progress of society, the application of humanistic theory perspective in higher education management has attracted more and more attention. People-oriented theory emphasizes the self-realization and growth of people, and regards people as the core of management and the most important resource. This idea is consistent with the modern higher education, emphasizing the students' subject status and self-development, and emphasizing the cultivation of students' innovative spirit and practical ability. In the management of higher education, the application of humanistic theory can bring many opportunities, but it also faces some challenges. This article will discuss the opportunities and challenges of higher education management from the perspective of humanistic theory, in order to provide new ideas and methods for higher education management.

1. Introduction

People-oriented theory, that is, people-oriented theory, emphasizes the subjectivity and importance of people, and pays attention to people's all-round development and satisfaction of needs. In the management of higher education, humanistic theory advocates that teachers and students should be regarded as the core of management, guided by their needs and growth, and fully stimulate their potentials and creativity, so as to realize the goal of educational management in colleges and universities. In recent years, with the popularization of higher education and the deepening of educational reform, the focus of higher education management has gradually shifted to human development. Under this background, people-oriented theory has been widely applied, which provides new ideas and methods for the educational management of colleges and universities. In this context, this paper explores the opportunities and challenges of higher education management from the perspective of humanistic theory, with a view to providing reference and inspiration for future research.

2. Related concepts

2.1. The theory of humanism

Human-oriented theory is a kind of psychological theory, which emphasizes that human beings have the characteristics of self-consciousness, self-concept and Self-worth, at the same time, these characteristics in the individual growth and development play a crucial role. People-oriented theory emphasizes people's free will and creativity, that people can change their own fate and create their own life value through their own efforts and choices [1]. (Figure 1)
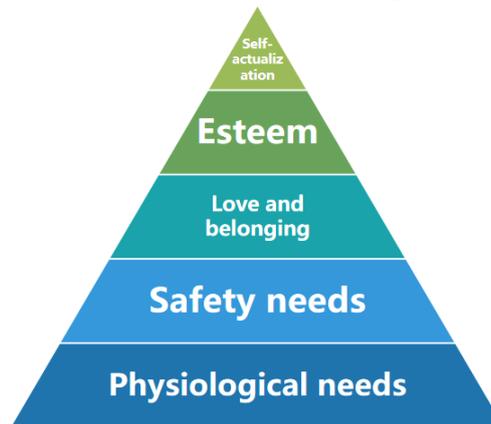
Figure 1: Maslow's hierarchy of needs chart

2.2. The administration of higher education

Educational Management in colleges and universities refers to the rational allocation and full utilization of various resources in and out of campus through a series of organized, planned and purposeful educational activities, in order to achieve the goal of improving the quality of education, promoting talent training and social services process. It mainly includes educational administration management, teaching management, scientific research management, student management, logistics management and so on [2].

3. The importance of humanistic theory in higher education management

3.1 To guide the formulation and implementation of the objectives of educational administration

One of the important applications of humanistic theory in higher education management is to guide the formulation and implementation of educational management objectives. In formulating educational management goals, humanistic theory emphasizes that the needs and expectations of teachers and students should be fully considered, and their all-round development should be taken as the core of goal-setting. This means that when setting educational goals, managers need to understand the wishes and expectations of teachers and students and incorporate them into goal setting. In the process of goal implementation, humanistic theory requires managers to pay attention to the participation and cooperation of teachers and students. Managers need to stimulate the initiative and creativity of teachers and students, and encourage them to actively participate in the realization of educational management goals [3]. (Figure 2)
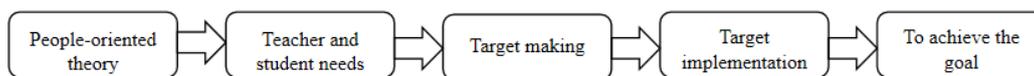
Figure 2: The implementation structure of goal-setting

3.2 Optimizing the selection and application of educational management models

The theory of humanism is of guiding significance to the choice and application of educational management mode in colleges and universities. In the choice of educational management model, humanistic theory emphasizes that we should respect the personality and needs of teachers and students, and choose the educational management model that can stimulate their potential. For example, some students like independent learning and exploration, managers can take independent learning model, to provide them with adequate independent learning resources and space. In the application of educational management mode, humanistic theory requires managers to pay attention to the growth and development of teachers, adjust and optimize according to the actual situation.

4. To supervise the quality and efficiency of educational administration

Humanistic theory provides effective supervision and evaluation methods for the quality and efficiency of educational management in colleges and universities. In educational management, humanistic theory emphasizes that we should pay attention to the satisfaction and feedback of teachers and students, and measure the quality and efficiency of educational management through their evaluation and opinions. For example, periodic satisfaction surveys could be conducted to gauge students' satisfaction with the curriculum, teachers and teaching facilities and to use such feedback as a basis for improving educational management. It is helpful for managers to find out the problems and deficiencies in their work, adjust and improve in time, and promote the overall level of education management.

4.1 College education management should face the opportunity

(1) Support of policies and regulations

In recent years, the Chinese government has strengthened its management and guidance of higher education. People-oriented theory, an educational theory focusing on human factors, is supported by more and more policies and regulations. These policies and regulations encourage colleges and universities to pay attention to the human factor, respect the subject status of human beings and develop human potential in order to improve the quality of education and management efficiency. For example, the Chinese government has formulated a series of educational laws and regulations, such as the law of the People's Republic of China on higher education and the law of the People's Republic of China on teachers, which clearly define the objectives and principles of higher education, the importance of the human factor in education was emphasized. The implementation of these laws and regulations provides a legal guarantee for the application of people-oriented theory in higher education management.

(2) Adapt to changes in social needs

With the development of society, the demand for talents is also changing. The theory of humanism emphasizes the development of human potential and the cultivation of talents with innovative spirit and practical ability, which coincides with the needs of the society. Therefore, from the perspective of the theory of people-oriented higher education management, can better adapt to the changes in social needs and improve the quality of personnel training. For example, many colleges and universities have applied the theory of humanism to the reform of curriculum

and teaching methods, focusing on training students' innovative thinking and practical ability. Under this kind of education management pattern, training talented person more conforms to the social demand and has the stronger competitiveness.

(3) Effective improvement of the educational environment

With the reform of educational system and the renewal of educational ideas, the educational environment in colleges and universities is also improving. People-oriented theory emphasizes people's free and all-round development, which is consistent with the goal of improving educational environment. By creating a good educational environment, respecting the principal status of teachers and students, stimulating their creativity and potential, promoting the all-round development and growth of teachers and students. For example, some universities have implemented people-oriented management strategies, such as establishing teacher-student interaction platforms, encouraging teachers and students to participate in scientific research projects, and providing personalized counseling. These measures create a good educational environment, promote the exchange and cooperation between teachers and students, improve the quality of education and management efficiency.

4.2 The challenges faced by the educational management in colleges and universities

Higher education management is a very important link in higher education, but at present, higher education management is facing many challenges. The main challenges include ignoring students' individual needs, lack of effective incentives, lack of transparency and participation in decision-making, and lack of good communication channels.

(1) The management of higher education neglects the individual needs of students.

In the current higher education environment, many colleges and universities still use the traditional, unified mode of education management, which often ignores the individual needs of each student. In the curriculum, many colleges and universities only provide a fixed curriculum arrangements, not taking into account the interests of students and ability differences. This lack of personalized education will reduce the enthusiasm of students to learn, and may even have a negative impact on their future career development. For example, in an engineering program, all students take basic math, physics, chemistry, and programming. Such a unified curriculum may put unnecessary pressure on students who have a strong interest in these subjects and a solid foundation, while also failing to satisfy students who have an interest in other fields. This kind of educational management ignores the individual needs of every student and limits their development potential.

(2) There is a lack of effective incentive mechanism in higher education management.

In the educational management of colleges and universities, the incentive mechanism is very important to stimulate the enthusiasm and improve the efficiency of teaching staff. However, at present, many colleges and universities lack effective incentive mechanism, which leads to low enthusiasm and low efficiency. For example, many colleges and universities adopt egalitarian rewards, which are distributed equally regardless of employee performance. This approach does not adequately motivate those who perform well, nor does it adequately penalize those who do not perform well, which affects the effectiveness of the entire team. In an environment without effective incentives, high-performing employees don't get enough recognition and rewards, which reduces their motivation and engagement. At the same time, underperforming employees may lack motivation to improve their performance if they are not properly punished. This situation will affect the efficiency of the whole team, and then affect the quality of education and students learning results.

(3) There is a lack of transparency and participation in decision-making in the management of higher education.

The decision-making of educational management in colleges and universities is often made by the top managers, but the staff and students can only passively accept it. This lack of transparency and participation in decision-making, making staff and students of the participation is not high, the understanding of decision-making and support is not high. They do not know the context and meaning of the decision-making, the decision-making process and criteria, the results and impact of the decision-making. This kind of decision-making way, not only difficult to get the recognition and support of staff and students, but also lead to the implementation of the decision-making more difficult. For example, one university decided to conduct a performance review of its faculty without explaining the criteria and process to faculty and students, or involving them in the decision-making process. This makes staff and students lack of understanding of the background and significance of the assessment, the results of the assessment and lack of awareness of the impact of the assessment, which leads to many problems in the assessment process.

(4) There is a lack of good communication channels in the management of higher education.

In the management of higher education, good communication channels are very important. However, the lack of good communication channels in many colleges and universities makes the communication between staff and students inefficient, and also makes the problem solved slowly. Without effective communication channels, it is difficult for staff and students to provide feedback and suggestions to management, and it is difficult for management's decisions to be understood and supported by staff and students. For example, the student union of a university once relayed to the school some opinions about the canteen, but the school did not respond and deal with them in time. This led to a gradual escalation of student dissatisfaction with the canteen, which eventually evolved into large-scale student protests. If the school can establish effective communication channels, listen to students' opinions and suggestions, and solve problems in time, it will help to avoid such conflicts.

5. Prospect of higher education management from the perspective of humanistic theory

From the perspective of humanistic theory, university administrators should take effective management countermeasures against the main problems existing in the current university management.

5.1 Their attention should be paid to students' individual needs

5.1.1 They should provide personalized curriculum and lesson plans

Colleges and universities can take various ways to provide personalized curriculum and teaching plans. For example, more experimental courses and practical projects, such as mechanical design, electronic technology, computer programming, can be offered for students who like to practice, to enhance students' practical ability and the ability to solve practical problems. For students who prefer in-depth research, can provide more academic research and scientific research projects, such as mathematical modeling, physical research, biological experiments, to improve students' academic literacy and research ability. In addition, colleges and universities can set up elective courses, general courses and other ways to meet the different interests and needs of students, so as to provide more diversified course choices.

5.1.2 They should keep enhancing teacher training

Teachers are an important force to realize individualized education. Therefore, colleges and universities should strengthen the training of teachers and improve their teaching ability. For example, activities such as seminars and sharing sessions on teaching cases can be organized to

familiarize teachers with the latest teaching methods and techniques. At the same time, we can also provide teaching guidance, educational psychology and other aspects of the curriculum to improve the level of teacher education and teaching theory. Through training, teachers can better adapt to the learning styles and needs of different students, providing more personalized education services.

5.1.3 They should establish a personal development plan for students

Colleges and universities can make personalized training plans for students, according to students' interests, abilities and potential, to provide targeted guidance and support. For example, entrepreneurship training and practice opportunities can be provided for students who are interested in starting a business, such as setting up business incubators, organizing business competitions, and so on, to help students realize their entrepreneurial dreams. For students with academic research potential, scientific research projects and academic guidance can be provided, such as organizing students to participate in teachers' scientific research projects, providing research funds, etc. Through such individual development plan, colleges and universities can better meet the individual needs of students and promote their all-round development.

5.2 An effective incentive mechanism should be implemented

5.2.1 They ought to establish a reward system based on performance

Performance-based reward system is an advanced and effective means of motivation, through the excellent performance of teachers and students to reward, can greatly stimulate their enthusiasm for work and learning. Such a system would provide a clear and visible reward system that would allow faculty and students to see the rewards they would receive if they performed well. Teachers can be evaluated according to their performance in teaching, scientific research and student evaluation, and given corresponding bonuses, promotion opportunities and other awards. This incentive system can motivate teachers to work harder, improve their teaching and research skills, and increase their job satisfaction and loyalty. Students may be evaluated on the basis of their academic achievements, social practice and innovation, and given corresponding awards such as scholarships and internships. This kind of reward system can encourage students to study harder, at the same time, it can improve their enthusiasm and innovation ability [4].

5.2.2 They ought to provide opportunities for promotion and development

Providing promotion and development opportunities is another important incentive for teachers to continuously improve their academic and pedagogical skills. It is both a recognition and a responsibility for good teachers to be given the opportunity to rise in rank and pay. These measures enable teachers to feel that their work has been recognized and valued, while also having greater room for development and opportunities to be more actively involved in the work.

5.2.3 Transparency and participation in decision-making should be enhanced

1) Establish an open and transparent information disclosure mechanism

By publishing the content of decisions, implementation plans and progress in a timely manner, relevant personnel can understand and monitor the implementation of decisions, thereby increasing transparency and trust. For example, universities can set up official websites or portals to publish information related to decision-making, including background information, objectives, implementation steps and expected results [5]. At the same time, colleges and universities should set up hotlines, mailboxes and other channels to facilitate teachers and students to reflect problems

and opinions, in order to collect and solve related problems in a timely manner.

2) Colleges and universities can encourage teachers and students to participate in the decision-making process and improve the rationality and Operability of decision-making

By collecting teachers' and students' opinions and suggestions through questionnaires and seminars, the decision-makers can better understand the needs and concerns of teachers and students, and then fully consider the opinions of all parties in the decision-making process. For example, when formulating regulations on student management, universities may organize student representatives, teacher representatives and school representatives to jointly participate in symposiums to discuss issues of concern to students, to ensure that the decision-making fully takes into account the needs of students and can be successfully implemented. In addition, colleges and universities can also hold regular seminars, hearings and other ways to provide more opportunities for teachers and students to participate in decision-making.

5.2.4 Establish effective evaluation and feedback mechanisms

Through the implementation of the decision-making process, by tracking and evaluation, problems can be timely discovered and solved. At the same time, we need to collect teachers and students on the implementation of the decision-making feedback in order to make continuous improvement of the decision-making. For example, after the implementation of the new regulations on student management, colleges and universities can regularly collect students' feedback, understand the implementation of the regulations and the existing problems, and optimize the management in a timely manner.

5.2.5 Good communication channels should be established

1) Develop a multi-channel approach to communication

The establishment of multi-channel communication, can effectively promote communication and information sharing between teachers and students. In addition to traditional meetings and presentations, modern communication tools such as online platforms, e-mail, social media, etc. can be used to make information and opinions readily available to teachers and students. For example, teachers and students can meet regularly to exchange ideas and opinions in a relatively relaxed atmosphere. This will not only promote the interaction and exchange between teachers and students, but also can deepen mutual understanding and trust. In addition, the establishment of an online platform is also a very effective way of communication, teachers and students can easily access information and express their views at any time, thus improving the efficiency and accuracy of communication.

2) Establish a feedback mechanism

We need to establish a feedback mechanism to respond to and resolve teachers' and students' comments and suggestions in a timely manner. The feedback mechanism can let the teachers and students know that their suggestions are taken seriously, so as to improve the enthusiasm of communication. Colleges and universities can set up a special feedback department, responsible for dealing with teachers and students put forward comments and suggestions, and timely responses and solutions. In addition, the feedback mechanism can be carried out through various channels, such as online platforms, e-mail, telephone, etc., so that teachers and students who make suggestions can get timely responses and solutions. Through the establishment of feedback mechanism, not only can improve the efficiency and quality of communication, but also can enhance the trust and cooperation between teachers and students.

4. Conclusion

From the perspective of humanistic theory, this paper discusses the opportunities and challenges faced by higher education management, and looks forward to the future development. From the perspective of humanistic theory, educational management in colleges and universities should aim at the existing problems, the following management measures should be taken: attention should be paid to students' individual needs, effective incentive mechanism should be implemented, decision-making transparency and participation should be improved, and good communication channels should be established, to effectively promote the continuous progress and development of higher education management.

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