The Innovation Educational Management System in the New Era of Excellent Private Colleges and Universities in Wuhan of Hubei Province

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Abstract

The objectives of this study were: (1) To explore the components of innovation educational management system in the new era of excellent private colleges and universities in Wuhan, Hubei province. (2) To verify the model of innovation educational management system in the new era of excellent private colleges and universities in Wuhan, Hubei province. (3) To propose guidelines for improving innovation educational management system in the new era of excellent private colleges and universities in Wuhan, Hubei province

The study was a mixed methodological study, including qualitative and quantitative research. The population consists of 1400 people who are administrators, and teachers. They came from 12 private colleges and universities in Wuhan, Hubei province. The sample size 302, their administrators and teachers, the informant of 10 people, are professors, private university presidents, they are experienced management personnel. 10 experts focus groups discussion guidelines. The tools used for data collection were five-point rating scales questionnaires, semi-structured interview forms, and focus group discussion sheets. Statistics used for data analysis include percentage, frequency, mean, and Standard Deviation. In-depth interviews and focus group discussions through content analysis.

The research findings that: (1) Innovation educational management system in the new era of excellent private colleges and universities in Wuhan, Hubei Province mainly consists of five components: Educational academic management goals ,Academic management educational evaluation and monitoring focus, Managing the Instructional Education Program, Team Management (Staff) Group and Organizing a good school atmosphere (2) Model innovation educational management system in the new era of excellent private colleges and universities in Wuhan, Hubei Province, Model fit with empirical data for all indicators (3)There were 15 guidelines of innovation educational management system in the new era of excellent private colleges and universities in Wuhan, Hubei Province .

Keywords: Innovation Educational Management; Educational Management; New Era; Excellent Private Colleges and Universities; Wuhan

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Introduction

In the new era, as one of the education centers in China, private colleges and universities in Wuhan, Hubei Province play an increasingly important role in the pattern of higher education. First of all, with the increasing social demand for higher education, the number and scale of private colleges and universities are rising rapidly, which makes the innovation of education management system becomes particularly urgent. Social changes in the new era, including scientific and technological progress and social and economic development, have put forward new challenges and opportunities for private colleges and universities, which will directly affect the formulation and adjustment of their educational management mode. At the policy level, the government's policy support and supervision in the new era have a direct impact on the development of the education management system of private colleges and universities.(Li Dongcai, 2023 : 51-55) In the new era, the innovation of the education management system of excellent private colleges and universities in Wuhan, Hubei Province has become the focus of attention. Understanding the background of this innovation requires not only attention to the reform of the management system within the school, but also a deep insight into the evolution of the overall university education policy in Wuhan, Hubei province. Wuhan, Hubei Province has been making policy adjustments in the field of education to promote the healthy development of colleges and universities and adapt to changes in social needs and economic development.

The present situation in Wuhan City, Hubei Province, the research on the educational management system of private colleges and universities has attracted much attention in recent years, and has become the focus of academic circles and educational administrators. Although research in this area is still relatively new, there has been a series of studies that have provided us with some deep insights.in order to occupy a favorable position in the competition, private colleges must try to apply new methods, as the famous scholar Bacon said: "If you want to get new results, you must use new methods." (Liu Hui,2015).it points out the problems of cognition, legal protection and fair treatment, the definition of property rights, financing and supporting reform, the autonomy of running a school, internal construction and management, quality assessment, information transmission and scientific research in China's private higher education. With the development of society, the scale of private higher education will be further expanded, the management system will be further improved, a diverse team of teachers will be gradually formed, and financing channels will be further expanded.(Liu Rao,2014).the change of education policy is directly related to the running environment and management mechanism of colleges and universities, and is a key factor to promote the innovation and development of colleges and universities (Fan Ruiguuo,2018).

This research summarizes the problems existing in under the guidance of the higher education policy of Wuhan, Hubei Province, this paper will focus on the innovation of the education management system of excellent private colleges and universities. A deep understanding and analysis of the educational policy background of colleges and universities in Wuhan, Hubei Province, is helpful to reveal how excellent private colleges and universities carry out management system innovation under the guidance of policies in the new era, and provide theoretical support and practical experience for research in this field.

Research Objectives

1. to explore the components of innovation educational management system in the new era of excellent private colleges and universities in Wuhan, Hubei province.

2. to verify the model of innovation educational management system in the new era of excellent private colleges and universities in Wuhan, Hubei province.

3. to propose guidelines for improving innovation educational management system in come from 12 universities in Wuhan,Hubei Province

Research Methodology

1. Population and sample

Step 1 review literature and related research and semi-structured interview with 10 Key Informants: The key informants consisted of 10 key informants, including 2 managers of private colleges and universities in Hubei Province，3 principals of private colleges and universities, and 5 leadership teams of the management department.

Step 2 Questionnaire: Population consisted of 1400 who were administrators and teachers come from 12 universities in Wuhan,Hubei Province. Sample were 302 administrators and teachers come from 12 universities in Wuhan,Hubei Province. The samples are determined by the tables of Krejcie and Morgan (1970) obtained from stratified random sampling.

Step 3 Focus group discussions consisted of 10 key informants such as deans, program directors, and teachers from different universities were selected through purposive sampling to investigate the composition of the educational management system of private colleges and universities in Wuhan City, Hubei Province, with more than 10 years of educational experience in outstanding institutions in Wuhan City, Hubei Province.

2. Research instruments

Three research instruments were used to three research tools to examine the objectives of this paper.(1)Semi-structured interview form, (2) A five-point rating scale questionnaire (3) Focus Group Discussion form.

2.1 Semi-structured interviews form

The interview consisted of three parts. Part 1. General information from key informants; Part 2: Components of the innovation of educational management system. Part 3: Open-ended suggested comments/opinions.

2.2 Questionnaire

Researchers adopted a questionnaire consisting of 3 parts, Part I: Demographic Variables (checklist), general information about the respondents, totaling 6 items; Part II: Innovation Educational Management System in the New Era of Excellent Private Colleges and Universities in Wuhan, Hubei Province (five-point rating scale) totaling 81 items, and Part III: Suggestions and Supplementary Comments (open-ended). The administration tool asked respondents to determine the extent to which each statement reflected the components of validity.

2.3 Focus Group Discussions form

Researchers conducted the Focus Group Discussion form. According to the research finding in Phase 2 for Focus Group Discussion form.

3. Data collection

(1) Data collection was carried out by the researcher online via email and prompting online documentation. Key informants were contacted and showed willingness and identity.(2) This part of the questionnaire can be distributed on site or collected through online links. About 302 questionnaires.(3) Focus Group Discussions can be conducted on site, with researchers leading participants and open-ended discussions.

4.Data analysis

(1) review literature and related research and Semi-structured interview data of 10 key informants were analyzed through content analysis.(2)Data on demographic variables were analyzed using descriptive statistics; frequencies and percentages. Variables and components of modeling variables of the Educational Management System of Private Colleges and Universities in Wuhan City, Hubei Province were analyzed using descriptive statistics; mean, standard deviation (SD). Confirmatory factor analysis (CFA) was used to validate the model of the innovation of the educational management system in the new era of excellent private colleges and universities in Wuhan, Hubei Province.(3) Data from the focus group discussions were content analysis.

Results

1.There were five components and 23 key variables of the innovation educational management system in the new era of excellent in private colleges and universities in Wuhan, Hubei province , which consisted of 1)Educational academic management goals 2) Academic management educational evaluation and monitoring focus 3) Managing the Instructional Education Program 4) Team Management (Staff) Group 5)Organizing a good school atmosphere

2. Model validation of five components were founded and model fit with empirical data for all indicators.

3. There were total 15 guidelines of the analysis of the educational management system model of Innovation Educational Management System in the New Era of Excellent Private Colleges and Universities in Wuhan, Hubei Province. The researchers analyzed the arithmetic mean ($\overline{x}$) and Standard Deviation (S.D.) by comparing the resulting arithmetic mean to a criterion based on Best concept (1997).

Table 4.1 Show the Basic information of the study variables

Variables	Mean- ($\overline{x}$)	Standard Deviation (S.D.)	Skewness	Kurtosis	Level
			Statistic	Statistic	
EAG1	3.35	1.003	-0.152	-0.19	Moderate
EAG2	3.51	1.007	-0.439	0.132	High
EAG3	3.51	1.071	-0.426	-0.18	High
EAG4	3.28	0.966	-0.189	0.091	Moderate
EAG5	3.63	0.969	-0.789	0.6	High
EAG6	3.58	1.043	-0.514	-0.275	High
EAG7	3.66	1.062	-0.682	-0.059	High

EAG8	3.65	0.98	-0.435	-0.373	High
EAG9	3.42	0.733	-0.947	0.702	Moderate
EAG10	3.45	0.731	-1.045	0.591	Moderate
AMF1	3.28	0.812	0.273	0.389	Moderate
AMF2	3.51	0.97	-0.006	-0.238	High
AMF3	3.33	0.895	-0.113	0.463	Moderate
AMF4	3.28	0.869	0.125	0.433	Moderate
AMF5	3.22	0.866	0.242	0.528	Moderate
AMF6	4.04	1.03	-0.869	-0.173	High
AMF7	3.87	1.255	-0.841	-0.577	High
AMF8	4.00	1.018	-0.856	-0.115	High
AMF9	3.91	1.04	-0.754	-0.292	High
AMF10	3.88	1.128	-0.763	-0.517	High
AMF11	4.12	1.033	-1.145	0.529	High
AMF12	3.91	1.093	-0.768	-0.424	High
AMF13	3.81	1.161	-0.634	-0.85	High
AMF14	4.03	1.031	-0.91	-0.081	High
AMF15	4.12	0.972	-1.034	0.319	High
AMF16	3.94	1.066	-1.113	0.638	High
AMF17	4.01	1.011	-1.113	0.59	High
AMF18	4.09	0.91	-1.142	1.11	High
AMF19	3.92	1.017	-0.915	0.16	High
AMF20	3.90	0.998	-0.862	0.245	High
AMF21	3.69	1.237	-0.458	-1.15	High
AMF22	4.10	0.968	-1.011	0.404	High
AMF23	4.13	0.875	-0.979	0.591	High
AMF24	4.07	0.836	-0.825	0.35	High
AMF25	4.16	0.882	-1.017	0.61	High
AMF26	4.13	0.936	-1.067	0.697	High
AMF27	4.16	0.912	-0.928	0.055	High
AMF28	4.04	0.958	-0.839	-0.089	High

Variables	Mean-($\bar{x}$)	Standard Deviation (S.D.)	Skewness	Kurtosis	Level
			Statistic	Statistic	
MIP1	3.86	0.694	-1.665	4.381	High
MIP2	3.97	0.7	-1.356	3.85	High
MIP3	3.95	0.619	-1.409	4.446	High
MIP4	3.85	0.814	-1.399	2.804	High
MIP5	3.84	0.734	-1.21	2.212	High
MIP6	3.60	1.015	-0.77	0.481	High
MIP7	3.57	1.047	-0.457	-0.124	High
MIP8	3.61	1.037	-0.546	0.018	High
MIP9	3.56	1.076	-0.511	-0.116	High
MIP10	3.67	1.039	-0.546	-0.07	High
MIP11	3.58	0.991	-0.427	-0.065	High
MIP12	3.57	1.075	-0.545	-0.094	High
MIP13	3.62	1.08	-0.575	-0.036	High
MIP14	3.51	1.024	-0.56	0.167	High
MIP15	3.42	1.046	-0.471	0.077	Moderate
MIP16	3.55	0.924	-0.465	0.267	High
TMG1	3.43	0.978	-0.415	-0.509	Moderate
TMG2	3.42	0.957	-0.539	-0.554	Moderate
TMG3	3.51	0.91	-0.698	0.058	High
TMG4	3.58	0.755	-0.61	0.653	High
TMG5	3.56	1.035	-0.142	-1.059	High
TMG6	3.63	0.976	-0.185	-0.859	High
TMG7	3.76	0.997	-0.289	-0.905	High
TMG8	3.79	1.074	-0.474	-0.903	High
OSA1	3.58	0.903	-0.811	0.23	High
OSA2	3.41	1.003	-0.656	-0.127	Moderate
OSA3	3.52	0.935	-0.671	0.145	High
OSA4	3.51	0.95	-0.769	0.111	High
OSA5	3.39	0.964	-0.582	-0.323	Moderate
OSA6	3.77	0.959	-0.651	0.02	High
OSA7	3.77	0.874	-0.975	1.104	High
OSA8	3.67	1.016	-0.867	0.526	High
OSA9	3.44	1.104	-0.752	-0.229	Moderate
OSA10	4.02	0.717	-0.741	1.351	High
OSA11	3.87	0.741	-0.436	0.159	High
OSA12	3.74	0.881	-0.731	0.701	High
OSA13	3.70	1.062	-0.891	0.287	High

Variables	Mean ($\overline{x}$)	Standard Deviation (S.D.)	Skewness	Kurtosis	Level
			Statistic	Statistic	
OSA14	3.91	0.854	-0.692	0.382	High
OSA15	4.06	1.028	-0.94	0.266	High
OSA16	3.84	0.872	-0.767	0.797	High
OSA17	3.89	0.826	-0.755	0.861	High
OSA18	3.81	0.972	-0.97	1.018	High
OSA19	3.74	0.966	-0.561	0.14	High

From Table 4.1, it is found that overall, the arithmetic mean of the 81 questions ranged from 3.220-4.160, indicating that the arithmetic mean ($\overline{x}$) of the variable's level value was medium to high, and the S.D. value was 0.619 to 1.255, indicating that there was little difference in respondents' perceptions of the variable.

4.2.2.1 Factor Model Based on Confirmatory Factor Analysis

Confirmatory factor analysis is used to test whether the relationship between factors and test items conforms to the designed research model, so most empirical papers will use confirmatory factor analysis to test the fit of the data and the model.

(Due to study data resource limitations, this model only displays the top 5 data.)

In this part, it shows confirmatory factor analysis. The specific results are shown in Figure 4-1 Show:

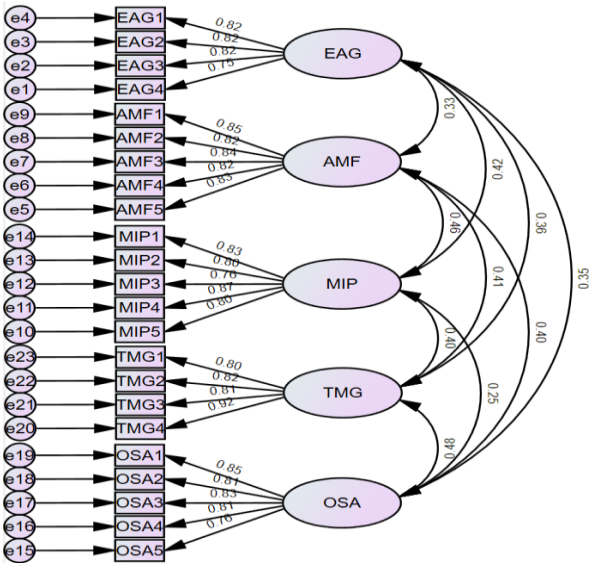

Figure 4-1: CFA in the new era of excellent organizations of private colleges and universities in Wuhan, Hubei province under standardized estimation

4.2.2.2 Component Basic Summary Table

Table 4.2 Component Basic Summary Table

Factor	quantity
Factor1: Educational management goal	4
Factor2: Academic management educational evaluation and monitoring focus	5
Factor3: Managing the Instructional Education Program	5
Factor4: Team Management (Staff) Group	4
Factor5:Organizing a good school atmosphere	5
summary	23
Analytical sample size	**302**

The data set consists of 5 components, 23 variables and 302 samples, which meets the basic data requirements of confirmatory factor analysis.

4.2.2.3 Model Fitting Index

Table 4.3 Fitting index of confirmatory components analysis model

	Numerical value	Excellent fitting index	Effective fitting index	Standard or not
x^2/df	1.828	≤3	≤5	fit
chi-square	402.252	-	-	fit
GFI	0.894	≥0.9	≥0.8	fit
TLI	0.961	≥0.9	≥0.8	Excellent
CFI	0.961	≥0.9	≥0.8	Excellent
NFI	0.918	≥0.9	≥0.8	Excellent
RMSEA	0.052	≤0.05	≤0.08	fit
SRMR	0.038	≤0.05	≤0.08	fit

As can be seen from Table 4.3, X^2/df is 1.828, less than 3, which meets the judgment standard. GFI, TLI and CFI all reached 0.9, RMSEA was 0.041, less than 0.05. SRMR was 0.044, less than 0.05; comply with data standards.

4.2.2.4 Model Fitting Index

Table 4.4 Key variables of the remaining influencing factors

Variables	Mean ($\overline{x}$)	Standard Deviation (S.D.)	CV	SK	KU	Level
EAG1	3.35	1.003	29.94%	-0.152	-0.19	Moderate
EAG2	3.51	1.007	28.69%	-0.439	0.132	High
EAG3	3.51	1.071	30.51%	-0.426	-0.18	High
EAG4	3.28	0.966	29.45%	-0.189	0.091	Moderate
AMF1	3.28	0.812	24.76%	0.273	0.389	Moderate
AMF2	3.51	0.97	27.64%	-0.006	-0.238	High
AMF3	3.33	0.895	26.88%	-0.113	0.463	Moderate
AMF4	3.28	0.869	26.49%	0.125	0.433	Moderate
AMF5	3.22	0.866	26.89%	0.242	0.528	Moderate
MIP1	3.86	0.694	17.98%	-1.665	4.381	High
MIP2	3.97	0.7	17.63%	-1.356	3.85	High
MIP3	3.95	0.619	15.67%	-1.409	4.446	High
MIP4	3.85	0.814	21.14%	-1.399	2.804	High
MIP5	3.84	0.734	19.11%	-1.21	2.212	High
TMG1	3.43	0.978	28.51%	-0.415	-0.509	Moderate
TMG2	3.42	0.957	27.98%	-0.539	-0.554	Moderate
TMG3	3.51	0.91	25.93%	-0.698	0.058	High
TMG4	3.58	0.755	21.09%	-0.61	0.653	High
OSA1	3.58	0.903	25.22%	-0.811	0.23	High
OSA2	3.41	1.003	29.41%	-0.656	-0.127	Moderate
OSA3	3.52	0.935	26.56%	-0.671	0.145	High
OSA4	3.51	0.95	27.07%	-0.769	0.111	High
OSA5	3.39	0.964	28.44%	-0.582	-0.323	Moderate

Among23 variables in 5 dimensions, no more than 5 variables were selected for analysis to obtain, S.D, CV, SK, KU and other variables. The arithmetic mean for this variable was medium-high, with S.D values ranging from 0.619 to 1.071, indicating no difference in respondents' perceptions of the variable.

4.2.2.5 Factor loading coefficient table

Table 4.5 Factor loading coefficient table

Path			Estimate	S.E.	C.R.	P	CR	AVE
EAG4	<---	EAG	0.748				0.879	0.645
EAG3	<---	EAG	0.816	0.087	13.857	***		
EAG2	<---	EAG	0.825	0.082	13.999	***		
EAG1	<---	EAG	0.822	0.082	13.954	***		
AMF5	<---	AMF	0.829				0.917	0.690
AMF4	<---	AMF	0.818	0.059	16.703	***		
AMF3	<---	AMF	0.838	0.06	17.314	***		
AMF2	<---	AMF	0.822	0.066	16.825	***		
AMF1	<---	AMF	0.845	0.054	17.546	***		
MIP5	<---	MIP	0.797				0.906	0.66
MIP4	<---	MIP	0.873	0.071	17.053	***		
MIP3	<---	MIP	0.758	0.056	14.233	***		
MIP2	<---	MIP	0.802	0.063	15.295	***		
MIP1	<---	MIP	0.828	0.061	15.955	***		
OSA5	<---	OSA	0.762				0.907	0.66
OSA4	<---	OSA	0.813	0.072	14.605	***		
OSA3	<---	OSA	0.825	0.071	14.861	***		
OSA2	<---	OSA	0.812	0.076	14.581	***		
OSA1	<---	OSA	0.849	0.068	15.337	***		
TMG4	<---	TMG	0.916				0.905	0.704
TMG3	<---	TMG	0.812	0.057	18.719	***		
TMG2	<---	TMG	0.822	0.059	19.159	***		
TMG1	<---	TMG	0.802	0.062	18.305	***		

It can be seen from this figure that the factor loadings of each item are all > 0.70, the AVE of each dimension > 0.50, and the CR > 0.70, indicating that the convergent validity and combination reliability are good. In addition, the factor loadings on the corresponding variables of each topic are all 0.6, P < Above 0.001, it is statistically significant.

Step 3: Result to propose guidelines for improving innovation educational management system

A content analysis of the data from Connoisseurship discussion was performed. Based on the principle of freedom and voluntariness, The researcher sorted out and analyzed the discussions of 10experts and reached the following conclusions**.**

4.3.1 Component 1:Educational academic management goals; consist of 1. Personalized Education and Student-Centered Approach. 2. Quality Assurance and Ethical Professionalism. 3. Efficiency and Innovation in Educational Management.

4.3.2 Component 2:Academic management educational evaluation and monitoring focus; consist of 1. Enhancing Education Management and Leadership. 2. Intelligent Education Management. 3.Student Education and Service Focus.

4.3.3 Component 3: Managing the Instructional Education Program; consist of 1.Enhancing Digital and Data Utilization. 2.Efficient Management Environment and Practices .3.Quality Assurance and Continuous Improvement.

4.3.4 Component 4:Team Management (Staff) Group; consist of 1. Strengthening Organizational Cohesion and Efficiency. 2. Human Resource Development and Resource Optimization.3.Quality Enhancement and Innovation.

4.3.5 Components 5: Organizing a good school atmosphere**;** consist of 1.Quality and Efficiency Enhancement. 2.Global Engagement and Student-Centric Approach. 3.Sustainability and Technological Advancements

Discussion

1. section 1 discusses about major finding of objective1:To explore the components of innovation educational management system in the new era of excellent private colleges and universities in Wuhan, Hubei province

Innovation educational management system in the new era of excellent Private colleges and universities in Wuhan Hubei Province of 5 components.

The reason for this expression was that educational management and its management system, as an important part of university management, has contained a lot of information content. In the 21st century, with the rapid development of information, the effective use of educational management and its system can greatly promote the progress of educational management and system. Through innovative research on educational management and its system, the efficiency, depth and breadth of academic research can be improved. For the educational management system, this was a very critical content, and it was and will be necessary to retrieve important information related to education management. Based on academic research and management, educational management aims to regulate academic behavior, improve academic quality, promote academic progress, and enhance innovation capabilities. It involves the effective use of various favorable conditions in order to efficiently achieve the objectives of educational management. Educational management is an innovative and systematic work, which requires advanced ideas, scientific methods and good working style. In order to fully transform scientific research results into productive forces, an effective management system must be established. The key role of educational management and its system in university management is emphasized, and more efficient educational management and system can be realized through research and innovation.

Therefore, the five components of the research results are important elements of the innovation educational management system in the new era of excellent private colleges and universities in Wuhan, Hubei province.

Component 1: Educational academic management goals (EAG) of innovation educational management system in the new era of excellent private colleges and universities in Wuhan, Hubei province. This is an important component factor. AVE value extracted by mean

variance is 0.645, and CR value of combination reliability is 0.879. The results of Liu Jixiang (2015: 7, 31-32) "Leadership Style: The key to creating a good school spirit" is consistent with the theories or research results. It was found that this study shows that school spirit is an overall behavioral fashion in schools, including the management style of school leaders, the teaching style of teachers, the learning style of students and the service style of teaching and auxiliary workers. Among them, the style of leaders is the key to build a good school spirit. First, leaders must have an upward learning style In the real education and teaching management, the phenomenon of school administrative team members busy with affairs and neglect to study or even lazy study is widespread. School management is a science, but also a very complex work, school leaders should strengthen the political, knowledge, ability, style and character and so on.

Component 2:Academic management educational evaluation and monitoring focus (AMF) of innovation educational management system in the new era of excellent private colleges and universities in Wuhan, Hubei province is an important component. The average variance extracted AVE value is 0.690, and the combined reliability CR value is 0.917. The results of Qiao Gang and Li Fang (2016) Monitoring and Evaluation: New Concepts of Higher Education Evaluation, It was found that continuous innovation of educational concepts is the primary task of building a powerful higher education country. In the higher education evaluation activities, the core of innovative education concept is based on the monitoring and evaluation concept to promote the leapfrog development of China's higher education. As a new concept, monitoring and evaluation emphasizes that the purpose of monitoring is continuous improvement, the monitoring subject should be diversified, the monitoring method should be normalized, the monitoring means should be diversified, the monitoring procedure should be transparent, and the evaluation results should be diversified value judgments.

Component3: Managing the Instructional Education Program (MIP) of innovation educational management system in the new era of excellent private colleges and universities in Wuhan, Hubei province. This is an important component, and the average variance extracted AVE value is 0.660, and the combined reliability CR value is 0.906.The results of Sheng Tingting (2016:3) "It was found that Management and Development of higher vocational education in Guangdong", the research shows that as an important part of higher education, how to fully grasp the favorable situation of higher vocational education in Guangdong and ensure its sustainable and stable development is the focus of discussion. This paper introduces the background of management and development of higher vocational education, then focuses on the analysis of the achievements and existing problems in the concrete implementation process, and finally puts forward some concrete solutions. In terms of education management, higher vocational education management departments should pay close attention to the changes of national and local policies, actively respond to policy orientation, and flexibly adjust education development strategies to ensure the quality and efficiency of higher vocational education. In addition, it is necessary to strengthen the supervision and evaluation system of education quality to ensure that the quality of education is effectively improved.

Component4:Team Management (Staff) Group(TMG) of innovation educational management system in the new era of excellent private colleges and universities in Wuhan, Hubei province, which is an important component. AVE value of average variance extraction is 0.660, and CR value of combination reliability is 0.907. The results of Li Mengru (2017)in the research "Team Management: A New Concept of Education Management", It was found that team management is a modern management concept and its application in the field of

school management has attracted more and more attention. In the past, school management was mainly based on grade groups or lesson preparation groups to complete teaching tasks. However, in order to improve teachers' executive power and work efficiency, more and more schools begin to explore the way of team management. Team management emphasizes collaboration and cooperation, bringing school management into a new stage of modern education. Under this management model, teachers can better cooperate, jointly develop teaching plans, share resources, learn from each other and improve the quality of education. Team management also helps to reduce the work burden of a single teacher, provide a better working platform, stimulate innovative thinking, and promote the modern development of education management. Therefore, the application of team management in school management brings new thinking and practice to education management, which makes education management more efficient, flexible and adaptable. This kind of management should be cherished and developed to better meet the challenges of modern education.

Component5:Organizing a good school atmosphere(OSA)of innovation educational management system in the new era of excellent private colleges and universities in Wuhan, Hubei province , which is an important component. AVE value of average variance extraction is 0.704, and CR value of combination reliability is 0.905. The results of Qiu Minrong (2018) Periodical Evaluation of Goals and University Education Management, It was found that in the wave of quality-oriented education reform, the sustainable development of educational management has become a major issue faced by universities, and the periodical evaluation of goals is closely related to this issue. Universities need to focus on the concept of modern education management, skillfully use the target stage evaluation, and comprehensively promote the sustainable development of education management, so as to push the education cause of our country to a higher stage of development. Therefore, from the perspective of educational management objectives, this paper objectively expounds how to achieve the sustainable development of higher education management through the phased evaluation of objectives.

2. section 2 discusses about to verify the model of innovation educational management system

Research Findings of five components, the 23 key variables of five components are founded and Model fit with empirical data for all indicators. Researchers consulted a large number of documents through the literature analysis method , and found a model have 5 components and 23 key variables. Through these factors , the data is processed. Each component selects the first 4-5 variables for analysis. The result of this study may be because the role of educational management in colleges and universities is becoming more and more important. Taking local private colleges and universities as the research object, the mechanism, quality, teachers and students are divided into several main parts. According to the actual situation, this paper puts forward the way of development, trying to provide valuable reference for the development of education management and the establishment of education management system in private colleges and universities. Based on the analysis of the external factors restricting the development of private higher education, this paper puts forward the corresponding countermeasures to promote the sustainable, rapid and healthy development of private higher education in China. Zhang Sen (2011).

3. Section 3 Discussion about major findings of objective 3:

There are 15 guidelines, The results of this study are consistent with the theory or research of each component of Objective 1, and provide a more comprehensive and effective method for the optimization and innovation of the educational management system of private colleges and universities in Wuhan, Hubei Province in the new era. Among them, accelerate the construction of education resources, help private colleges and universities in Wuhan, Hubei Province to achieve education scale, standardization, institutionalization, quality, diversification, characteristics, internationalization, popularization, industrialization, individuation and upgrading, design and implement an information-based education comprehensive management platform, and promote the improvement of regional education level.

Recommendations

Recommend for Policies Formulation

1. Private colleges and universities administrators should pay attention to the introduction of advanced digital education management system to improve the transparency and efficiency of resource allocation. Such a system can help monitor the use of educational resources, optimize resource allocation, and improve the data-driven nature of educational management.

2. Private colleges and universities administrators should pay attention to all parties involved in education management are encouraged to participate in management decisions. Create feedback mechanisms for students, teachers, parents, and communities to ensure that decisions are closer to actual needs and to enhance collaboration and consensus.

Continuous improvement mechanisms: Develop mechanisms to encourage continuous improvement in educational institutions. Introduce periodic assessments and feedback to help schools and education administrators continuously optimize management systems and policies.

3. Private colleges and universities administrators should pay attention to ensure the balanced distribution of educational resources to reduce the resource gap between different regions or schools. This can be done by reallocating funding, providing additional support, or developing diversified educational programs.

4. Private colleges and universities administrators should pay attention to provide professional training for education administrators and education staff to improve their management and leadership skills. This can include training in management skills, policy understanding and data analysis.

Recommendation for Practical Applications

1. Administrators, teachers and those involved in academic administration should raise awareness of Consider introducing a digital education management system to track and manage the use of educational resources. They can work with technical experts to choose a system that suits the needs of a school or institution and train education staff to use it. Actively participate in the use of digital management systems to record teaching progress and resource requirements. This helps to better understand the allocation of resources to improve the quality of education.

2. Administrators, teachers and those involved in academic administration should raise awareness of Establish a feedback mechanism to encourage teachers, parents and students to provide their opinions and suggestions. Managers need to listen carefully and consider these

suggestions and take them into account in management decisions. Actively participate in discussions and provide feedback on management decisions. They can attend board of Education meetings, parent meetings and student representative meetings to share their insights.

3. Administrators, teachers and those involved in academic administration should raise awareness of Establish evaluation and feedback mechanisms to periodically review the effectiveness of educational management systems and policies. Managers need to take action after identifying problems and continuously improve management methods and policies. Actively participate in the assessment and feedback process to provide feedback on teaching and resource utilization. They can also suggest improvements and experiment with new methods in the classroom.

4. Administrators, teachers and those involved in academic administration should raise awareness of Reallocate resources to ensure that different districts or schools receive appropriate support. This may require reprogramming budgets, providing additional resources or development programs to meet the needs of different schools. Work with management to provide feedback on inadequate resource allocation. They can come up with specific needs and work with managers to find solutions.

5. Administrators, teachers and those involved in academic administration should raise awareness of Provide specialized training programs to help education administrators and education staff improve their management and leadership skills. This can include participation in management courses, seminars and training courses. Actively participate in professional development opportunities to improve their management skills. They can attend training and workshops to learn how to better manage classrooms and resources.

Recommendation for Further Research

1. Study and formulate the policy of innovation educational management system in the new era of excellent Private colleges and universities in Wuhan Hubei Province and promote the educational management system model of private colleges and universities in Wuhan, Hubei Province.

2. Develop and utilize the combination of educational technology and management system innovation to improve teaching effectiveness and student participation. Research can focus on the application of online learning, virtual classrooms and digital educational resources in management systems.

3. Compare the innovation educational management system in the new era of excellent Private colleges and universities in Wuhan Hubei Province with that of private colleges and universities in other regions or countries, so as to find the best practices under different local and cultural backgrounds. This kind of comparison is helpful to provide more extensive reference and enlightenment for colleges and universities in different backgrounds. On the basis of the education management system, the quality education management system should be constructed to guidelines the healthy development of colleges and universities.

4. Research and development of innovation educational management system in the new era of excellent Private colleges and universities in Wuhan Hubei Province.

Conclusions

Through content analysis. After data collection, content analysis will be conducted to analyze the collected data. From the perspective of research objectives, the main findings are as follows:

1. There were five components of the model of innovation educational management system in the new era of excellent Private colleges and universities in Wuhan Hubei Province.

2. Model validation of five components were founded and model fit with empirical data for all indicators.

3. There were 15 guidelines for the innovation educational management system in the new era of excellent private colleges and universities in Wuhan, Hubei province.

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