

# **The Effectiveness of Student-Oriented Educational Management of Administrators in Universities under Jiangxi Province**

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## **Abstract**

The objectives of this research were: (1) to explore the components of effectiveness of student-oriented educational management of administrators in Universities under Jiangxi Province, and (2) to propose the guidelines to improve effectiveness of educational management of administrators practice of student-oriented in Universities under Jiangxi Province.

The research was mixed methodology design which were comprised of quantitative and qualitative research. Sample was 297 administrators and instructors from 11 key universities in JiangXi Province of the People's Republic of China. The researcher determined sample size with Krejcie and Morgan's table (1970), and obtained by the stratified random sampling technique. The key informants consisted of nine for in-depth interviews and 11 key informants for Focus Group Discussion consists of dean from 11 universities in JiangXi Province. The instruments used for data collection were semi-structured interview form, five-point rating scale questionnaire and Focus Group Discussion form. The statistics used for data analysis included frequencies, percentages, means, Standard Deviations, Exploratory Factor Analysis and Content Analysis.

The results of the study showed that:(1) The effective education management practices of student-oriented higher education in Jiangxi Province mainly consist of five parts:effectiveness talent training plan,student oriented administrative management, Human resource management,student-oriented teaching management,student self-management and participation ability; (2) The practical guide for student-oriented effective education management in higher education institutions in Jiangxi Province includes 46 management guidelines for these 5 parts. Among them, there are 7 managerial guidelines for effectiveness talent training plan and training philosophy, 13 managerial guidelines for student oriented administrative management,9 managerial guidelines for human resource effectiveness management, 8 managerial guidelines for student-oriented teaching management, and 9 managerial guidelines for effectiveness student self-management level and self participation ability.

**Keywords:** Effectiveness of Student-Oriented; Educational Management; Admini strator; Universities Under Jiang Xi Province.

## Introduction

Talents are the primary resource supporting social development. In the 21st century, with the rapid development of the economy, especially the arrival of the knowledge economy and information society, the drawbacks of the traditional education management model that only considers high and low scores as heroes have become increasingly apparent, and the “talent war” in various regions has become a smoke of gunpowder. Wen Aiguo. (2024). However, as the most crucial force in the talent war, higher education institutions face various “chaos” in the process of cultivating college students, which is not conducive to their development and hinders talent cultivation. For example, in terms of the management philosophy of college education, the two poles of “respecting teachers” and “prioritizing students” coexist; In the education and management activities of college students, the mismatch education of “cultivating talents” and “daring to teach but not daring to manage” coexists; In terms of employment for college students, there is a contradiction between the high demand for talent from employers and the difficulty in finding employment for fresh graduates. Wang Hui. (2024). These “chaos” makes all sectors of society, especially educators, more at a loss in the context of revitalizing the country through science and education and building a strong talent country.

In the report of the 19th National Congress of the Communist Party of China, it was proposed that “the touchstone for testing the nature of a political party and regime” is the question of why people must always prioritize the interests of the people. We must adhere to the development concept of “putting the people at the center” and continuously promote comprehensive human development. Therefore, as a talent training and reserve base in the new era, various universities should prioritize the development of students in their educational management work, reflect the Student-oriented concept, continuously promote the comprehensive development of students, and cultivate talents that match the progress and development of the country and society. Xi Jinping. (2017). Hu Jintao. (2012). emphasized that “moral education should be the fundamental task of education”, “comprehensive implementation of quality education”, and “cultivation of socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, and aesthetics”. The meaning of “cultivating virtue” is to adhere to moral education as the first priority, and in contemporary university education management work, it is necessary to guide, motivate, and influence the target audience through positive education; “Cultivating talents” means that we should adhere to the principle of “Student-oriented” in the management of college education, teach students according to their aptitude, respect their differences, follow the laws of educational management, and influence and shape students in a way that suits their development, ultimately achieving the goal of developing students. The transformation from “implementation” to “development” in the field of quality education, and the re emphasis on the concept of “cultivating socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, and aesthetics”, all demonstrate the importance that the Party and the government attach to deepening education reform and the expectation of developing “quality education” with the goal of promoting comprehensive development of students. The new pattern of open and inclusive institutional mechanisms has made educational management work more adaptable to the laws of educational management, talent cultivation and growth, ultimately meeting the development needs of students, promoting student development and educational management reform.

Sorting out the theory of “Student-oriented” and conducting philosophical and logical analysis, and then proposing practical and feasible application paths through empirical research are not only the needs of school education management, but also the requirements of the times for talent cultivation, which have important theoretical and practical significance. The first theoretical significance is to help expand the theoretical research space of Marxist philosophy. The “Student-oriented” educational management concept is based on ancient Chinese and foreign philosophy, Marxist philosophy, and educational philosophy, and is proposed in school education management practice in combination with the requirements of the times. Exploring the philosophical foundation of the “Student-oriented” educational management concept, to enable educators to firmly believe in and fully apply Marxist philosophical theories in the management of college education, and to continuously expand and improve it in the practical work of college education management. Yuan Guiren. (2012). Secondly, it is conducive to enriching the educational management concepts of college students. The concept of “Student-oriented” requires education managers to respect the subjectivity of students, establish an awareness of equality, pay attention to and understand individual differences among students, attach importance to the all-round development of students, continuously deepen the reform of talent cultivation models, correctly understand and continuously enrich the concept of “Student-oriented” in college education management. The first practical significance is to improve the “Student-oriented” education management model. The current academic exploration of “Student-oriented” education management tends to focus on theoretical measures, However, there is little exploration of the philosophical foundation of the “Student-oriented” educational management concept, which has led to some educational managers having a biased understanding of “Student-oriented”. Wang Jian. (2022). Therefore, exploring the current application status of “Student-oriented” in college education management is conducive to establishing the guiding position of “Student-oriented” in college education management, promoting the comprehensive reform of education methods, management mechanisms, and educational models, and promoting the reform of college education management. Secondly, it helps to optimize the “Student-oriented” talent cultivation environment. Based on the analysis of the current situation of the “Student-oriented” concept in higher education management, this paper conducts a philosophical and logical analysis, and proposes application strategies from four aspects: educational management concept, communication and interaction channels, leveraging the guidance function of educational managers, and improving the practical education system. It constructs a systematic guidance system for the reform of educational management practice, which helps to establish and improve the implementation mechanism for the comprehensive development and cultivation of students, assist universities in implementing the fundamental task of cultivating morality and talent. Liu Yan. (2012).

## Research Objectives

1. To explore the components of effectiveness of student-oriented educational management of administrators in Universities under Jiangxi Province.
2. To propose the guidelines to improve effectiveness of educational management of administrators practice of student-oriented in Universities under Jiangxi Province.

## Research Methodology

### 1. Research methods

The research methodology is a hybrid methodology that includes both qualitative and quantitative research.

### 2. Population and sample group

The sample size is 297 teachers and administrative personnel, obtained using stratified random sampling technology. A total of 13 administrative personnel were selected from three universities, and interviews were conducted with 4 teachers and 9 staff members from relevant administrative departments, including authoritative management personnel responsible for school administrative affairs, authoritative management personnel responsible for departmental administrative affairs, and teachers with certain administrative experience (more than 5 consecutive years).

### 3. Research tools

The main research tools of this study are semi-structured interview forms, five point rating questionnaires, and focus group discussion forms.

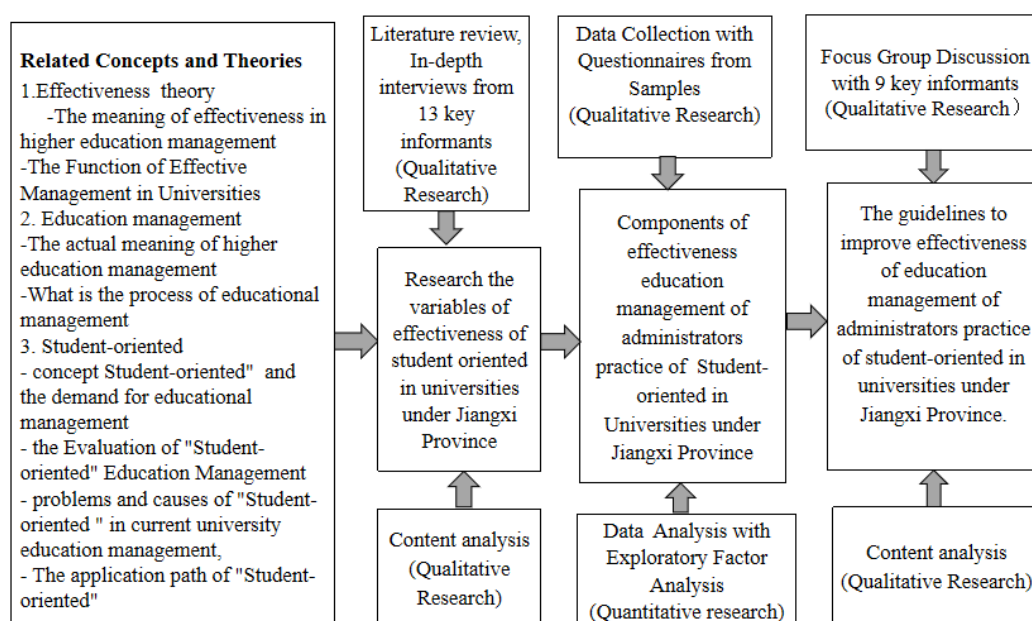
### 4. Data collection

The research data was collected by distributing survey questionnaires to the population through Questionnaire Star (simple random sampling), with a total of 297 samples collected.

### 5. Data analysis

Exploratory Factor Analysis was used for data analysis. The data analysis tool used by the researcher is statistical software.

## Research Conceptual Framework



## Research Results

1. Explore the components of effectiveness of student-oriented educational management of administrators in Universities under Jiangxi Province. Found that the roles played by universities and students in the educational management process have undergone significant changes. Schools are no longer simply managers, and students are no longer passively subject to school management. This has effectively promoted the positive interaction between managers and those being managed, and promoted the development of higher education;

The results of the research objective in this part was derived from the results of the questionnaire survey. Therefore, in order to ensure the reliability and validity of the questionnaire in this study, as well as the authenticity of the empirical study, the questionnaire was designed as follows: Firstly, the measurement is achieved through multi - dimensional problem setting, 5- point Likert ' s scale (1932) is used, and data statistics are used to verify its reliability and validity. Secondly, a more standardized questionnaire design process is adopted to improve the effectiveness and pertinence of the questionnaire.

Exploratory Factor Analysis using ready-made programs, an important preliminary agreement was to verify the suitability used to analyze the components. Comrey and Lee offered guidelines for determining the sufficient number of samples to analyze the component, saying that the number of 50 samples was extremely inappropriate. The number of 100 samples was inappropriate. A fair number of 200 samples, the number of 300 samples was good, the number of 500 samples was very good, and the number of more than 1,000 samples was the best, which corresponded to Tabachnik and Fidell, which confirmed that Factor Analysis required at least 297 samples.

In addition, it was reviewed using test statistics, which hereby used variable statistical monitoring to be related based on KMO and Bartlett's Test values, with the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (MSA) between 0-1, and Bartlett's Test of Sphericity, test statistics testing variables to see if they were related.

**Table 1** KMO and Bartlett checklist:

| <b>KMO and Bartlett's Test</b>                         |                   |           |
|--|-------------------|-----------|
| <b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy</b> |                   | 0.931     |
| <b>Bartlett's Test of Sphericity</b>                   | Approx Chi-Square | 15450.314 |
|  | df                | 1225      |
|  | Sig.              | 0.000     |

Firstly, the range of KMO values is between 0 and 1, and the closer the value is to 1, the better the applicability of the sample. The results indicate that the KMO value is 0.931, close to 1, indicating that the sample has high applicability. This means that using these variables for factor analysis is appropriate and effective for the results.

Secondly, Bartlett's test is a statistical test used to test whether the correlation between observed variables is significant. The results indicate that the approximate chi square value of Bartlett's test is 15450.314, the degree of freedom is 1225, and the p-value is 0.000. A P-value lower than the commonly chosen significance level (e.g., 0.05) indicates a

significant correlation between observed variables. Therefore, we can conclude that there is a significant correlation between these variables.

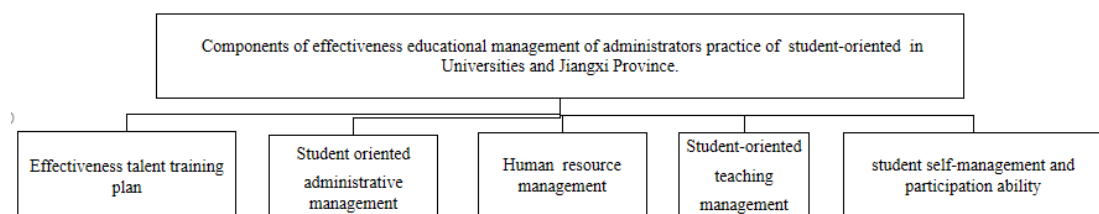
In summary, based on the KMO values and Bartlett's test results, it can be said that these data are suitable for factor analysis, and there is a significant correlation between the two, which is relatively effective for the entire questionnaire.

**Table 2** Data Analysis Result on Section III of Questionnaire: Eigenvalues, Percentage of Variance, Percentage of Cumulative Variance

n = 310

| Total Variance Explained                        |              |               |              |                         |               |              |                         |               |              |
|---|--------------|---------------|--------------|-------------------------|---------------|--------------|-------------------------|---------------|--------------|
| component                                       | Eigen values |               |              | % of variance (Initial) |               |              | % of variance (Rotated) |               |              |
|   | Total        | % of Variance | Cumulative % | Total                   | % of Variance | Cumulative % | Total                   | % of Variance | Cumulative % |
| 1   | 19.733       | 39.466        | 39.466       | 19.733                  | 39.466        | 39.466       | 9.135                   | 18.270        | 18.270       |
| 2   | 6.045        | 12.090        | 51.556       | 6.045                   | 12.090        | 51.556       | 7.355                   | 14.710        | 32.980       |
| 3   | 3.613        | 7.227         | 58.783       | 3.613                   | 7.227         | 58.783       | 6.790                   | 13.580        | 46.560       |
| 4   | 2.489        | 4.977         | 63.760       | 2.489                   | 4.977         | 63.760       | 5.995                   | 11.991        | 58.551       |
| 5   | 1.308        | 2.615         | 66.376       | 1.308                   | 2.615         | 66.376       | 3.855                   | 7.710         | 66.260       |
| 6   | 1.114        | 2.228         | 68.604       | 1.114                   | 2.228         | 68.604       | 1.172                   | 2.344         | 68.604       |
| 7   | 0.973        | 1.946         | 70.550       |                         |               |              |                         |               |              |
| 8   | 0.903        | 1.805         | 72.356       |                         |               |              |                         |               |              |
| 9   | 0.885        | 1.770         | 74.125       |                         |               |              |                         |               |              |
| 10  | 0.815        | 1.631         | 75.756       |                         |               |              |                         |               |              |
| 11  | 0.762        | 1.523         | 77.279       |                         |               |              |                         |               |              |
| 12  | 0.719        | 1.437         | 78.716       |                         |               |              |                         |               |              |
| Extraction Method: Principal Component Analysis |              |               |              |                         |               |              |                         |               |              |

Based on exploratory factor analysis, the analysis results of student-oriented effective management. It can be summarized as shown in Figure 1.



**Figure 1** Components of effectiveness educational management of administrators practice of student-oriented in Universities under Jiangxi Province.

2. Propose the guidelines to improve effectiveness of educational management of administrators practice of student-oriented in Universities under Jiangxi Province. Found that chcontributes to the development of higher education, promotes innovation in teaching models and educational leadership, and aims to further cultivate future successors and talent strategic reserves for promoting social and economic development through the transformation of talent cultivation methods. This resear chhas improved the effective management of universities in Jiangxi Province.

To investigate objective 2, the main analysis method was Focus Group Discussion.

The researchers described the experts involved in the study, paying particular attention to any personal or organizational factors that may have influenced the participants or their experiences during the study. The demographics of the participants associated with the research were also reviewed. The method of data collection is discussed, including the number of participants, their location, the frequency of data collection, the manner in which data is recorded, any changes in data collection, and any anomalies encountered during the process. The focus group discussion and its data collection and analysis are comprehensively expounded.

Base on a comprehensive analysis of literature and expert interviews, it was determined that effectiveness educational management of administrators practice of student-oriented in universities under Jiangxi Province consists of five different dimensions:effectiveness talent training plan;student oriented administrative management;human resource management;student-oriented teaching management;student self-management and participation ability.Through qualitative research, quantitative research, and factor analysis, the guiding principles foreffectiveness educational management of administrators practice of student-oriented in universities under Jiangxi Province have been derived. A total of 9 experts participated in the five parts of the group. Finally, summarizing the relevant content, the 46 guiding principles of effectiveness educational management of administrators practice of student-oriented in universities under Jiangxi Province were derived, including 7 guiding principles in Effectiveness talent training plan; 13 guiding principles in Student oriented administrative management, 9 guiding principles for Human resource management , 8 guiding principles in Student-oriented teaching management and 9 guiding principles for Student self-management and participation ability.

#### **Components 1: Effectiveness talent training plan**

- (1) Student oriented educational philosophy;
- (2) The cultivation mode of moral education;
- (3) Effective talent management objectives;
- (4) Meet the comprehensive development needs of students;
- (5) Diversified talent cultivation;
- (6) Scientifically setting talent training goals;
- (7) Develop a comprehensive development management system for students;

#### **Components 2:Student oriented administrative management**

- (8) Establish a people-oriented management system;
- (9) Establish a management model that respects student subjectivity;
- (10) Establish a self-management system for students;
- (11) Strengthening the modern people-oriented management concept;
- (12) Innovate modern management methods;
- (13) Establish an administrative hierarchical management model;

- (14) Develop a differentiated management plan for students;
- (15) Building a platform for student participation in management work;
- (16) Transforming towards a service-oriented management model;
- (17) Establish campus management that is governed by law;
- (18) Building a scientific administrative management system;
- (19) Improve standardized management systems;
- (20) Develop complete rules and regulations;

### **Components 3: Human resource management**

- (21) Further strengthen the concept of service-oriented management;
- (22) Further improve the quality of administrative services;
- (23) Establish face-to-face service management methods;
- (24) Adopt a flexible management model;
- (25) Using flexible management methods;
- (26) Conduct two-way management of teachers and students in the direction of management;
- (27) Create a campus environment of humanistic care;
- (28) Establish personalized management plans that meet the requirements;
- (29) Provide management services for personalized needs of students;

### **Components 4: Student-oriented teaching management**

- (30) Strengthen the innovative learning level of managers;
- (31) Expand the scientific development ideas of managers;
- (32) Adopting moral value mechanisms in the management process;
- (33) Establish a multidimensional educational management network;
- (34) Create independent learning goal management;
- (35) Establish an equal political dialogue mechanism;
- (36) Creating an equal relationship between teachers and students in a campus environment;
- (37) Building a two-way interactive platform for teachers and students;

### **Components 5: Student self-management and participation ability**

- (38) Establish a system for cultivating students' self-control ability;
- (39) Create a campus environment for student self-management;
- (40) Create a learning atmosphere for students to create themselves;
- (41) Establish a learning system for students to develop independently;
- (42) Create a campus atmosphere for students to form self-discipline and growth;
- (43) Establish a mechanism for students to actively learn;
- (44) Teaching methods that highlight sociality and individuality;
- (45) Develop practical venues to stimulate students' potential;
- (46) Innovate students' learning methods and cultivate their creativity on their own;

## Discussion

### 1. Discussion about Major Findings of Objective 1

There were five components of effectiveness educational management of administrators practice of student-oriented in universities under Jiangxi Province the research object and explores the following:

It mainly includes five aspects: effectiveness talent training plan; student oriented administrative management; human resource management; student-oriented teaching management; student self-management and participation ability. The main reason for revealing these findings is that these five components play a crucial role in shaping student-oriented and effective university management. Each component represents the leadership ability and quality of managers from different perspectives, as well as what kind of teacher team they lead in talent cultivation and what kind of talents they cultivate for society. Together, they construct a comprehensive framework for the development of university talent management leadership, and build a soil for the comprehensive cultivation of various talents in universities. Through these five components, university education managers can comprehensively enhance their leadership awareness, continuously improve their work abilities, and develop into charismatic leaders with foresight and influence. By continuously innovating training models and management methods, they can cultivate leading talents that meet the requirements of modern management level universities, promote the progress and development of universities, and continuously cultivate more reality for society and humanity. High quality talents in demand. The research results of student-oriented effective management in universities in Jiangxi Province in the new era are consistent with the theories and research of domestic and foreign scholars. Xi Jinping (2017), Zhang Jinhong (2024), Wen Aiguo (2024), Wang Hui (2024), Lamb (2013), Wrigley C & Straker K (2017), Partanen, (2020) , Zhou Shiqi, Lai Huifang, Wu Jian (2021), Ogunode (2020), Day (2016), Shank, M. K., & Santiago, L. (2022) and others provide valuable insights into the understanding and practice of effectiveness educational management students-oriented development. The research of these scholars emphasizes the importance of the attributes and factors of student-oriented education management in universities, such as teacher management, effective training plans, teaching methods, teaching environment, effective management, student self-management, campus environment, classroom management, etc. Their research emphasizes the importance of cultivating positive management awareness, fostering student innovation and adaptability, and developing a comprehensive student-oriented framework. In addition, they also emphasized the importance of establishing innovative, open, effective management, and the ability to respond to modern education and uncertainty. Based on existing theories and research, the research findings of this article further strengthen the importance of these key factors in the effective management of student-oriented education in universities in Jiangxi Province. They support the view that comprehensive and effective student-oriented management goals must involve a wide range of educational management leadership skills and qualities, in order to cultivate capable and influential innovative leaders and contribute high-quality comprehensive talents to society. These effective management methods can promote positive changes in the field of higher education and the entire society.

## **2. Discussion about Major Findings of Objective 2**

The results of This research are generally consistent with the composition of Objective 1, with some slight differences. On the basis of achieving the first goal through focus groups, the research have determined the guiding principles for effective student-oriented educational management practices in universities in Jiangxi Province. This research contributes to the development of higher education, promotes innovation in teaching models and educational leadership, and aims to further cultivate future successors and talent strategic reserves for promoting social and economic development through the transformation of talent cultivation methods. This research has improved the effective management of universities in Jiangxi Province. By studying effective management practices, universities can implement strategies to create a positive and collaborative work environment for setting new training programs, while providing flexible and humane management for teachers, staff, and management personnel. This not only improves the efficiency of educational management, but also better promotes the comprehensive development of students. In terms of overall academic and talent cultivation levels, it can better adapt to modern social development, providing good reference and practical effects for the comprehensive development of talents.

The results of this study are based on Yuan Guiren (2012), Dong Zefang (2002), Guo Sile (2001), Liu Yan (2012), Yang Jiangshui (2008), Li Sen (2009), Yang Jiangshui (2008).

## **Recommendation for policy formulation**

### **1. Recommendation for Policies Formulation**

The development and reform of educational management cannot rely solely on schools as a single entity, but also needs to integrate social resources, form a united force, and create a relaxed and enjoyable learning environment and atmosphere. According to the National Vocational Education Reform Implementation Plan formulated by the State Council in 2019, we can draw on the "dual" model of schools and enterprises to jointly carry out talent training projects and help students grow. The main focus of the school's talent training program should shift from a single subject based approach to a training program that integrates subject knowledge, skill development, and quality improvement. At the same time, the current education management of college students needs to change the pure one-way management mode of schools, as well as monotonous theoretical teaching, and more importantly, subjective training. We need to collect information from multiple sources that is suitable for cultivating existing professional students, optimize training plans in a targeted manner, and optimize the talent training curriculum system.

### **2. Recommendation for Practical Application**

In order to achieve sustainable development and effective educational management oriented towards students in universities in Jiangxi Province, the following points should be taken into consideration: talent training plans and training concepts, student oriented administrative management, human resource efficiency management, teaching management, student self-management level and self participation ability Main points.

Education adheres to a student-oriented approach and values student development. Currently, active reforms are being carried out, and adhering to educational development that meets social needs and adapts to the needs of the times is an important way to achieve success in educational reform. Firstly, educational administrators should guide students to establish an independent awareness of educational management. As managers of classroom education,

teachers need to strengthen guidance on student behavior. Secondly, educational administrators should pay attention to guiding college students to have a sense of responsibility towards themselves.

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