Analysis on the Practice of Educational Management from the Perspective of Student-Based Management

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Abstract: In the new era, through the application of the overall economic theory, various industries and fields in China's local market are fully linked with the international market. Therefore, at the current stage, educational institutions should not only participate in global competitions in the same industry but should also promote the transformation and upgrading of localization. Taking this as the starting point, this research analyzes the practice of educational management from the perspective of student-based management, summarizes the connotation of student-based management, determines the problems in the process of practice, and puts forward several suggestions for developing the concept of student-based management, enhancing the investigation on students' situation, and improving the quality of managers.

Keywords: Student-based management; Educational management; Practical analysis

1. Introduction

In traditional education, "teaching" is the main focus, and the leading role of teaching topics is emphasized in the practice of educational management. After the reform implementation of quality education, students have gained more attention, and the two main bodies of education – teachers and students, are highlighted. With the gradual deepening of the reform of quality education, a student-based management concept focusing on students has been established [1]. Through the application of this concept in the practice of educational management in recent years, it has been found that from the perspective of student-based management, the goal of quality education can be better achieved, the subjective initiative of teachers and students are emphasized, and there is a new situation of teaching and learning [2]. Especially upon the advent of the new era, major educational institutions have implemented the "Internet Plus" reform, using digital technology as tools and means. This has promoted the information interaction between teachers and students as well as improved the practice of educational management in real time under the environment of data sharing.

2. Overview of student-based management

From the concept definition, student-based management mainly refers to taking students as the main body and center while using modern management ideas to carry out comprehensive, effective, and active management for students. In the new era, under the guidance of the high-quality development goal of the education field, the application of this concept has entered the deepening stage [3]. From the perspective of its application in the early stage, on the one hand, it improves the educational management level and quality of managers by transforming passive management into active management; on the other hand, it highlights

students' subjective initiative, stimulates their potential thinking ability, innovation skills, and learning ability, encourages them to practice self-cultivation, as well as scientifically enhances their skills in self-learning and self-management, so as to realize the comprehensive training and expansion of their own rational abilities. In particular, through the application and promotion of the student-based management concept, it fundamentally activates the elements of college educational management at an overall level, which is conducive to promoting an all-round improvement in the teaching quality.

3. Problems in the practice of educational management from the perspective of student-based management

3.1. Lacking in-depth understanding of the student-based management concept

The student-based management concept focuses on the actual situation of students. At present, it is in the high-quality development stage of the education field. Although some colleges and universities have applied the student-based management concept, they have not explored and mined the concept of student-centered management in depth and breadth.

Taking the in-depth development as an example, after introducing the student-based management concept, the basic "student-centered" direction of education has been clarified, and the practice of educational management has been positioned on various constituent elements related to students. However, in specific practical links, it has failed to build a student-based management concept system with the student-based management concept as the core. In short, the positioning on the basic principles is very accurate, but the deduction of the concept system based on the principles is relatively lacking. For example, there are relatively many constituent elements of students, including physical and psychological. For most colleges and universities, they focus on the students' psychological level. They are expected to refine the ideology of "daring to work hard" and "exploring from the spiritual level" by adjusting their mentality, changing their ideas, and guiding students. In fact, when the psychological traction is disconnected from the actual behavior of students, it easily leads to the phenomenon of insufficient effectiveness of the application of the student-based management concept. Taking breadth as an example, the student-based management concept does not only pay attention to the main body of students, but also create a more scientific interactive relationship between teachers and students under a macro quality education system, in order to achieve the goal of teaching and learning. When some colleges and universities apply this concept, they lack dialectical analysis. After the refocus of educational management from teachers to students, it leads to the shortage of the utilization of teachers' resources.

3.2. Insufficient investigation and research on students

Although students are in a relatively closed learning environment after stepping into college or university, they are always in an interconnected relationship network with their families, classmates, friends, faculty, colleges, and society. From the practical experience of educational management of some colleges and universities that have implemented the student-based management concept, in order to ensure the scientificity and rationality of the application of the concept, they often carry out a series of investigation and research on the situation of students. As the emphasis is on the campus, the investigation and research focus more on the comprehensive assessment of their learning situations, social situations, and psychological state. However, there is no substantive research on students' daily practical behavior, the relationship with their families, and their behaviors at the social level.

For example, after starting college or university, there are students who engage in certain social behaviors, resulting in the phenomenon of "campus loan." Some students reduce contact or do not contact their families at all. Some students subject themselves to their own needs and continue to ask for allowances

for various expenses from their families. Although such phenomena are rare, once they occur, they have negative impacts on the students, families, and the society. It is not conducive to the growth of students, nor can it stifle all kinds of unhealthy behaviors in the cradle; rather, it leads to consequences. Therefore, colleges and universities need to continuously strengthen the concept of student-based management and expand the investigation as well as research on students in the practice of educational management.

3.3. Low quality talents in the practice of educational management

Although in the primary stage of educational management practice, educational management talents in colleges and universities can develop competence in office automation and information teaching through basic computer and related software operation trainings. However, with the continuous application of database technology, including big data and cloud computing, the basic skills of educational management talents are no longer suitable for the needs of educational management after the transformation of data management.

For example, in the data management stage, on the one hand, educational management talents are required to make better use of terminal data acquisition equipment to carry out comprehensive data acquisitions; on the other hand, a matching educational management element database and educational management index database are required. On this basis, combined with big data, it is then possible to carry out real-time upload, virtual storage, real-time interaction, accurate acquisition, and efficient analysis of relevant data as well as to send all kinds of analysis reports to educational management talents in the case of generating analysis reports, so as to fine-tune the educational management practice scheme in time. In that way, the goal of expanding the practical utility of educational management can be achieved. At present, the skills of educational management talents in data analysis are relatively weak, and some colleges and universities do not even provide relevant trainings for data analysis. Therefore, it is necessary to promote the training and expansion of the quality of managers in combination with the continuous and deepening reform of the education field.

4. Strategies for the practice of educational management from the perspective of student-based management

4.1. Develop the student-based management concept

Firstly, it has been suggested that in the practice of educational management, the total factor analysis method should be introduced to analyze the elements related to the concept of student-based management and a list of elements of educational management should be made. This list of elements can be specific to various elements related to students. Then, according to the list of elements, the indicators set in the practice of educational management at the present stage are tested, the surpluses are removed, and the shortages are filled. In this way, the elements and indicators of educational management can be clarified, and an accurate corresponding relationship can be established between them. Secondly, according to the basic construction method of the concept system, this paper combs out the concepts related to the student-based management concept and constructs a concept system of student-based management with clear concepts around the core of the student-based management concept, so as to ensure an in-depth theoretical innovation and development. Third, the two main bodies – teachers and students – should be emphasized, the transfer of single management focus should be prevented, and the role of teachers should be weakened under the concept of student-based management.

4.2. Enhance the investigation and research on students' situation

First of all, the classification of students' situation should be reorganized at this stage, and a large

classification should be made according to the students, families, colleges and universities, the society, and the country. Then, they should be subdivided into various subcategories, until the last component relevant to the students' situation is resolved. In this way, it is conducive to more comprehensive and accurate research and development as well as the design of the research table; in addition, it enhances the research on the situation of students in a comprehensive manner. Secondly, it is important to investigate and pay attention to some commonly reported student behaviors in the society. A suggestion for this is to focus on the relationship between students and family as well as students and the society, and thoroughly understand the direction, occupation, and work of students when participating in social practice. It would be conducive to the protection, traction, and shaping of students under the concept of student-based management, so as to achieve an all-round development.

4.3. Improve the quality of management personnel

It has been suggested that the cultivation of comprehensive quality based on the practical needs of educational management at the present stage should be carried out in combination with the information reform of colleges and universities. For example, for colleges and universities that wish to fall in with the transformation of data management, special topics should be set up to carry out comprehensive theoretical and practical training for teaching staffs who are related to educational management. The school-enterprise cooperation mode should be adopted to carry out professional training. In another example, for colleges and universities that have not yet fall in with the transformation of data management, the training and expansion of the original basic aspects should be strengthened. In regard to educational management factor analysis, the training of total factor analysis should be conducted; in regard to educational management index setting, the index setting method should be introduced to expand training. In order to ensure the smooth realization of the follow-up data-based transformation, colleges and universities need to understand the relevant processes and technologies in advance through communication and simulation as well as make preparations for the follow-up data-based management transformation. Once the transformation work has started, trainings can be completed quickly.

5. Conclusion

In short, to carry out educational management from the perspective of student-based management, on the one hand, the subject status of students should be highlighted, while on the other hand, further research on the student-based concept should be carried out, and the analysis on comprehensive elements should be expanded as much as possible. This is not only conducive to the scientific investigation and research on the situation of students, but it also allows the establishment of an information interaction relationship between teachers and students under the student-based management concept, thus developing teachers' traction and innovation skills as well as jointly improving the practice of educational management under the student-based management concept. Especially in the high-quality development stage of educational management in the new era, it is necessary to expand the application scope of the student-based management concept. A group of managers consistent with the development needs of the new era should be formed and cultivated, so as to lay a solid foundation for the upgrading of educational management under the student-based management concept.

Disclosure statement

The author declares that there is no conflict of interest.

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