



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติ ครั้งที่ 4
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People-Oriented Teaching Management in Colleges and Universities

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Abstract

Research purposes: (1) Give full play to the subjective initiative of college students, mobilize their initiative and enthusiasm, and give students the right to choose independently. (2) Make colleges and universities realize the importance of people-oriented teaching management. (3) Highlight the dominant position of teachers in the teaching management of colleges and universities, and improve the degree of participation in teaching management. Research objects: teachers and students of Guangxi Arts University. Research methods: In order to have a deeper understanding of the teaching management of people-oriented colleges and universities, information and materials were collected through questionnaires and interviews, and relevant information was obtained through analysis and discussion. The research tools are questionnaires, interviews and observations. Data were processed using SPSS 21.0 statistical software. The research results show that: the key factors in constructing people-oriented teaching management in colleges and universities are based on student development, fully trust students, and allow students to grow rapidly under appreciation and care. Teachers, trust teachers, strengthen the main role of teachers, and promote the professional development of teachers.

Keywords : people-oriented; colleges and universities; teaching management

Introduction

Popular higher education should adhere to the people-oriented principle. With the development and progress of education in our country, higher education is no longer the patent of the elites, but a right shared by the broad masses of the people. Based on this background, the number of students in colleges and universities is increasing year by year, and the needs are also varied, and when students receive higher education, they will pay back tuition fees, so they have the right to choose independently, whether it is professional study or daily life, even if students enjoy special treatment, receiving compulsory education, and respecting their right to choose independently. Most colleges and universities focus on their



own development. In order to complete the corresponding teaching management tasks and achieve certain educational and teaching goals, they arbitrarily obliterate students' interests and hobbies, and turn a deaf ear to students' opinions or suggestions. Cultivating innovative talents should fully implement people-oriented. In order to cultivate students' innovative consciousness and creative ability, colleges and universities must give full play to students' subjective initiative, give students due respect, implement humanized management, and pay attention to individualized development. But from a practical point of view, there is a certain degree of conservatism in teaching management in colleges and universities, ignoring the importance of people-oriented, and failing to realize that the realization of the goal of training innovative talents is inseparable from the assistance of the concept of people-oriented, resulting in poor training results for innovative talents.

Research Objectives

1. Give full play to the subjective initiative of college students, mobilize their initiative and enthusiasm, and give students the right to choose independently.
2. Make colleges and universities realize the importance of people-oriented teaching management.
3. Highlight the dominant position of teachers in the teaching management of colleges and universities, and improve the degree of participation in teaching management.

Research scope

1. Population scope

Guangxi Arts University teachers and students

2. Variable scope

The independent variable includes the teaching behavior of teachers and students; the dependent variable is the effect of teaching management

3. Time boundaries

May 2022 to August 2022

Methods of conducting research

1. Research methodology

In order to have a more thorough and in-depth understanding of the teaching management of people-oriented colleges and universities, information and materials are collected through questionnaires and interviews, and relevant information is obtained through analysis and discussion. The research tools are questionnaires, interviews and observations. Data were processed using SPSS 21.0 statistical software.



2. Study Participants

The participants in this study were 270 teachers and 950 students randomly selected from the teachers and students of Guangxi Arts University.

3. Data Collection

3.1 Document Study

Literature method: Use "people-oriented" and "university teaching management" as the key words to search for literature, and at the same time read the relevant books in the library, summarize the people-oriented teaching management theory in colleges and universities and the problems existing in the teaching management of colleges and universities. Provide theoretical and practical guidance for this research.

Survey and interview method: In order to have a more thorough and in-depth understanding of the teaching management of people-oriented colleges and universities, information and materials are collected in the form of questionnaires and interviews, and relevant information is obtained through analysis and discussion.

3.2 Interviewing

Through the contact and conversation with teachers and students, their subjective questions are obtained, and then they are compiled and applied to data research.

3.3 Observation

Starting from understanding the current situation of "people-oriented college teaching management", through observation, watching, listening and other behaviors to observe, analyze and think, to grasp whether the current teaching management in colleges and universities follows people-oriented, existing problems and solutions.

Data analysis

SPSS 21.0 statistical software was used to process data, and t test was used to check the validity of research tools.

Table 1: t-test of teachers' satisfaction with the status quo of teaching management

	M	SD	t
Program management	2.73	0.60	-11.468...
Quality Management	3.26	0.93	3.108...
Operation management	3.27	0.69	4.728...
capital construction management	3.32	0.64	6.874...

Note: *P < 0.05 **P < 0.01 ***P < 0.001 (P value, the difference between the two compared is the possibility of being caused by chance. The smaller the P, the more reason to think that there is a difference between the contrasting things difference.)



Analysis of the data in Table 1 shows that teachers' satisfaction with program management is higher than the general level ($P < 0.001$); teachers' satisfaction with quality management, operation management, and capital construction management is lower than the general level ($P < 0.001$).

Table 2: Student's satisfaction with the current situation of teaching management in colleges and universities t-test

	M	SD	t
Program management	3.28	0.69	8.841...
Quality Management	2.91	0.63	-5.581...
Operation management	2.96	0.57	-9.581...
capital construction management	2.91	0.59	-6.118...

Students' satisfaction with the current situation of teaching management in colleges and universities was analyzed, and t-test was conducted at the same time. In the data in Table 4, students' satisfaction was reflected in three aspects of quality management, operation management, and capital construction management, which were higher than the general level ($P < 0.001$); Satisfaction with program management was lower than the general level ($P < 0.001$).

Research results

1. Teaching plan management

Analysis of the data in Table 1 shows that teachers have high satisfaction with the current teaching plan management. Among them, 94.81% of the total number of teachers are "very familiar", "relatively familiar" and "generally aware" of the talent training programs for their majors.

Analysis of the data in Table 2 shows that college students are less satisfied with the current teaching management, which is lower than the general level. Students' understanding of the professional training objectives, "very well-understood" accounted for 7.89%, and "comparative understanding" accounted for 44.21%. In the curriculum setting of the professional training plan, "very reasonable" accounted for 1.26%, "relatively reasonable" accounted for 25.37%, and "generally reasonable" accounted for 43.05%. Conclusion: Although the survey results show that the satisfaction of teachers and students in the teaching plan management is mixed, but important lessons have been learned from it, that is, the school should strengthen the work of teaching plan management.



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2. Teaching operation management

Analysis of the data in Table 1 shows that teachers' satisfaction with the current teaching operation management is lower than the general level.

Analysis of the data in Table 2 shows that college students are highly satisfied with the current teaching operation management. However, after the actual investigation, it is found that there are still some problems. For example, in the arrangement of the class schedule, "very reasonable" accounted for 1.16%, "more reasonable" accounted for 29.26%, "unreasonable" accounted for 3.79%, and "unreasonable" accounted for 15.79%.

Summary: From the analysis of the survey results, we know that the teaching management of our school needs to be further standardized. At the same time, we need to increase the number of teachers, improve the management level of teaching management personnel, actively carry out teacher training, and continuously improve the ability level of teachers to make them aware of the existing teaching methods. existing problems. In addition, in terms of teaching operation and management, schools must respect the dominant position of students and give students their due rights.

3. Teaching Quality Management

Analysis of the data in Table 1 shows that the satisfaction of college teachers with the current teaching quality management is low, which is lower than the general level. According to the survey, 4.11% of teachers believe that the current classroom teaching quality in colleges and universities is very high, 28.53% of teachers believe that the current classroom teaching quality of colleges and universities is high, and 16.74% of teachers believe that the current classroom teaching quality of colleges and universities is average. In terms of factors affecting the quality of classroom teaching, "rules and regulations" accounted for 9.37%, "management means" accounted for 28.84%, "teacher ability level" accounted for 31.68%, and "teacher responsibility" accounted for 13.68%, and "campus culture" accounted for 12.74%.

Analysis of the data in Table 2 shows that college students are highly satisfied with the current teaching quality management. After investigation, we learned that 63.26% of the students expressed moderate difficulty in terms of final exam questions, but 21.37% of them were "poor" and below in terms of test style.

Summary: According to the current situation of teaching quality management in our school, teaching quality management should not stick to the rules and hesitate, but should keep pace with the times, conform to the development trend of the times, enhance the awareness of teaching quality, and at the same time establish a people-oriented teaching management awareness.



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4. Teaching infrastructure management

Analysis of the data in Table 1 shows that college teachers are less satisfied with the management of teaching infrastructure at this stage, which is lower than the general level. According to the survey, 1.37% of teachers think that they are "very adaptable", 20.32% of them think that they are "adapted", and 53.68% of teachers think that they are "average" in terms of the major, age and work tasks of the current teaching staff in colleges and universities. . In terms of the teaching management system currently implemented in colleges and universities, 1.80% of teachers think it is "very reasonable", 18.42% of teachers think it is "reasonable", and 54.84% of teachers think it is "general".

Analysis of the data in Table 2 shows that college students are highly satisfied with the current teaching infrastructure management, but during the investigation, we learned that there are certain problems. In terms of elective courses, 2.42% of the students said they were very good, and 13.89% of them said that they were good; in school infrastructure, such as libraries, multimedia classrooms, canteens, etc., 4.95% of the students said they were very good, and 45.58 % of students said it was average.

Summary: The above situation shows that our school should increase the strength of teaching infrastructure and do a good job in the management of teaching infrastructure, including the construction of teaching staff, school infrastructure, etc., to fully meet the needs of teaching management and students' learning.

Discuss the results of the research

According to the people-oriented teaching management in colleges and universities, the core is student-oriented, teacher-oriented, and advocates humanized education and humanized management. have a significant positive impact. The experiment proves that under the implementation of people-oriented, the key factors in constructing people-oriented teaching management in colleges and universities, namely school administrators, teachers, students and campus culture, further discuss the concept of people-oriented school administrators, and the construction of teaching resources is the guarantee and foundation of people-oriented teaching management. ; This means that colleges and universities should create a good school spiritual culture, institutional culture, behavioral culture and material culture, and comprehensively ensure the efficient implementation of the people-oriented concept; propose the establishment of a humanized teaching management system and set up a professional and experienced teaching management team. The purpose is to give full play to the subjective initiative of college students, to mobilize their initiative and enthusiasm, and to give students the right to choose independently. Make colleges and universities realize the importance of people-oriented teaching management. Highlight the main role of teachers



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in teaching management in colleges and universities, and improve the degree of participation in teaching management.

Suggestions

1. Strengthen the construction of teaching resources

It is necessary to strengthen the construction of teaching resources and improve teaching facilities, such as advanced multimedia classrooms, training rooms, training bases, etc., to comprehensively ensure the smooth development of professional teaching, and truly implement people-oriented teaching management; Improve salaries, promotion opportunities and other conditions to attract talents, and provide opportunities for training and study abroad in combination with teachers' teaching ability, effectively improving the overall quality of the teaching staff;

2. Respect for the development and laws of students

In the teaching management of colleges and universities, it is necessary to base on the laws of students' physical and mental development, respect students' personalities, respect students' needs, create a good humanized learning atmosphere and conditions, pay attention to the stimulation and cultivation of students' interests, and let students learn freely, actively and actively. expertise. When colleges and universities formulate talent training programs, they should be student-oriented, scientifically set course categories according to students' knowledge level, intelligent structure, and learning ability, to ensure the flexibility and adjustability of the program, and to better adapt to students.

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