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## Research on the Theory and Characteristics of Senior High School Education Management

Sun Mengtao<sup>1,a</sup>, and Nantiya Noichun<sup>2,b</sup>

Department of Educational Administration Graduate School,  
Suan Sunandha Rajabhat University, Bangkok

<sup>a</sup> Email: 1217435520@qq.com, <sup>b</sup> nuntiya.no@ssru.ac.th

### Abstract

High school education is the link of the education system, in order to do a good job, we must increase the investment in high school education management, so as to realize the national talent training strategy. Therefore, it is of both theoretical and practical significance to have an in-depth understanding of the situation of senior high school education management and offer suggestions for the improvement of the level and quality of senior high school education management. This paper introduces the concepts, related theories, characteristics and contents of senior high school education management, aiming at providing theoretical and practical reference for the improvement of senior high school education management level and education quality.

Keywords: High school, Educational management, Theory, characteristic

### Introduction

In our education work, high school education, as intermediate link, is the continuation of basic education and also lays the foundation for post-high school education (Ma Binglin, 2015). The high school education is an important way to cultivate comprehensive talents. As the country attaches great importance to the cause of basic education, basic education has entered a stage of rapid development, both the scale of education and the benefits of schools have been enlarged to a certain extent, especially the construction of teachers, the number of teachers and teaching level have also been improved on the original basis, rapid development will inevitably lead to negligence in other management work. And that creates problems. Through the investigation of the overall basic education work, it is found that the development of ordinary high school education in different regions is not balanced (Yang Zhong, 2011), and even the development level of some parts is far lower than that of compulsory education, and the development lag is a serious problem. Since senior high school education is the link of the education system, in order to do a good job in connecting the preceding and the following work, it is necessary to increase the investment in senior high school education management. So as to realize the national talent training strategy (Hu



Caijuan, 2017). With the rapid development of the global economy, talent resources have gradually become an important object of competition among countries, and countries have also reached unprecedented attention to education. Improving education level is the most important goal of the current reform of education industry. In the education system, the implementation of high school education has effectively narrowed the distance between basic education and higher education, which is not only the continuation of basic education, but also the basis of higher education, which shows the importance of high school education in students' learning career. For students, high school education is the intermediate link of learning, but also the key period for students to improve their innovation ability and basic quality. It plays a fundamental role in improving the quality of the whole people. For a country, the quality of the whole people not only reflects the quality of the country, but also reflects the comprehensive national strength (Li Xin 'an, 2000; Xia Xiulan, 2016). Therefore, it is of both theoretical and practical significance to have an in-depth understanding of senior high school education management and provide theoretical and practical reference for the improvement of senior high school education management level and education quality.

### **The concept of educational management**

Educational management is an activity in which educational administrators organize and coordinate educational resources (including people, finance, materials, time, space, information, etc.), exert the role of educational resources, mainly human resources, and effectively implement the objectives of educational management by taking advantage of various internal advantages of education itself (Zhang Nan, 2018).

As the main body of senior high school education management, senior high school education administrators need to make comprehensive use of management concepts, formulate effective management methods combined with management practice, and adopt appropriate management means to reasonably allocate senior high school education resources, so as to realize the effective operation of the education system and coordinated activities of education management objectives. Including school system, teaching program, teacher team training, teaching quality evaluation, logistics support and other major management work (Sun Miantao, 2006).

Educational management is the optimization and aggregation of educational resources. As a complex management system, its internal dynamic characteristics are constantly changing. The change of any element will lead to the change of educational management mode and lead to the corresponding reform. With the development of The Times, affected by spatial and historical factors, educational management in different regions also presents its



own characteristics. It is more necessary for educational administrators to carry resources scientifically and reasonably, use advanced management tools, combine management status and regional characteristics, and realize the orderly development of educational management objectives.

## Theories related to education management

### 1. Humanistic theory

Humanism emerged in the United States in the 1950s and 1960s, and developed rapidly in the 1970s and 1980s. It emphasizes human dignity, value, creativity and self-realization, and believes that human potential is a kind of instinct-like nature, and human self-realization is because of the development of potential.

The main representatives of this school are Maslow and Rogers. Maslow studied and classified the basic needs of human beings, and proposed that human needs are developed according to the hierarchy. He arranged people's needs from the lowest to the highest in a hierarchical sequence system according to the different goals and objects to be satisfied. The lowest level of needs was physiological needs, followed by safety needs, belonging and love needs, respect needs, and self-actualization needs. Maslow believed that humanism is to make people realize their potential and value, so as to promote people's self-realization. Rogers developed the "self-theory" of personality in the practice of psychotherapy and the study of psychological theory. He believes that human "self-actualization" is the innate motivation, that is, this motivation pushes a person to develop and mature, and urges a person to maximize his potential.

### 2. Humanistic management theory

Humanistic management is a management theory which absorbs the essence of humanism. The so-called "people-oriented" is based on "people", people-oriented management according to the law of people's thought and behavior, using various means to fully mobilize and give play to people's initiative, enthusiasm and creativity, in order to achieve the goal of management.

American scholar Peter Senge pointed out that "the so-called people-oriented management is the implementation of management with people as the subject and center, people as the decisive factor of organizational development, emphasizing the development of people, respect for people, rely on people, satisfy people, and ultimately all for people, to achieve a high degree of unity of organizational goals and personal career planning, organizational goals and social goals." (Peter Senge, 2009)



Human-oriented management mainly includes the following meanings: rely on people; Develop human potential; Treat everyone with respect; Build a high quality staff; Take people's all-round development as the ultimate goal of management; Pooling people's joint efforts is an important guarantee for effective operation of management. The theory of humanistic education management was formed and developed in the 1920s on the basis of humanistic management, reflecting on the emphasis on authority control in bureaucratic administration and the excessive quantification in scientific management. This theory strengthens the principal position and role of people in educational management, promotes the democratic nature of educational organization decision-making, and plays a positive role in the development of modern educational management theories (Feng Zengjun, 2004).

### 3. Educational management function theory

The function of educational management refers to the responsibility and function of educational management system. Educational management function shows various educational management behaviors. Deming's "Deming Ring Theory", a famous American "total quality management" expert, describes the management process vividly. In his opinion, all activities with process are composed of four links: planning, execution, inspection and summary. They spiral up along the four links of planning, execution, inspection and summary like a constantly rotating circle, pushing forward the management process. This management theory is also applicable to educational organizations. The four links of planning, execution, inspection and summary can be regarded as the four basic functions of educational management (Sun Chenyang, 2018).

#### 1) Plan

Planning is the beginning of the school management process. School plans are formulated according to national educational policies, laws and regulations, combined with school tasks, educational laws, scientific predictions and subjective and objective conditions of school organization. They are the objective basis for the entire school management activities and an important symbol of scientific school management.

#### 2) Execution

Execution is the central link in the school management process. In the implementation process, the school management personnel should grasp the implementation process of the plan at any time, use various management means, take specific measures such as organization, guidance, coordination, incentive and education, and maximize the enthusiasm of all parties to ensure the implementation of the plan and the realization of management objectives.



### 3) Check

Inspection is an intermediate link in the school management process, through which the school administrators can understand the implementation of the plan, so as to promote the school work and promote the realization of the plan objectives.

### 4) Summary

Summary is the end of one cycle of school management activities and the beginning of the next cycle, which plays a role of connecting the past and the future. It requires a scientific method to evaluate the work done, affirm the results, find out the problems, summarize the experience and lessons, explore the law of management, and point out the direction of future efforts. It is helpful to accumulate management experience, improve the level of school administrators, make school management scientific and improve the efficiency of school management.

## Characteristics of senior high school education management

### 1. Educational nature of educational management

Educativeness is the essential attribute of educational management compared with non-educational management. In school work, educational management activities serve for educational activities, namely teaching and educating people. The target of teaching and educating people's work is the basis and target of evaluating educational management activities. The goal of school work is implemented in three aspects: teaching education, environment education and management education, so the goal of education management is implemented in education. Managing people is to achieve the purpose of educating people; The management of money, material, time and space guarantees the completion of education tasks from the objective aspects of material conditions. Management, information is directly organized education activities. At the same time, managing people is to encourage the people under management to carry out the activities of educating people. On the other hand, it is to create a good environment for doing things by managing property. In short, management to educate people, in order to educate people and management. Therefore, not only the process, behavior, method and content of educational management must be conducive to education, but also reflect education itself. In education management, non-educational behaviors that are not educational, have no educational value and cannot play an educational role for students should be eliminated. Only in this way can we fully embody the educational nature of educational management.



## 2. The delay of education management

Delay is another remarkable characteristic of educational management compared with non-educational management. This kind of delay is manifested in the continuation of time, space and evaluation.

The continuation of time: The management of students now will affect the development of students later. The present management model, management objectives will be in the students' life and work after stepping into the society, and may affect the lifelong development of students.

Continuation of space: The space of educational management is not limited to the field of school education. It must extend to the management of family education and social education, and give full play to the educational functions of school, family and society. In particular, management cannot be limited to the class, the school, but to extend to extracurricular and off-campus.

Continuation of evaluation: At present, the evaluation of education by the government and society mostly focuses on the evaluation of the immediate results of educational activities (such as enrollment rate), while ignoring the follow-up evaluation of the future. Therefore, it is necessary to continue the evaluation: combine the evaluation results of the immediate educational activities with the comprehensive evaluation in the future.

## 3. Complexity of educational management

Complexity is another significant feature of educational management compared with non-educational management. Education is a complex system engineering, so educational management is more complex than non-educational management. The complexity of educational management stems from its educational nature.

The diversity and variability of human development and the difficulty in understanding the characteristics of human psychological development have determined that educational activities are not technological processes, but must vary with "materials", "times" and "things".

At the same time, the complexity and creativity of teachers' work also determine the difficulty to understand the psychological characteristics of teachers. Coupled with the openness of school environment, the social environment affects the school environment all the time, thus bringing complexity to the educational management (Li Haoquan, 2005; Shao Longbao & Xie Bingzhi, 1990).



## 4. Contents of high school Education Management (Zeng Chunguang, 2021)

### 4.1 Process Management

The teaching process is a bilateral activity process composed of teachers' teaching and students' learning according to certain social requirements, teaching objectives and the characteristics of students' physical and mental development (Jiang Haiming, 2014). This process is composed of teachers, students, teaching content and means. The teacher is the leading factor of the teaching process, the student is the main factor of the teaching process, and the teaching content and means are the objective factors of the teaching process.

### 4.2 Service Management

Teaching business management is a planned and organized management activity for school teaching business. Teaching business management is an important part of school teaching management, which determines the level of school teaching management.

### 4.3 Quality Management

Teaching quality management is the process of arranging teaching activities according to the requirements of training objectives and quality control of each stage and link in the teaching process. The central task of school teaching management is to improve teaching quality.

### 4.4 Monitoring Management

Teaching monitoring includes teaching quality monitoring and teaching process monitoring. The so-called teaching quality monitoring is to understand and monitor the teaching process and situation according to the requirements of the course for teaching, find out the materials and data reflecting the teaching quality, and find the existing problems in teaching.

## Summary

The main content of senior high school education management includes process management, business management, quality management and monitoring management. Its theory involves humanism theory, humanistic management theory and educational management function theory. In addition, high school education management has the characteristics of education, delay and complexity.



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