

# Guidelines to Development of Humanistic Characteristics of Educational Management in Peking University

Lu Lingxiao<sup>1</sup>, Assoc.Prof.Dr.Niran Sutheeniran<sup>2</sup>, Assist.Prof.Dr.Nonnadhi Dulyadaweesid<sup>3</sup>, Asst.Prof.Dr.Sarayuth Sethakhajorn<sup>4</sup>, Asst. Prof. Dr. Patchara Dechhome<sup>5</sup>

<sup>1</sup>Doctoral Candidate, BSRU, Thailand.

<sup>2</sup>Faculty of Education, BSRU, Thailand.

<sup>3</sup>Faculty of Education, BSRU, Thailand.

<sup>4</sup>Faculty of Education, BSRU, Thailand.

<sup>5</sup>Faculty of Education, BSRU, Thailand.

**Abstract:-** The objectives of this research were: 1) To study the current situation of improving the level of humanistic management and educational management at Peking University. 2) To develop guidelines to enhance the level of humanistic and educational management at Peking University. 3) To evaluate the adaptability and feasibility of the guidelines for improving the level of humanistic management and educational management at Peking University. The sample group of this research was 125 teachers from Peking University. The Interview group were 10 teachers and 10 experts from Peking University. The research instruments include: 1) questionnaire. 2) structured interview.3) evaluation form. Data analysis by using percentage, mean, standard deviation and content analysis.

The results were: 1) The current situation of humanistic management and educational management at Peking University is at a high level 2) guidelines to enhance the level of humanistic and educational management at Peking University includes 9 aspects, which contain 45 articles. There are 5 guidelines for people-oriented management, 5 guidelines for human nature management, 5 guidelines for students main, 5 guidelines for student needs, 5 guidelines for high performance, 5 guidelines for school effectiveness, 5 guidelines for school quality management, 5 guidelines for scientific management, and 5 guidelines for interpersonal relationship theory and 3) The adaptability and feasibility evaluate the adaptability and feasibility of the guidelines for improving the level of humanistic management and educational management at Peking University are the high level.

**Keywords-**Humanistic characteristics, Education management, Peking University

## 1. Introduction

Peking University was originally known as JingshiDaxuetang, and was renamed National Peking University in 1912. The researchers chose Peking University as the research object, mainly because the researchers have been studying and living in Beijing university for about four years, for the education of the university of Beijing cultural tradition, the unique way of education management and method, and presented in the education management of Beijing university a deeper understanding of the unique cultural characteristics and feelings. The unique charm of Peking University and the personal experience of researchers make me very interested in exploring and researching. (Peking University, 2018)

The research variables identified in this study include two aspects: humanistic management and education management. As the independent variable of this study, humanistic management specifically includes four

variables: people-oriented management: people-oriented management is the core factor of the whole educational management activities, and all behavior systems and plans in the process of educational management must reflect the people-oriented guiding role.

the dependent variable of this study, educational management specifically includes five variables: High Performance: The theory holds that the key to effective leadership in educational management activities is empowerment and close contact with staff through loose management to achieve the expected goals. School effectiveness: that is, the appropriateness of the school's choice of goals and the degree of the realization of school functions. School quality management: based on strengthening the quality awareness of faculty and staff, using scientific means and methods to design, implement, check and analyze the work process and results of the school, so as to achieve a higher level of achievement. Scientific management: the use of scientific analysis and methods, through a rigorous system of supervision, guidance and incentive, to ensure that employees in accordance with the specified standards and procedures to complete the work. Interpersonal relationship theory: Management theory that studies the effect of human initiative on improving labor productivity.

Finally, this study will make a specific study of the humanistic management mode and educational management mode of Peking University.

## 2. Research Questions

1. What is the current situation of humanistic management and educational management at Peking University?
2. How to improve the level of humanistic management and educational management at Peking University according to the guidelines?
3. How to determine the adaptability and feasibility of guidelines based on the conclusions of expert evaluations?

## 3. Literature Review

### 3.1 Relate Theories: Humanistic Management

DuanWeilong, (2013)Management is the process of completing work through others.

William G. (1981). analyzed the different cultural backgrounds, values, and management models between the United States and Japan.

George. (1996) published a research article in 1966 titled "McDonald's ization of Society: A Study of the Changing Characteristics of Contemporary Social Life.

### 3.2 Relate Theories: Education Management

Thomas, (2014)the process of achieving school goals effectively and efficiently in order to cooperate with and through the cooperation of others.

Peters&Waterman, (1982)the theory of high efficiency comes from studying high-quality business organizations.

Sergiovanni, (1991) to obtain a more balanced view of school reform.

Scheerens (2007) believes that school effectiveness research is based on finding or discovering school characteristics.

Mortimore (1993) believes that school effectiveness is "the progress that a school can make for students.

### 3.3 University Profile

Peking University (PKU) is the first modern comprehensive educational university in China 2018.

### 3.4 Related Studies

Wang Diaojiang (2021) pointed out in this article that China's economic and social development has entered a new era.

Xu Lihui, (2021) has studied the concept and specific implementation level of university education in China in recent years.

Cai Yaduan, (2020). The author first believes that the implementation of the concept of humanistic care in universities is a concrete manifestation of the people-oriented strategy.

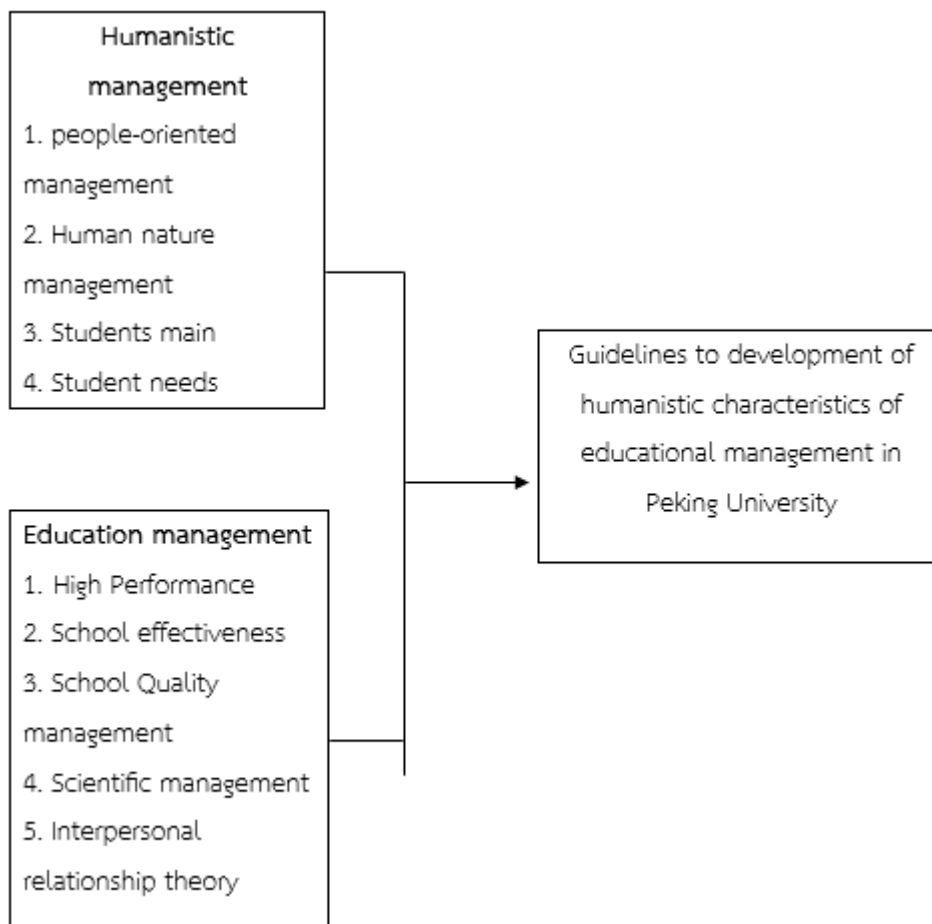
Lan Banghua.(2022) believes in this book that whether it is a business organization.

Li Xiangguo. (2022) believes in this book that the "people-oriented" ideology that has emerged in modern times mainly advocates opposition to feudal superstitions in the old society.

Wang Wei (2018) analyzes and believes that the management models and concepts of Chinese universities are in a state of lack of injection of new concepts.

#### 4. Research Conceptual Framework

Figure 1 Research Framework



#### 5. Objectives Of The Research

1. To study the current situation of improving the level of humanistic management and educational management at Peking University.
2. To develop guidelines to enhance the level of humanistic and educational management at Peking University.
3. To evaluate the adaptability and feasibility of the guidelines for improving the level of humanistic management and educational management at Peking University.

## 6. Research Methodology

### 6.1 Population and Sample

#### 6.1.1 Population

This study takes Peking University as the research object, and the number of faculty members participating in this questionnaire survey is 180, including management and teaching positions.

#### 6.1.2 Sample

##### The sample groups

1. Sample group: The sample group was calculated according to Yamane's formula (1967). The sample group for this study was 125 faculty members from Peking University, and a random sampling method was used for the survey.

##### Research Instruments

The tools used in this study include questionnaires.

##### Design Research Instruments

1. Design a questionnaire, divided into two parts, as follows:

Part I: Personal information, including gender, age, educational background, work experience, department, etc.

Part II: A questionnaire survey was conducted on the current situation of humanistic management and educational management at Peking University using the Likert Five Scale. The evaluation is divided into 5 points very satisfied, 4 points satisfied, 3 points generally satisfied, 2 points dissatisfied, and 1 point very dissatisfied.

## 7. Research Results

**Table1 Mean and Standard deviation of Education Management**

Education Management	$\bar{X}$	SD	Level	Rank
1.High performance	4.30	0.58	High	5
2.School effectiveness	4.41	0.51	High	4
3.School Quality management	4.48	0.49	High	2
4.Scientific management	4.48	0.50	High	2
5.Interpersonal relationship theory	4.61	0.48	Highest	1
<b>Total</b>	<b>4.48</b>	<b>0.43</b>	<b>High</b>	

According to **Table1**, the current situation of education management at Peking University is that the average score of the respondents is distributed between 4.61 and 4.30. According to Warmbrod's theory, a score between 3.50 and 4.49 is considered a high level; A score of 4.50 or above is considered the highest level.

**Table2 Pearson Correlations of High performance**

Humanistic management	High performance			
	r	Sig.(2-tailed)	level	Rank
People-oriented management	.748**	.00	Strong	2
Human nature management	.746**	.00	Strong	3
Students main	.734**	.00	Strong	4

Humanistic management	High performance			
Student needs	.806**	.00	Very strong	1
<b>Total</b>	<b>.824**</b>	<b>.00</b>	<b>Very strong</b>	

\*\*Correlation is significant at the 0.01 level (2-tailed)

According to Table 4.14, the Pearson Relationships of Human Management and High-performance analysis results from Peking University show a strong positive correlation between Human Management and High performance, with a correlation coefficient of .824\*\*. All variables are positively correlated with educational management. The highest correlation coefficient for Student needs is .806\*\*, followed by People oriented management with a correlation coefficient of .748\*\*; Secondly, the correlation coefficient of Human nature management is .746\*\*. The lowest correlation coefficient for Students main is .734\*\*.

## 8. Conclusion And Discussion

### 8.1 Conclusion

This study aims to provide guidance for improving the level of humanistic and educational management at Peking University, by conducting research and analysis on four factors: people-oriented management, human nature management, student needs, and students main. The researchers summarized the conclusion into three parts:

According to the first research objective, the main influencing factors of humanistic management and educational management level at Peking University are people-oriented management, human nature management, student needs, students main. Through statistical analysis of the data obtained from the questionnaire survey, researchers found that the current situation of humanistic and educational management at Peking University is at a high level, but there is still room for further improvement. 2. Based on the second research objective, the researchers designed a survey questionnaire and discovered and summarized the results of the survey, establishing a guide for the development of humanistic characteristics at Peking University. The specific content is as follows:

People oriented management: 1) Further attach importance to the difficulties that faculty and staff may face or may face in their work. 2) Managers and faculty work together to think about management strategies and effective ways to work together. 3) Strengthen the core concept of putting people first in the process of educational management. 4) Regularly organize and arrange seminars or exchange meetings, inviting faculty members to discuss their opinions and suggestions on the current situation and improvement measures of education management. 5) Organize expert lectures and discussions between faculty and experts to stimulate their work enthusiasm.

Human nature management: 1) Continuously strengthen the humanistic management awareness of educational managers through training. 2) Through training and practical management, educational managers are required to consider issues from the perspective of human nature. 3) Education managers are required to closely monitor the ideological changes of students and teachers, and adjust education management strategies in a timely manner based on human characteristics. 4) Take effective measures to ensure that reasonable suggestions from teachers and students are effectively fed back to education managers. 5) Reasonable suggestions for feedback from teachers and students are voted on by educational managers through democratic meetings and decisions are implemented.

Students main: 1) Clarify the core awareness of students as the main body of education management through training and conference presentations. 2) Through training and meetings, educational managers are required to focus on managing students. 3) Education managers are required to pay attention to student-centered management and coordinate the development of management measures for items and events in the process of managing students. 4) Organize a student symposium and carefully listen to students' evaluations of educational management behavior. 5) Develop and continuously revise educational management strategies based on different suggestions for students in different situations.

Student needs: 1) Education managers give full attention to the practical needs raised by every student. 2) Actively pay attention to the actual needs of students and adjust the current educational management plan in a

targeted manner based on their suggestions. 3) Implementation of specific improvement plans for educational management strategies. It is necessary to ensure that students receive maximum benefits. 4) Education managers should adopt targeted management behaviors based on the actual needs of each student. 5) When facing unpredictable situations, education managers should first consider all possible needs of students.

High Performance: 1) Through training, teachers and staff can clarify their work goals. 2) Under the guidance of stable policies, leaders gradually delegate power to different faculty members. 3) Education managers are familiar with each teacher and student and implement management behavior through good communication relationships. 4) Under the premise of clarifying the final work objectives, leave the daily tasks that need to be completed to employees to make their own decisions. 5) Establish an equal and harmonious relationship between managers and faculty, enabling them to maintain close connections for effective completion of work.

School effectiveness: 1) Require education managers to organize and clarify all existing educational resources of the university. 2) Reasonably and fully utilize these educational resources based on the different needs faced by the university. 3) Ensure the full achievement of educational goals through educational management measures while utilizing educational resources in a reasonable manner. 4) Understand the actual needs of staff in various systems within the school and provide them with effective assistance in a timely manner. 5) While paying attention to work, education managers must also focus on enabling effective personal development for university faculty.

## 8.2 Discussion

This study aims to discover and improve the level of humanistic management and educational management at Peking University, which is of great significance for shaping a good educational environment and working atmosphere, and improving the efficiency of educational management. Based on the third research objective, this study explores in detail four variables that affect education management at Peking University: people-oriented management, humanistic management, students main, and student needs. The above variables are analyzed for mean and standard deviation. The study found that the common average value of people-oriented management, humanistic management, students main, and student needs is at a high level, and there is still room for further optimization of Peking University's humanistic management policy while maintaining the current situation.

### Humanistic management

The research results show that the humanistic management model has a positive correlation effect on the scientific construction of education management, which is consistent with previous research hypotheses and conclusions. The research results indicate that among the various variables of humanistic management, humanistic management has the greatest impact on the scientific construction of education management, followed by people-oriented management, and the lowest level is student needs. From this research result, it can be seen that Peking University's humanistic management level is at a high level. The main reasons are as follows: 1) As the first modern university in China, Peking University was established during the most difficult war years. The social reality and the development trend of China at that time stipulated that Peking University's function was to cultivate high-level talents in order to save the unfavorable trend of China's development. 2) Peking University, as the birthplace of the "May Fourth New Culture Movement" in modern China, was the birthplace and fusion of the most advanced ideas in China. As early as 120 years ago, Chinese people realized that the backwardness of China was mainly due to the backwardness of people's ideological understanding. Therefore, scholars at that time were committed to transforming people's ideological culture. Since entering modern society, the concept of people-oriented management was first established and advocated at Peking University. The managers, faculty, and students of Peking University, as the main inheritors of this concept, have led to the current high level of humanistic management at Peking University, which is a reasonable situation.

In the variable of people-oriented management, the research results show that educational management activities at Peking University help stimulate people's intrinsic potential and achieve the highest score. This result is related to the theory pointed out in the literature review that educational management activities in the new era and various human social organizations must re-understand the relationship between people and society, the relationship between people and the world, and the relationship between people, in order to better serve people. It can be seen that re-understanding the essential role of human beings has important social significance.

Peking University needs to further strengthen its adherence to the concept of putting people-oriented, implement educational management strategies, and solve problems encountered in the process of educational management.

By implementing effective policies, strengthen the implementation of the people-oriented concept in the education management process of Peking University.

In the variable of human nature management, the research results show that human nature management has a positive impact on educational management activities at Peking University, and the highest score was obtained. This result is consistent with the fact that the service subject of educational management work is human, and it is necessary to follow the basic laws of human nature for management in the basic organization of human society, as pointed out in the literature review of this study, Especially in the field of educational management, following the principles of human nature can enhance students' sense of identity and cohesion towards universities and managers, which is interrelated. It can be seen that human nature management plays an important practical role in humanistic management.

Peking University needs to further focus on the core position of human nature in the process of educational management, follow the laws of human nature to carry out educational management activities, and avoid relying solely on administrative systems to implement mandatory management behaviors. Education managers can only achieve better results by carrying out educational management activities on the basis of conforming to human nature.

## 9. Recommendations

### Recommendation for this study

The level of humanistic management and educational management at Peking University is consistent, and there is a strong positive correlation between humanistic management and educational management. If Peking University hopes to further improve its educational management level, it can further focus on measures such as people-oriented management, human nature management, students main, student needs.

1 In terms of people-oriented management, the survey results show that the lowest scoring is "universities can adhere to the guiding ideology of people-oriented management in educational management activities." This indicates that although universities recognize that people-oriented management is the core strategy, they cannot fully implement this concept in specific implementation. Therefore, the suggestion of the researchers is to establish an effective management system to ensure the implementation of the people-oriented concept, and to encourage more faculty and staff to participate in school governance activities through the establishment of seminars and voting.

2 In terms of human nature management, the survey results show that the school with the lowest score emphasizes the core position of human nature in the process of educational management activities. This indicates that there is a situation of neglecting human nature characteristics in the educational management behavior of Peking University. Although universities recognize that human nature characteristics can have a positive impact in educational management activities, they have not yet realized the important significance of human nature management in promoting educational management. On the one hand, universities need to strengthen the scientific construction of human nature management, and on the other hand, they also need to find effective and reasonable strategies to implement human nature management.

3 In terms of students main, the survey results show that the lowest scoring is "universities are able to closely integrate the management of people, things, and things, and can achieve the management of students as the main body in the management of the three". This indicates that there is a situation of neglecting students as the core subject of education management in Peking University's education management behavior, and it is necessary to shift the emphasis on objects and events to the emphasis on students. In terms of valuing students as the management subject, we cannot ignore the management of events and items, but we must clarify that the core purpose of managing events and items is to serve the management subject centered around students.

4 In terms of student needs, the survey results show that the one with the lowest score is "when facing various unpredictable difficulties, students' actual needs can always be met first", indicating that there is a situation in Peking University's educational management behavior where students' actual needs are not valued at critical moments. To solve this problem, it is first necessary to strengthen the service awareness of universities and the positioning of the role of service providers. Due to China's special cultural tradition, although people generally recognize that the core of management behavior is empowerment, motivation, control, and achievement, in management practice activities, people often only focus on control and neglect the other three core goals. The solution to this problem requires a gradual change in the inherent beliefs of managers through long-term education. Shaping new cultural traditions requires a lot of time and widespread recognition and implementation by society. With the gradual enhancement of the world consciousness of the new generation of Chinese people and the decrease in the number of new born people in China, the student population in China will show a

decreasing trend, This means that more students' actual needs will be paid attention to and addressed by education managers.

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