

The Modernization of Private Higher Education Management Systems in China

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Abstract

With the spring breeze of reform and opening up, the reform of China's education system has been rapidly promoted. After more than 30 years of arduous exploration, China has basically formed a pattern of "government schools as the mainstay, with public and private schools developing together". Private higher education has gradually become an important part of China's higher education from scratch, from small to large, and has shared the historical burden of national education reform and development, and played an important role in meeting the people's demand for diversified education in the process of popularizing higher education.

Promoting the modernization of private higher education governance is an important part of adapting to the building of the national governance system and governance capacity, deepening the comprehensive reform in education and realizing the modernization of education in China. Under the new situation of profound changes in China's educational philosophy, profound adjustments in the educational landscape and profound changes in the educational system, the construction of the governance system and governance capacity of private higher education faces many realistic contradictions, problems and challenges. How to support, guide and regulate private higher education in China from traditional management to the modern development path of science, rule of law, democratization, internationalization and efficiency of modern governance has

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become an important task and research topic for the reform and development of private higher education in China.

Keywords: Modernization, Private higher education, Management

Introduction

Private higher education in China is relative to public higher education and refers to higher education institutions founded or invested and operated by individuals or non-governmental organizations. The modernization of the management system of private higher education refers to the application of modern management tools and ideas in current private higher education to continuously optimize the management process and improve efficiency, so as to better meet society's needs for higher education.

First, private higher education institutions should establish a perfect leadership and management team to ensure that the leadership team has strong management ability and theoretical knowledge, and also pay attention to the quality of the management team and actively promote the modernization of the management team.

Second, private colleges should establish scientific management systems and regulations, and strengthen standardized management and information management. For example, a sound student management system, teacher management system and financial management system should be established. The standardized management of the system can achieve the effectiveness and coordination of supervision, thus making the school's operation smoother.

Again, private colleges should actively promote the modernization of education and teaching and improve the quality of teaching. For example, they should strengthen the teaching evaluation mechanism, promote the information of the teaching process, and build a high-quality teaching staff. These measures can improve the quality of education and the professional competitiveness of students, and lay a solid foundation for the sustainable development of private higher education institutions.

Finally, private HEIs should actively assume social responsibility and promote positive interaction between society and schools. In particular, this can be done by strengthening the link between schools and enterprises to cultivate talents in line with market demand, and by publicizing the positive interaction between schools and social welfare to enhance the social image of schools.

In short, the modernization of the private higher education management system needs to be comprehensively upgraded in terms of systems and technical means, so as

to better meet society's needs for higher education and promote the healthy development of the entire private higher education business.

The Current Situation

The modernization of the management system of private higher education in China has made some progress, but there are still some problems.

On the one hand, in terms of policy, the state has begun to attach importance to the development of private higher education and private institutions, and has increased its support for private higher education, providing support for innovation and entrepreneurship policies, tax incentives, and so on. At the same time, the relevant authorities have strengthened the regulation of private higher education, conducted several rounds of special management, and strengthened the supervision of institutional qualifications, teacher access, and campus order.

On the other hand, there are still some problems in modernizing the management systems of private higher education institutions. Some private higher education institutions have systematic deficiencies in the management of school affairs, teachers and students, and financial management, which are not scientific, standardized and information-based. At the same time, some private colleges and universities still have certain gaps in curriculum setting, teaching quality assessment and discipline construction, which need further improvement and upgrading. In addition, some private colleges and universities rely solely on low tuition fees and commercial operations to attract students, neglecting the cultivation and development of students.

Problem Formulation

Problem Statement

Private higher education is a higher education activity organized by social organizations or individuals other than state institutions, using private higher education institutions as the main form of organization and using non-state financial resources to organize and implement higher education activities for society. On 17 August 1993, the State Education Commission

issued the Provisional Regulations on the Establishment of Private Higher Education Institutions (Education Planning (1993) No. 129), which states that private higher education institutions "refer to all kinds of social organizations other than State institutions and State-owned enterprises and institutions, as well as private individuals who have raised their own funds to finance their own higher education activities. The Provisional Regulations on the Establishment of Private Colleges and Universities (Education Planning (1993) No. 129) stipulates that "private colleges and universities refer to various social organizations other than State organs and State-owned enterprises and institutions, as well as private individuals who have raised their own funds to provide higher education in accordance with these regulations.

The Law on the Promotion of Private Education, adopted at the 31st Session of the Standing Committee of the Ninth National People's Congress on 28 December 2002, further clarifies that "the activities of social organizations or individuals other than State organs that use non-State financial resources to organize schools and other educational institutions for society shall be in accordance with this Law. ". This indicates that: the scope of the main body of private educational institutions is social organizations or individuals other than state organs, and actually includes state-owned (public) institutions other than state organs; the source of funding for the operation of schools is self-funded (or mainly raised) by the founder, and actually includes other public funds other than financial funds in the permit. The content of the school is the "provision of higher education", i.e. those that do not have the qualification to independently award a university degree or higher are not included. In a broader sense, private higher education institutions in China also include higher education self-education examination assistance institutions, higher education diploma (distance) education institutions, higher education institutions under Sino-foreign cooperation, and independent colleges attached to public institutions under the private mechanism.

Private higher education is a collection of higher education activities carried out by private higher education institutions and other private higher education institutions and other organizations. Due to the common characteristics of private higher education and private higher education institutions in terms of objectives, system, policies and operation mechanism, people often confuse private higher education with private higher education institutions. However, the two have different internal regulations. A private higher education institution is a specific social institution and entity, while private higher education is a business and activity with a wider scope than a private higher education institution.

Private higher education is a vehicle for the organization and implementation of higher education, and private higher education is a higher education activity carried out by private higher education institutions, but also by other private higher education institutions and forms of organization. The nature and legal status of private higher education is defined in the Law of the People's Republic of China on the Promotion of Private Education, which states that "private higher education is a public welfare institution and an integral part of socialist education.

The State shall implement the policy of actively promoting, strongly supporting, properly guiding and managing private education in accordance with the law, and guarantee the autonomy of private schools in running their own schools. It also states that "the organizers may independently choose to establish non-profit or profit-making private schools". This institutional design of private higher education, which differs from that of foreign countries and also from that of China's private higher education before liberation, and the current situation of China's private higher education, which is generally highly investment-oriented, have made the construction of its governance system a widespread concern and an important research topic.

Reasons for proposing and selecting the modernization of the governance system of private higher education as a research topic

A. It is based on the current situation of private higher education problems and the urgent need to improve the governance system. China's private higher education sprouted at the beginning of the reform and opening up, grew up in the breakthrough of the education system, expanded in the process of higher education popularization, and became a new force in the cause of higher education, showing a vigorous development of vitality. In terms of the number of institutions of higher learning, by the end of 2020, there were 771 approved private institutions of higher learning with the qualification of independently issuing academic qualifications, of which 241 were private independent colleges, accounting for 28.16 percent of the total number of ordinary institutions of higher learning in the country. Regular college enrollment was 2.607 million, accounting for 24.40% of the national total; With 7,913,400 students, accounting for 18.92% of the national total, it has become an important part of the national higher education, playing an important role in promoting the popularization and diversity of higher education, and has made great contributions.

Private higher education has gone through trials and tribulations all the way, and has made great achievements in development. At the same time, there are many governance dilemmas and many realistic challenges. From the perspective of external environmental conditions, due to the long-standing problems in China, such as praising the public and denigrating the private, the ownership pattern and the value thinking set, as well as the lack of foresight, lack of planning and weak operability in the policy supply of private higher education, many people in society look down on private colleges and universities, distrust private colleges and universities and do not recognize private colleges and universities. Even some administrative departments treat public and private colleges and universities differently in terms of condition guarantee and resource allocation, resulting in social cognition of the system of private colleges and universities, the ownership of educational resources by private colleges and universities, and the mechanism guarantee of sustainable development of private colleges and universities, which are not equal with public colleges and universities, and form the problem of unequal development opportunities. It can be seen that the abandonment of linear thinking at the governance thinking level, the effective supply and support at the governance policy level, the formation of multiple co-governance at the governance subject level, and the realization of law-based governance at the governance tool level still have a long way to go.

B. It is based on the development requirements of the modernization construction of the national governance system of private higher education. To carry out the spirit of the 19th National Congress of the Communist Party of China deeply and to promote the modernization of the governance system and governance capacity of colleges and universities is a major issue facing the administrators of colleges and universities.

Private higher education is an important part of China's education, and it is necessary to improve the governance level of private education. As an important part of the national governance system, the governance system of private higher education is a decision-making, operation and guarantee system that includes the government, private institutions of higher education (institutions) and social organizations, and organizes the implementation of the governance concept, governance organization, governance system and governance mode of higher education under the guidance and support of common goals. The establishment of a perfect corporate governance structure in the governance system is the inevitable requirement of the governance modernization of private higher education, and also the fundamental guarantee for its transformation from natural person governance to legal person governance,

ensuring the public welfare of private higher education and realizing sustainable development. How to adapt to the requirements of the new era of national modernized governance system and capacity construction, promote the modernization of university governance system and governance capacity construction, and realize the transformation process of private universities from disorder to standardization, from extensive to fine, from the rule of man to rule of law, from traditional to modern, and from management to governance as soon as possible is not only an academic research topic, but also a practical exploration problem.

C. It is based on the need for private higher education to move from scale expansion to internal transformation and development. Whether from the current situation of the governance of private higher education and its own development logic, or from the requirements of the modernization of the national governance system and governance capacity, private higher education has actually faced a transformation and development problem.

The development process and experience of international higher education show that when higher education moves from elite education to the popular stage, private higher education in the state-led higher education system will change from supplementary education to selective education sooner or later. China's private higher education has experienced a rapid expansion of the development stage, so that it exceeds the government's development planning expectations. In October 2017, the report of the 19th CPC National Congress clearly put forward the development goals and requirements of "realizing the connotative development of higher education". In the process of deepening the reform of the education system and mechanism, promoting the construction of "double first-class" in China's higher education, and promoting the transformation and development of local colleges and universities, the traditional development mode dominated by exogenous impetus will be difficult to sustain.

Private higher education must constantly tap the inner potential, inner resources and inner creativity, and give birth to the internal power of its own development. Especially with the rapid development of China's economy and the continuous improvement and improvement of people's living standards, the people's demand for higher education has changed from hoping for "learning" to looking forward to "learning". Due to the prominent contradiction between the scarcity of high-quality higher education resources and the people's demand for high-quality higher education resources, and the change of people's desire to accept higher education from passive acceptance to active choice, the extensive development

mode of private colleges and universities will inevitably face challenges, and its survival and sustainable development will depend entirely on the test of diversified selection of students under the competition mechanism. Private higher education needs to focus on condition construction, maintenance and normal operation; Expand the scale, increase the accumulation of benefits, and transform to optimize the discipline structure, improve the quality of talent training, enhance the ability of innovation and development, and improve the efficiency of resource allocation; From the complementary education based on opportunity competition and providing services of picking up the missing, to the selective education based on strength competition and providing services of unique advantages. In deepening the reform of education and teaching, transforming the development model, improving the governance system, and standardizing the governance operation, it has become an urgent task for the modernization of private higher education to stimulate the advantages of the system and mechanism, enhance the internal development impetus, revitalize the resources inside and outside the school, and improve the quality assurance system. The road of connotative development is based on laws and regulations, based on system construction and centered on improving teaching quality.

Research Significance

Contribution to the exploration of the theoretical system of private higher education governance in the Chinese context

Since the reform and opening up in 1978, with the rise of private education in China, the majority of social science workers, including higher education researchers, have paid attention to the dynamics of higher education development in the world and actively absorbed the achievements of higher education development in other countries, which is useful and necessary for the modernization of private higher education governance in China. However, it is not enough to use foreign theoretical systems, governance models and analytical concepts to guide the development of private higher education in China. We should not use Western theories alone as a criterion to judge the rightness or wrongness of private higher education governance in China, and consider governance characteristics that do not conform to Western theories as real problems. The goal of research on the modernization of China's private higher education governance system is to draw on foreign private higher education research, insist on

discovering problems for China and solving them based on Chinese problems, innovate research paradigms, analytical frameworks and explanatory models, promote the process of localizing private higher education research discourse and paradigms, and explore a private higher education governance theoretical system with Chinese characteristics that is compatible with the modernization of the national governance system. Theoretical system of private higher education governance with Chinese characteristics

Contributing to the improvement of the private higher education governance system with Chinese characteristics

Improving and developing the private higher education system and promoting the construction of a private higher education governance system with Chinese characteristics is an important part of modernizing China's higher education governance system and governance capacity. There are many successful examples of private higher education in countries around the world, and it is important to learn from them. However, it is not advisable to consider any governance system or model as a model in isolation from the reality of the country. In order to shape and improve the governance system of private higher education in China, it is necessary to combine China's own values, historical traditions and cultural characteristics to form a higher education governance system with Chinese characteristics and style that is in line with China's reality.

Promoting the process of modernizing the management system of private higher education

The modernization of education is the basic project for the progress of civilization of a country and a nation, and an important part of China's socialist modernization construction. As an important part of China's higher education, the modernization of private higher education is an objective requirement for educational activities to meet the needs of social development.

Conclusion

This article has introduced the current situation of the modernization of the management system of private higher education in China, the problem formulation and the significance of the study. In terms of policy support, the state has increased its support for

private higher education and strengthened its supervision and governance. However, some private colleges and universities have systemic deficiencies in school management, faculty and student management, and financial management, which still need to be improved and strengthened. In addition, some private universities rely solely on low tuition fees and commoditized operations to attract students, while neglecting the cultivation and development of students. Therefore, the article points out that the modernization of China's private higher education management system has made some progress, but still needs further strengthening. Only by adopting an entrepreneurial, market-oriented and professional management model, making full use of modern technological means, improving the teaching quality evaluation system, strengthening faculty building, further optimizing the management process and improving work efficiency can we truly realize modern management, better cultivate high-quality talents for society in line with market demand, and promote the sustainable development of China's private higher education business.

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Guidelines for educational administration by Total Quality Management (TQM) in Chinese College

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Abstract

With the development of China's economy, education has also been developed rapidly. The implementation of TQM in colleges and universities is mainly due to the change in the social environment and its development, leading to the increasingly prominent quality problem of higher education. The original quality management mode of higher education makes it difficult to meet the needs of the current quality management in colleges and universities. Therefore, the Total Quality Management concept of enterprises should be introduced to guarantee and improve the quality of education. The improvement of higher vocational education quality is a systematic project, and the introduction of advanced management concepts has a positive significance for the improvement of education quality. Many educators believe that Deming, Juran, Clasby and other scholars have played a vital role in the formation of TQM theory, but several scholars have their own characteristics, thus providing a variety of choices for people's practice. Through the analysis of the TQM concept and the management of higher vocational education, this paper introduces the application results of TQM in enterprises into the process of the management of higher vocational education and teaching, so as to effectively improve the quality of education and teaching.

Keywords: TQM, Quality Of Teaching, Higher Vocational Education

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Introduction

Improving the quality of higher vocational education is a systematic project. Total Quality Management (TQM) is a system management philosophy applicable to various industries. How to apply its concept to the training process of higher vocational talents, and then extract the theory and method of quality assurance of higher vocational education in the application process, has far-reaching practical significance for improving the self-discipline of teaching quality assurance and improving teaching quality in vocational colleges.

Total Quality Management (TQM) refers to a quality management method that comprehensively and systematically manages the whole process and various factors affecting quality by all personnel of the organization to ensure the continuous improvement of product quality, so as to achieve the purpose of producing products that satisfy consumers. It mainly includes four core concepts, namely: consumer satisfaction, full participation, continuous improvement of quality, and management based on facts.

TQM follows a logical path from manufacturing - tertiary industry - education industry. Deming, Julan, Clausby and other scholars played a crucial role in the formation of TQM theory, but the theories of several scholars have their own characteristics, thus providing a variety of choices for people's practice.

The implementation of TQM in colleges and universities is mainly due to the changes in the social environment and their own development, resulting in increasingly prominent problems in the quality of higher education, and the original higher education quality management model is difficult to meet the needs of the current quality management of colleges and universities, so the total quality management concept of enterprises should be introduced to ensure and improve the quality of education. And, TQM's four core philosophies contribute to quality management practices in higher education.

Total quality management in colleges and universities is a brand-new quality management model, which is bound to be significantly different from the original education quality management system. In the process of implementing total quality management, it is mainly necessary to build a Total Quality Management System and adopt various technical methods to ensure its healthy and effective operation.

As far as the future development of TQM is concerned, the development of TQM in higher education will eventually integrate with the traditional college culture and build a total quality management model for colleges and universities based on academic culture.

The main theories and methods of total quality management

Total quality management (TQM) was originally a special concept in enterprise management. American master of total quality management Feigenbaum (A. V.) outlined the total quality management in his book Total Quality Management as follows: " Total Quality Management is at the most economic level and consider fully meet the requirements of users under the condition of market research, design, production and service, the enterprise internal departments developed quality, maintain quality and improve quality of activities constitute an effective system. "Fisher's full-scale quality management view is widely accepted throughout the world. Since the late 1980s, Total Quality Management has been further expanded and deepened and has become a comprehensive and comprehensive management mode and concept.

Hong Kong famous quality management consultant Dr Xie Jinju gave the overall quality management definition: it under the leadership of senior management and participation, through all the staff wholeheartedly, together, with competitive cost, to provide high quality and continuously improving products and services, in customers to establish good quality and value for money. In his opinion, the essence of Total Quality Management is Total Quality Management, which contains two meanings: one is that the products or services provided by the company are high quality; the other is that the management system of the company (including production, design, procurement, maintenance, personnel, accounting, administration, etc.) is high quality. Lewis believes that "Total Quality Management is a philosophical system, under which the management system established can directly and effectively achieve the organizational goals, so as to ensure the satisfaction of customers and maximize the maximum interests of investors". Stephen P. Robbins, a famous American management scientist, believes that TQM is a strategy to operate an organization by quality. This strategic weapon emphasizes strong customer attention; insists on continuous improvement; and emphasizes that improving

quality is the responsibility of all personnel, who should have quality awareness and assume quality responsibility.

According to the authority of the International Organization for Standardization (ISO), overall quality management means: " an organization focuses on quality and is based on full participation, aiming to achieve long-term success by satisfying Gu Rong and benefiting all members of the organization and society. "This definition reflects the latest development of the concept of TQM and has been widely agreed upon in the quality management community.

In a word, Total Quality Management refers to the organization in order to ensure the continuous improvement of product quality, through the organization of modern science and management technology, the whole process of quality and various factors, in order to achieve the production of consumer-satisfactory products as a quality management method.

In the development of the total QM theory, Deming, Juran Crosby and others have made great contributions, and their theories have their characteristics. For example, the TQM implementation principles proposed by Deming, Juran and Claus are different. Dai Ming said he wanted to "eliminate slogans", while Krosby used the "zero quality defect" slogan. Dai Ming said to implement TQM from top to bottom, but Juran proposed to start with middle management. In concrete practice, people can make choices according to their own reality. For example, the American Fox Valley Institute of Technology takes Kressby's "zero quality defect" management idea as the theoretical basis for its implementation of TQM. They argue that Deming's approach is too digital, that Juran's model overemphasizes quality control rather than prevention, and that the "zero-defect" management model, which emphasizes prevention rather than testing, is more suitable for universities in the service industry. Of course, in the field of total quality management, Deming, Juland and Kressby are all recognized as the pioneers and mokeys of the total quality management theory, and Deming is known as the father of the quality management movement. They will briefly introduce their main theories or ideas below.

Here is a brief introduction of their main theories or ideas:

1) Deming's main contribution is the "Deming cycle", also known as the PDCA management cycle. Its main contents are planning (Plan), execution (Do), inspection (Check),

processing (Act) and other four stages. These four stages are a basic way to carry out total quality management activities.

2) Juran's quality management theory is mainly the famous "three steps of Juran". That is, quality management is realized by quality planning, quality control, quality improvement and the other three internally related basic quality processes. Juran also pointed out that in the future quality century, there must be revolutionary changes in quality management, mainly manifested as the management must receive quality management education; quality management must be personally responsible for quality management; the top management must reform the existing system to fully test the content and responsibility of the loyal work.

3) Klossby's management idea is to put forward the "zero defect" view of quality management. In order to achieve "zero defect", we must work hard in quality management, establish a strict quality assurance system, strictly implement the standards, and not allow discounts. In this sense, "zero defect" has become a management attitude and management consciousness, so it is also a management philosophy.

In order to more effectively guide the organization to implement overall quality management, the ISO / TC176 Committee (i.e., the Quality Management and Quality Assurance Technical Committee) has absorbed the opinions of influential international quality management experts and compiled eight quality management principles. Eight quality management principles can be said to be the most basic, the most general rule of quality management, applicable to all types of organizations.

Theoretical understanding of the quality management in education

What is the quality of education is a very important, much-debated and difficult to define concept. However, the quality of education is also a goal pursued in the process of educational activities, and the educational activities that lose the meaning of quality must be confused and worthless activities. Therefore, we generally attach importance to the quality of education, and take it as one of the important criteria to evaluate the success of educational activities. For a long time, China has taken the education "product" to meet the social needs as the first goal. Therefore, the quality of higher education is reflected in the pertinence, that is, the pertinence of cultivating talents. This view of quality ultimately judges the educational quality of a school according to the employment conditions and social conditions of students.

The needs of social development and those of students' personality development change with the development of The Times. As times change, social needs and individual needs will inevitably change. The view of educational quality is always adapted to the social environment and educational environment when the measurement standard is established, so that the view of educational quality is connected with specific social conditions and has specific content and standards. Therefore, the content of the quality concept of higher education must be constantly adjusted accordingly with the social changes, so as to better meet the needs of social development and human development.

In a world where there are tens of competing educational systems, it is hard to excel. However, improving the quality of education should be our priority. School management is always trying to reach the best quality of education, but this process is usually hard and complicated. Total quality management (TQM) is a management system that is relatively new in the educational field. To apply TQM in a school, each individual in that school should be involved in improving the quality of education. It is not something that the management applies or dictates to the staff, but rather a system where there is a continuous effort from each management and staff member to do everything properly and effectively.

According to “Total Quality Management in Education” by Edward Sallis, here are the main features of implementing TQM in education:

1) Continuous Improvement. TQM in education is not a specific plan that has a start and end date. When a school starts adopting TQM, a shift in the whole system has to occur. Instead of the short-term projects that they carry out in order to reach a certain level of quality, a permanent strategy of reaching better quality is adopted.

2) Kaizen. Because TQM is a vast concept that can sometimes be misinterpreted as impractical, it is useful to introduce the Japanese concept of “Kaizen”. Translated to “step-by-step improvement”, Kaizen is a strategy where small steps of improvement are planned and achieved in order to maintain the continuous quality improvement that TQM requires. Kaizen really brings out the practical advantages of TQM in education, making it one of its most important fundamental features.

3) Changing Cultures. Change can never occur with a press of a button. It takes time, effort, and, most importantly, an environment that encourages this change and develops it. To achieve this environment, management should first provide teachers with the tools and the space they need to change their attitudes and behaviors. For teachers to be able to develop, they need resources and tools that can help them. Moreover, school management

needs to appreciate and encourage the development they observe. Teachers will continue to put effort when the change they are going through is acknowledged.

4) Upside-down organization. Applying TQM in education properly requires a change in the management hierarchy too. Since every individual in the institution is striving to be better, management needs to give the staff the space to do so. The system will not work if everyone has to follow the orders of the administrators. Each staff member will need to find the best way s/he can improve and work on themselves and their students. The role of the management here will be to lead by example and to guide the staff.

5) Focusing on customers. In the end, customers are the central focus of TQM. Therefore, it is important to not only try to give them high quality service but also to keep close to them. In an educational institution, your customers are the students and their parents, and the service is the education they receive.

Feasibility analysis of TQM implementation in universities

It is feasible for universities to implement Total Quality Management. Although the overall quality management is initially mainly applicable to the production department of the enterprise, and the product quality standard of the enterprise and the talent training quality standard of the university teaching, and the production process of the enterprise products and the talent training process (including the teaching process) of the university have qualitative differences. However, the two have similarities in the quality management objectives and the conditions required to control to achieve the quality management objectives. The quality management goal of both is to improve the quality of "product" and improve the efficiency and efficiency of management work according to the needs of society and consumers; to achieve the quality management goal, both should control many influencing factors and mobilize the enthusiasm and initiative of all departments and people; to improve the quality of "product" and both should control the whole process of "product" production. Many commonalities in the two-quality management make it possible to "transfer" the theory of overall quality management to the field of university management. In fact, the theory has been applied by universities in many countries around the world.

First, the implementation of Total Quality Management is beneficial to correct the deviation of the traditional teaching management objectives. Influenced by the planned

economy system and the enrollment and distribution policy at that time, the teaching objectives of Chinese colleges and universities were formulated according to the abstract social requirements and simple academic standards. Goals do not need to address the needs of specific social employers, students and their parents. With the establishment and development of the socialist market economy, the continuous large-scale expansion of enrollment, and the change of enrollment and distribution policies in colleges and universities will inevitably lead to the increasingly diversified quality standards of the social demand for talent, and cause the increasing pressure on students' employment and the survival and development of schools. The original teaching objectives and teaching management objectives of colleges and universities are less and less adapted to the needs of social development and university development. The implementation of Total Quality Management is conducive to correcting the deviation of the traditional teaching management objectives, and helps colleges and universities establish their own management goals according to the social needs, the needs of employers, students and parents. On the premise of ensuring the basic teaching objectives established by the country, we will develop our own characteristics, and finally achieve the quality management goal of satisfying consumers and benefiting all members of the organization and society.

Secondly, the implementation of Total Quality Management and the attention to the full participation of quality management are conducive to overcome the limitations of simple administrative management in traditional teaching management, and mobilize the enthusiasm and initiative of all teachers, students and staff to participate in school quality management. Traditional teaching management attaches great importance to administrative management, and regards all the teachers and students as the objects of management and control, rather than treating them as the main body of management. It is difficult to mobilize the majority of teachers and student's staff to participate in the school teaching management initiative. Total Quality Management requires everyone to participate in the management, everyone to care about the quality of teaching, and pay attention to mobilize all people's enthusiasm for work and management.

Third, the implementation of Total Quality Management, paying attention to the whole process of quality management, can make the management of teaching quality to do "nip in the nip". The improvement of teaching quality is not only related to the work quality of all the staff in the school, but also related to the whole process of teaching work. Market research, curriculum design, classroom teaching, examination and evaluation and other links

will affect the quality of teaching. Traditional teaching management often only emphasizes the inspection and check after the event, ignoring the process management. Total Quality Management pays attention to the management of every link in teaching work, especially the role of prevention, and improves the scientific nature of management work.

Fourth, the implementation of Total Quality Management pays attention to the all-round quality of quality management, to avoid the traditional teaching of quality management in each department in their own way, "independent combat" defects. School is a system, and teaching work is one of the subsystems. The improvement of teaching quality depends not only on the joint efforts of all departments of the system, but also depends on the cooperation and coordination of other systems and other departments of the school. The improvement of teaching quality is the result of the joint efforts of all departments in the school system. The Traditional school teaching management regards the improvement of teaching quality only as a matter of the educational administration department, and it is difficult to give full play to the overall advantages of the school system and obtain the added value of the system function, so it is difficult to maximize the teaching quality. Although each department should have its own work objectives and tasks, teaching is the center of all the work of the school, and improving the quality of teaching should be the systematic goal of the school system, and it is the common pursuit of all the subsystems of the school.

The operation of the Total Quality Management System of colleges and universities.

The improvement of education and teaching quality is the core issue of school development, and the quality of education and teaching has also become a concern of all schools. If the school running is compared to the enterprise production, and the talent demand of enterprises is compared to the demand of customers, then the pursuit of schools and enterprises is to meet the needs of the served objects. As the breakthrough point, the management concept of the TQM introduced into the talent training process, namely "Considering that under the condition of fully meeting the needs of enterprises, conducting research, talent training program design, education and teaching, and serving for the regional economic development, the activities of the school's internal talent training program research and formulation, talent training, teaching process monitoring and talent training quality

improvement are integrated" . The introduction of the advanced concept of enterprise Total Quality Management (TQM) plays a positive role in improving the quality of school education and teaching.

1) A teaching management system characterized by the whole process, full staff and comprehensiveness

For the colleges and universities, themselves, the construction of the teaching management system requires the participation of teachers and students in the whole process, all members and the full participation. From basic teaching task planning to teaching process verification, teaching link control, experimental teaching management and teaching information feedback, it involves all aspects of college education. In the process of implementing Total Quality Management, the most important thing is to manage the internal faculty and staff of colleges and universities. For the teaching staff group, a strict teaching quality responsibility system and management system are established according to the different work content, so as to ensure that each faculty and staff can understand their own work category and every step of teaching management. Suddenly, it can also improve their awareness. At the same time, they can also carry out quality evaluations in different ways in the school. All faculty and staff participate and discuss it openly, so as to finally realize the effective distribution and responsibility coordination of college education quality management.

2) Detection and evaluation system of teaching effect

The college education system is different from the primary and secondary education system. The teaching quality evaluation and testing of college education is very complicated, so the testing of the teaching effect of colleges and universities should run through the whole college education. It is necessary to evaluate students' learning results, evaluate the teaching effect of teachers, and investigate students' learning satisfaction and knowledge and skills mastery. This is also the "customer satisfaction" survey that TQM concept has always attached importance to. Only in this way can the inspection and evaluation of teaching effect be truly Colleges and universities have improved as a whole, and students are more emotionally recognized. Teachers attach importance to the quality of teaching and the construction of quality culture, so that colleges and universities themselves can continue to make progress and improve.

3) Incentive system

For any enterprise or university, internal employees or faculty and staff need to use appropriate measures, methods and policies to stimulate their enthusiasm for work and improve their creativity. Incentive methods can be roughly divided into material incentives and spiritual incentives. Incentives can be implemented through quality culture evaluation and grade evaluation, and more excellent educators can be encouraged to forge ahead and constantly study and research. Only then can colleges and universities form a stable team of teachers, so as to ensure the continuous improvement of the quality of teaching in colleges and universities. High.

4) Full-staff training system

An enterprise needs to pay attention to the training of employees. Colleges and universities should pay more attention to the comprehensive and continuous training and education of teachers in school, so as to ensure the continuous improvement of teachers' own knowledge reserve and teaching skills, so as to deeply implement the teaching quality management in colleges and universities. In the construction of the training system for college teachers, we should give priority to improving teaching ability and meeting the teaching needs of student groups. According to the TQM concept, it is the foundation to pay attention to the needs of customers and promote continuous quality improvement. Therefore, for colleges and universities, ensuring that the teaching team of colleges and universities is in line with the world in terms of teaching level is very helpful for the improvement of teaching quality in a university, and also meets the latest requirements of current teaching quality management.

5) Employer feedback system

Colleges and universities themselves also need to actively contact employers, timely communicate and understand the current society's needs for different professional talents, adjust the teaching plan and teaching content in time, and provide relevant majors and courses in a targeted manner, so that they can truly serve students, provide guarantees for their future development, and put students to As the basic goal, we should form a good quality culture of colleges and universities and realize the overall quality management of colleges and universities themselves.

Conclusion

The establishment of a Total Quality Management System can make the teaching and management of colleges and universities more scientific and systematic, so as to improve the teaching quality of colleges and universities. After the establishment of a Total Quality Management System, scientific implementation and training should also be conducted. Only in this way can the TQM management system be truly integrated into the daily work and study of college teachers and students.

The implementation of Total Quality Management in colleges and universities in China can bring greater improvement to teaching and management. Through the quality analysis and improvement of comprehensive quality, the teaching quality of colleges and universities can be improved, and more and more excellent talents are cultivated for the society. In addition, the teacher is an indispensable important force to promote the development of higher education, through TQM technology can be the teachers' overall scientific and reasonable division, classification and organization work to improve the professional level of university administrators, strengthen the construction of teachers' ability structure, improve the overall quality of teachers to improve the teaching quality and efficiency of higher education in our country.

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Organizational Culture in Chinese Educational School

Shihao Xu¹ and Thada Siththada²

Abstract

The educational system in China is a major vehicle for both inculcating values in and teaching needed skills to its people. Traditional Chinese culture attached great importance to education as a means of enhancing a person's worth and career. Chiefly, it covers a range of universal ideas, beliefs, values, behaviors, criterion, and measures which may be both explicit and implicit. The study on organizational culture has gained much attention among scholars in many areas of study, just like in educational field. Organizational culture makes a group unique and different from others. Every organization has its own culture and is firmly entrenched as a key element in the organization. Organizational culture in Chinese educational school presents content and details on building an organizational culture which is very important for working together. In which all content mentions various types of heads as follows; Background of organizational culture, definition of organizational culture terms, organizational culture in Chinese educational school, and conclusion.

Keywords: Organizational Culture, Music Teacher, Professional Development

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Legalization of educational administration promotes the provincial management of university students in China

Xu, Xin¹ and Thada Siththada²

Abstract

Nowadays, the advent of the digital age affects every aspect of social development. This in particular brings opportunities and challenges for improving education and teaching in colleges and universities. In the digital age, arts education curricula must evolve and adapt to meet the changing needs of teachers. Teach that gives knowledge to students but at the same time, it must maintain its original function that has been important to art education for centuries. This article aims to provide a valuable perspective on arts education in the digital age. Analyze problems, risks, opportunities, and challenges in the development process. and combined with digital art teaching and Dewey theory. Present recommendations related to digital arts education. of colleges and universities to promote comprehensive arts education and be able to develop and improve the art and science content of teaching and learning and improve the quality of teaching and learning.

Keywords: Art education, Education Management, Digital Age

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Introduction

With the advent of the digital age, data transmission and information exchange are fast, large in scale, and present various types, complex structure and low value density, which makes the university education management focusing on teaching management, student management, scientific research management and faculty management usher in new opportunities for development. For the educational management of universities, digital is like a double-edged sword. (Chua, A. Y., & Heng, S. K. 2010). On the one hand, it brings great development opportunities for the art educational management of universities, enriches the contents and ways of the work, and greatly promotes the efficiency of the educational management, Better stimulate the creation of art. But at the same time, the digital also brings a series of problems and challenges to the educational management of universities. (Danum Chakwal, B. G., & Suleiman, M. M. 2020). Therefore, colleges and universities should firmly grasp the opportunities brought by digital, and timely adjust the ways and strategies of education management, so as to effectively meet the challenges, comprehensively optimize the education management, and promote the healthy development of colleges and universities by carrying out digital education management.

Background of digital age

The characteristics of the digital age are mainly two aspects: technology and innovation, which make the digital education management in the new media era of great significance and of great significance for Art education management. First, in terms of technology, the rapid development of Internet technology creates a new environment for opportunities and challenges. More and more science and technology in student education management is widely used, especially the computer of information technology and the application of Internet technology, but also in improving the college student education management efficiency, deepen the talent training mode construction, play an important role, is to create Art education management is of great significance. It can be seen that the digital age technology produced under the development background of the new era has a profound impact on strengthening the efficiency of student education management in private colleges

and universities. Second, is the innovation aspect. (Grand-Clement, S. 2017). In terms of innovation is based on the new media era of college students 'education management of new phenomena and new demand, the new media under the background of college students' education management innovation strategy has carried on the thorough discussion, and in the analysis of new media technology and concept, on the basis of advantages, a comprehensive summary network psychological behavior and education counseling, college students affairs management, college students' employment entrepreneurship guidance, college students affairs management platform construction of effective path.

Opportunities for digital practice of University Art Education Management in the digital era

Timely and convenient information transmission.

The digitization of new media involves a very wide range, including various network media, digital TV, Facebook, etc. The core of these new media lies in the application of digital technology. (Zhao, C., & Tian, Y.) When digital technology is applied, computer technology processes and processes all information content. In this way, diversified information content can be transmitted through technology, which greatly improves the requirements of information transmission media on speed, bearing capacity and convenience. The rapid popularization of network platforms and media provides a brand-new platform for education management, through which students can timely understand school information and national policies and other information. When the digital technology is fully applied in the educational management of colleges and universities, the information transmission in all aspects will be very timely, highlighting its convenience, and laying the foundation for the efficient transmission of educational management information.

Strong information interaction, convenient for managers to find and solve problems in time.

Current college students are very open-minded, and the emergence of digital age undoubtedly provides them with a platform to express their views and share their lives. Computers are everywhere, and they are transforming the human world. The technology of computers and the Internet is radically changing the ways that people learn and communicate.

In the midst of this technology-driven revolution people need to examine the changes to analyze how they are altering interaction and human culture. The changes have already permeated societies around the world, altering learning, teaching, communication, politics, and most aspects of human interaction. The possibilities for improving educational effectiveness seem powerful, as a result of an information. (Battro, A. M., & Fischer, K. W. 2012). Managers can pay attention to these platforms of students, learn about their ideological trends in time, and take timely measures to solve problems once they are found. In this way, the pertinence of education will be significantly improved. (Williamson, B. 2016). For students, the big data analysis model can encourage students to carry out a detailed analysis of their learning goals, make scientific plans for their growth plans and learning visions, predict possible problems, and take effective measures to prevent them, so as to help the school realize the people-oriented modern management and further achieve the educational management goals of the school.

Problems existing in the educational management of colleges and universities in the new media era.

The education management platform is weak. In the digital age era, there are many types of education platforms, and the way for students to obtain information will be more efficient. Newer platforms mean that universities need to update the equipment platform, while the relatively backward website announcement platform of universities cannot meet the needs of teachers and students, no matter receiving information or feedback information, and it is also disconnected from the education management and operation of universities.

The application of new media technology lags behind

We prefer to take for granted that everyone has access to the latest model laptop or desktop. However, not every school has the same access to technology. Similarly, for managers, educational management staff can flexibly use traditional educational management software, platforms and methods, but they are not very familiar with and understand the operation system of new media technology, do not understand the expression of new media, or even do not know the language of new media. It cannot effectively organize and coordinate the work of teachers and students, so it cannot really meet the requirements of management,

cannot achieve good management effect, and even the enthusiasm and creativity of managers have brought certain constraints.

Information monitoring function is lacking in digital age environment

At present, communication on all major platforms is open, so students will be exposed to some backward and corrupt inappropriate remarks, which corrode their thoughts and may have a negative impact on their outlook on life, world view and values. Due to the hidden and virtual characteristics of new media, it is easy to mislead students' judgment. Once the public opinion monitoring is not in place, under the influence of these bad information, education management will lose its authority.

Suggestions on art education Management in colleges and universities in the digital age era.

Combining the characteristics of art education with art education management we will use Dewey's aesthetic theory of art, which was put forward by Dewey in his book "Art as Experience". The production of a work of art is an experience. Music and video in the new media era can help students have a better artistic experience. In practical education, Dewey put forward two concepts of "experiential education" and "social education. Experiential education refers to the acquisition of knowledge and skills through personal experience and practice, while social education refers to Communicate and interact to acquire knowledge and values. In the practice of art management, teachers can adopt various methods and strategies to realize individualized education. ". (Innis, R. E. 1998. John Dewey) In order to better implement experiential education, it is necessary to use digital management, use scientific management data to carry out art education management policies, and use digital tools and means to carry out art education management plans, so as to be more conducive to the art education management of colleges and universities, Improve the level of art education in colleges and universities.

Establish student service mechanism for art education management under digital age environment.

In the new media environment, they may encounter some backward, corrupt and inappropriate remarks that corrode their thinking and may have a negative impact on their outlook on life, world view and values. The accelerated dissemination of these negative emotions by students is not conducive to the rapid dissemination of college education management statements with the help of new media and hinders the promotion of college education management. Therefore, colleges and universities must pay more attention to the protection of students' legitimate rights and interests, formulate corresponding management mechanism of students' rights and interests, take students as the center of education management to serve, actively solve students' problems in school and rights and interests, and flexibly carry out student education management. In art education, art education has its unique nature. Art education should be more flexible and creative, and students in art education will be more innovative. Therefore, a corresponding student rights management mechanism should be formulated in combination with the flexibility of art education, so as to Students serve the education management center, actively solve students' problems in school and rights, and flexibly carry out art student education management.

Build a teaching management sharing platform to realize the sharing of high-quality education resources.

First, take advantage of multiple sharing platforms. In order to effectively solve the problems existing in educational resources, educational administrators in colleges and universities should adhere to the principle of sharing, take a variety of sharing platforms as an important carrier of information resource transmission, and complete the interaction between the subject and object of teaching management, so as to truly share high-quality educational management resources. Administrators of colleges and universities can purchase educational resource libraries and share internal campus networks to truly integrate new media into the study, work and life of teachers and students in colleges and universities. In this way, not only educational resources can be shared and co-built, but also teachers and students can participate in the interaction, so as to truly realize the development and innovation of resources. Through the extensive promotion of open resource projects and high-quality curriculum comprehensive network on the platform, the establishment of a complete resource base. At the same time, in order to better promote art experience learning, an artistic

experience system should be established, so that students can better experience art while using resources, and learn more art knowledge and innovation. Secondly, the sharing platform of teaching management should be maintained and improved. Using the education management system, fully grasp the teaching rules between teachers and students, and observe and monitor the whole process, so as to build a set of supporting teaching reform system. (Diao, S. 2020, April). At the same time, through the construction of the department sharing platform, the relationship between various departments can be coordinated and managed to improve the vitality of the organization and rapidly develop the flat characteristics of the education management organization. In addition, colleges and universities should share and analyze the public data acquired through the construction of data sharing platform, so as to provide powerful data support and help the educational administrators of colleges and universities to carry out scientific analysis and decision-making, so as to promote the continuous improvement of the level of educational management.

Art colleges need more successful leaders

Successful principals are strong, programmatic leaders who are actively involved in shaping instructional programs within the school. While this prescription may seem like common sense, several conceptual and practical issues must be addressed before a plan can be fully developed. The teaching management role of school principals can be developed. The key to solving the development problems of art education lies in the leaders of teaching management. The management of leaders makes important discoveries in the research of effective classroom teaching practice, and makes the management at the school level better affect the daily activities of interaction between teachers and students, thereby generating students' achievements.

Cultivate and introduce professional management talents to improve the innovation level of education management.

In art colleges, personnel are often faced with the situation of strong professional ability but low management skills. Due to the characteristics and particularity of art, Colleges and universities should strengthen personnel training, carry out a series of education management personnel training work, and fully operate the talents in various educational management activities in colleges and universities. (Pan, J. 2018, March). To build a team of educational management professionals with extremely high professional quality and professional ability,

carry out professional training of educational management talents, and vigorously introduce professional educational management talents, so as to achieve continuous improvement of the technical level of educational management and effectively solve the problem of lack of outstanding educational management talents. The quality of digital teaching depends on the teacher's educational technology ability. The poor quality of courseware and the phenomenon of "PPT dependence" caused by teachers' "screen" publicity are the inevitable results of teachers' poor teaching design ability and information-based teaching ability, so multi-level and multi-level Dimensions to improve teachers' educational technology capabilities. In view of the current situation that art education college teachers lack the internal motivation to use new technologies due to the influence of their subject background, they should start the teacher education technology capacity building project in schools, and take measures such as "training-application-guarantee-incentive" to improve at multiple levels and dimensions. Educational Technology Competencies for Arts Teachers. Including carrying out multi-level training on multimedia teaching design and methods, multimedia courseware production, multimedia equipment use, network-assisted teaching platform and application of high-quality course construction network, building "teacher education technology support center", courseware generation room, and introducing teaching resource sharing platform , network-assisted teaching platform, high-quality course construction network, etc., formulate multimedia teaching courseware standards, carry out multimedia course certification and excellent teaching courseware selection, and network-assisted teaching application evaluation. It is also necessary to explore the construction of a demand-oriented "trinity" training model for teachers' informatization teaching ability. The depth, breadth, pertinence and effectiveness of training have been enhanced. In addition, a demand-oriented "trinity" training model for teachers' informatization teaching ability should be constructed. In terms of training methods, training content, and training atmosphere, it should be guided by the actual needs of teachers, and on the premise of their own selection of courses, and strive to enhance the quality of training. Pertinence and effectiveness, improve the level management of digital education teachers.

Use multimedia technology to improve the evaluation system of college art education management

In the digital age era, colleges and universities should follow the concept of people-oriented, build a perfect educational management evaluation system, formulate scientific and

reasonable evaluation indicators, so as to improve the level of educational management in colleges and universities and meet the development requirements of the digital age era. (Finn, C. E., & Fairchild, D. R. 2012). Through the effective support of new media technology, the evaluation subject of higher education management covers multiple subjects, and has more diversified and socialized evaluation content. The perfection of the evaluation system of university education management is of great significance to whether it can meet the needs of students and provide a platform for students to fully display their personalities. (Hashim, H. 2018.) Therefore, it is necessary for educational administrators in colleges and universities to improve their own media literacy, deeply study the basic theories, and master and apply the digital educational technology proficiently, so as to effectively use the digital technology in the practice of educational management. Establishing and perfecting the art teacher evaluation system, guiding and motivating teachers to devote themselves to teaching is the primary measure to improve the quality of multimedia teaching in university classrooms. To this end, the school should have actively explored, use multimedia technology to improve the evaluation system of college art education management.

Conclusion

In short, in the significant period in the digital age, there is a good chance to start developing the contemporary art education management in practice. Compared with the Chinese art of traditional media and even the foreign new media art, it is especially the best time to develop the new media art education management. It is undeniable that the art education management which was generated in the background of modern science and technology is the new mainstream of the contemporary art education management world, not only subverting the traditional aesthetic concept and of education management system, but also changing our cognition of traditional education management. In addition, digital age has also promoted the cooperation and communication between art and education, and has unconsciously penetrated into all aspects of our production and life, opening up a wider horizon for art education management to the public. The educational management of college students has changed in the digital age environment. The application of digital age technology has both advantages and disadvantages. In order to use the advantages of new media digital age technology to improve the effect of educational management of college students and

control the adverse impact of the disadvantages of new media digital age technology on educational management, It is necessary to combine the digital age environment to establish a student service mechanism, cultivate and introduce professional management talents, improve the innovation level of education management, and so on to cope with the problems of student education management, carry out effective activities of student education management, and promote the modernization of college education management.

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Legalization of educational administration promotes the provincial management of university students in China

Zhang, Fengyi¹ and Ganratchakan Lertamornsak²

Abstract

With the overall advancement of the rule of law strategy and the gradual deepening of the construction of the rule of law campus, it has become an important theoretical and practical topic in the field of higher education to innovate university students' education management with the idea of rule of law in recent years. University student management is the integration of ideological education, normative management and human service. The right of university management originates from the right of autonomy and self-management enjoyed by universities according to law. University students have the right to study, the right to fair evaluation, the right to participate, and the right to remedy. The legal relationship between universities and university students is embodied in administrative and civil legal relationships.

University students' democratic participation in the affairs related to their education management is not only an effective measure to improve university students' self-education and self-management but also a basic requirement of current laws and regulations. In addition to the national improvement of relevant laws and regulations, universities need to improve the management system in the formulation of procedures, forms and content. University administrators perform their duties according to law and accept supervision. To expand the participation of university students in management and cultivate their participation ability, university students should participate in the whole

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process, comprehensive participation and participation. Give full play to the role of university students' organizations, reconstruct traditional university students' organizations, guide the development of new university students' organizations, and use new media to serve university students' management. To realize the ideological and political education and management of the rule of law, close combination, promote each other, complement each other.

Keywords: Student Management, Legalization, Chinese Provincial Universities

Introduction

With the promotion of the rule of law strategy, the deepening of the construction of the rule of law campus and the enhancement of the consciousness of rights of university students, the disputes and cases between university students and universities often occur, exposing the lack of the spirit of rule of law in the management of university students to a certain extent. Governing education and schools according to law needs to realize the rule of law in university students' management, which is the need to enhance the legal awareness of teachers and students, and is also an important symbol and inevitable choice of the modernization of university students' management.

To improve the rule of law in university student work is the inevitable requirement for the deepening of the strategy of ruling the country by law. The rule of law is to govern the country in accordance with the laws that reflect the will of the people and the law of social development, and requires the country's political, economic and social activities to be carried out in accordance with the law. It is a basic strategy for the people to govern the country under the leadership of the Communist Party of China, a marked sign of social civilization and progress, and a necessary guarantee for the country's long-term peace and stability. In 2014, the Fourth Plenary Session of the 18th CPC Central Committee issued “The decision of the Central Committee of the Communist Party of China on several major issues concerning the comprehensive promotion of the rule of law”. At the 19th CPC National Congress in 2017, the Leading Group for comprehensive law-based Governance was established to strengthen unified leadership over the rule of law in China.

The profound changes in the field of higher education require the improvement of the level of the rule of law in the work of university students. With the deepening of the rule of law, in 2017, a new edition of the “Regulations on the management of students in ordinary colleges and universities” was implemented, based on the 2005 edition of the “Regulations on the management of students in ordinary colleges and universities”, in accordance with the education law, Higher Education Law and other laws and regulations were amended. In the second chapter, the original 6 rights and 6 obligations of university students are adjusted to 7 rights and 6 obligations, which further standardizes the management behavior of university students, is closer to the actual situation of university students, and can better protect the

legitimate rights and interests of students. It has important guiding significance to the legalization of university student management.

The frequent occurrence of legal incidents of university students requires universities to improve the rule of law in student work. Cases of university students suing their universities are frequent, and incidents of cheating on exams, abuse of animals by university students, and graduates' irrational outbursts of emotion on campus have appeared from time to time in media reports, in order to understand and sympathize with university students, it is necessary to treat the behavior and responsibility of university and students rationally.

The improvement of the rule of law requirement for university students' work has put forward higher requirements for university counselors' work. University counselors are organizers and implementers of daily ideological and political education and management of university students (Ministry of Education, Regulations on the construction of counselors in ordinary colleges and universities, 2004). They are the organizers and implementers of university students' management, the main persons to face and solve the problems when they put forward their queries and complaints, and the supervisors and guarantors of the rights and obligations of university students. They are the teachers of life and the guides of healthy growth, directly related to the quality of running a school and the cultivation of students, and affect the process of running a school according to law and the construction of a harmonious campus. Counselors should strengthen the study of the theory of rule of law, improve their own legal quality, abandon work practices, and promote the rule of law management of university students.

Therefore, under the current social background, the study of the rule of law in university student management has important theoretical value and practical significance. We should actively explore the mode of the rule of law in the management of university students, improve the effectiveness of ideological and political education, and promote the development of higher education and the all-round development of university students.

Background of legalization of university student management

With the continuous development and change of society, the goal and mission of university education are also changing. The traditional knowledge imparting can no longer meet the demand of society for higher education, so the cultivation of talents requires more

attention to the cultivation of students' comprehensive quality and innovative ability. Therefore, university student management also needs to adapt to this change, to train students' legal consciousness, normative behavior and civic quality as the goal, to promote the overall development of students.

University students are a special group, they are the future and hope of society. At the same time, they may have some shortcomings in the aspects of ideas and norms of behavior. Therefore, the management of university students is particularly important. At the same time, with the expansion of the scale of universities and the increase in the number of students, campus management is facing more and more challenges. Traditional administrative management models may not be effective. Therefore, with the idea and means of the rule of law, through the establishment of sound laws and regulations and legal awareness education, student's behavior can be better standardized and management efficiency can be improved.

With the advancement of education reform, colleges and universities have become an important position for cultivating outstanding talents and an important source of national innovation ability and competitiveness. The research on the rule of law of university student management can provide scientific management mode and method for universities, improve the management level of universities, standardize the campus order, train students' social responsibility and the spirit of the rule of law, promote education reform, and achieve education goals better.

Legalization of university student management Terms

Management, which originates from human activities, has different views and views from different perspectives of scholars at home and abroad. The most influential is the classic definition given by Henri Fayol, founder of modern management theory, that management is "an activity in which all human organizations have five elements: planning, organizing, directing, coordinating and controlling". (Industrial Management and General Management, 1998)

The rule of law. The rule of law is a principle and method of governing the country that implements the supremacy of law and acts strictly following the law. It requires the law to have supreme authority and be effectively implemented, universally observed and effectively implemented in the whole society. Rule of law is a concept that characterizes the strategy of governing the country or the way of social regulation, a rational principle of acting according

to law, a rational social state and an ideal social order. It is also a comprehensive concept with multiple meanings, a perfect combination of democracy, freedom, equality, human rights, reason, civilization, order, efficiency and legitimacy. The rule of law is the system of social behavior norms, which embodies the behavior organization schema of certain value connotations. The rule of law is also a mode of national governance limited to the field of public law, a thought of governing the country with multiple connotations.

University student management. In 1990, the term "student management" was used for the first time in the "Regulations of Students Administration in University and Universities". University student management, in a broad sense, covers the scope of education, management and service for students. It is the integration of ideological education, standardized management and human service. Abroad it is commonly called "student affairs". University student management is based on the social development and the actual situation of students, universities effectively use human, material, financial and other resources, not only discipline requirements and behavior control of students, but also education and service for students, in order to achieve the goal of training qualified builders and reliable successors for the country and society. Therefore, we believe that according to the national conditions of our country, university student management is to use counsellors and other university students' management subjects to educate, manage and serve university students in various aspects of study and life, so as to achieve the goal of all-round development, healthy growth and smooth success of university students.

The rights of university students. The rights of university students refer to the rights of university students as both citizens and educators as stipulated in the "Constitution" and laws. "Constitution", "Education law", "Higher education law", "Regulations for the management of students in ordinary colleges and universities" and so on have relevant provisions for the rights of university students. In September 2017, the "Regulations for the Management of Students in Ordinary Institutions of higher learning" clearly listed seven rights that university students should enjoy while at school, further reflecting the people-oriented spirit. Combined with laws and regulations, the rights of university students include 1) the right to equal access to education, which is authorized or prohibited by both the Constitution and the education law; 2) participation in educational and teaching plans, equal use of school educational and teaching materials; 3) participation in campus activities, access to employment and entrepreneurship guidance and services; 4) application for scholarships, grants and student loans; 5) access to fair evaluation; 6) participation in the democratic

management of schools following the law; 7) the right to appeal and Sue; 8) other rights provided for by laws, regulations and school statutes.

Basic legal issues of university students' management

The legal status of the university and the legal relationship between the university and students are always controversial issues in Chinese academic circles. The legal status of civil subjects is clear, but the legal status of administrative subjects is not clear. (Zhang Yu, 2017)

1. The legal nature and status of universities

The institutions of higher learning in our country have the legal status of the institution's legal person. The "General Principles of Civil Law" formally established the legal person system of our country. Subsequently, the "Civil Code" adopted in May 2020 divides legal persons into two categories: profit-making legal persons and non-profit legal persons. Among them, according to the "Civil Code" Article 87, non-profit legal persons are specifically divided into institutions, social groups and so on. With the implementation of "General principles of civil law" and "Civil Code", the legal status of institutions of higher learning in our country has been recognized. At the same time, universities in our country are authorized by national laws and regulations. They can exercise their own power to manage students within the scope of authorized by laws and regulations, such as academic certificates and degree conferment. In addition, universities also have the legal status of administrative counterparts when they accept the administration and supervision of relevant government departments and other administrative subjects.

2. Legal relationship between universities and students

Our current laws and regulations have not yet made a specific provision on the legal relation between school students. In the academic world, there are mainly the following views:

1) Civil legal relations. According to the provisions of Article 30 of the "Higher Education Law", Chinese institutions of higher learning enjoy civil rights and bear civil liabilities following the law in civil activities. But the current normative documents of our country's laws and regulations simply locate universities in the subject of civil law and generally give legal

disputes between universities and students together in the handling of civil law, which is not in line with the legal position of universities in the current new period and the situation in our country. In particular, when universities make unfavourable decisions in the management of students' school roll, such as punishment, dropout, no degree awarding, etc., resorting to civil law cannot solve this kind of problem well.

2) Administrative legal relations. In the judicial practice of administrative education in our country, courts have confirmed the legal status of "authorized organization of law and regulation" in this administrative subject. However, institutions of higher learning must have some rights to carry out civil activities as civil subjects. For example, when students are enrolled, they pay certain tuition fees, books and accommodation fees to universities. When universities receive these fees, they have the reciprocal obligation to provide students with quality education. When universities and students have disputes similar to this part, simply using administrative laws to deal with, them cannot be a good solution to this part of the dispute.

3) Double legal relationship. The legal relationship between universities and students is complex and special, which cannot be manifested as a single civil legal relationship or a single administrative legal relationship. Most of the time, it must include both civil legal relationships and administrative legal relationships. This is determined by the particularity of the legal status of "public official" in Chinese universities. Schools inevitably need a certain degree of autonomy in running schools, but this power is not arbitrary and should be subject to the supervision of the people and laws in various directions and channels, including public power. Therefore, in the dual legal relationship between university and student management, which includes both civil and administrative, the boundary between civil and administrative is not clear-cut. At the same time, the status of the civil legal relationship between universities and student management is not completely equal in the unique environment of universities.

Special research on legalization of university student management

From the standpoint of the rule of law, it comprehensively applies multidisciplinary theories to carry out research on the legalization of university student management from the perspective of university organization, and specifically expounds the legal basis, double value, internal requirements, existing problems, cause analysis, and realization path of the

legalization of university student management. The ideal prospect of university student management by law is built, which provides a necessary reference for the research, provides a basic framework and research ideas for the discussion of university student management by law, and lays a foundation for further in-depth study of university student management by law.(Yin Xiaomin, 2008)

The judicial review of school management order is an important symbol of the rule of law, and the management concept of colleges and universities must be infused with the spirit of the rule of law and the consciousness of safeguarding rights (Wang Youhai, 2021). This is the main problem and key link of the rule of law in university management, revealing the lack of rule of law in university management relations and those outdated traditions and behaviours are gradually being replaced by reform. School regulations are contractual, which is of great significance for balancing the power of colleges and universities and students' rights, and promoting the legalization of students' management in colleges and universities (Lao Yemao,2018). This paper discusses the legalization of university student management from different perspectives, which provides abundant reference materials for the research.

Research on rule of law theory

In recent years, the academic community has also set off a wave of research on the rule of law. In the new era, the rule of law is the key word of socialist core values, and some scholars have elaborated the connotation of the rule of law, the history of Chinese and Western rule of law thoughts, and the course of rule of law construction in China. The thought of rule of law in Marxist classics is an important part of Marxist jurisprudence, the theoretical basis for our socialist rule of law construction today, and has important guiding significance for us to further promote the rule of law in an all-round way (Zhang Wenxian, 2021).

From the perspective of Marxist jurisprudence, this paper puts forward the core content of Marx and Engels' early philosophy of law and its contemporary significance, which is of guiding significance to China's legal theory and legal practice. It points out that the core content of Marx and Engels' early legal thought is law, freedom, equality, human rights and justice. Its contemporary value is shown in that it is beneficial to the systematic study of Marxist legal theory, to promote the sinicization of Marxism and to perfect the socialist legal

theory system. It is conducive to the cultivation of socialist core values. It will help guide the practice of the socialist rule of law (Xia Yongmei, 2014).

The Academic Development Report of Marxist Theory Discipline (2020) represents and reflects the current situation of socialist rule of law education in the theoretical and educational circles, especially the research on socialist rule of law education for university students (School of Marxism, Peking University, 2022). The purpose of rule of law education is to let university students know the law, understand the rights, exercise the law and enjoy the rights.

Research on legalization of ideological and political education of university students

The ideological and political education of university students adheres to the combination of rule of virtue and the rule of law. The combination of "rule by virtue" and "rule by law" under the guidance of "university students-oriented" can play a positive role in promoting the ideological and political education of university students. (Lian Qi, Li Yan, 2014). The rule of virtue and the rule of law can be used for reference in the ideological and political education of university students, grasp the relationship between education and management, freedom and standardization, and improve the effectiveness of ideological and political education of university students.

Optimization of the legal environment in the ideological and political education of university students. A good legal environment is the trend of the reform and development of higher education, an important way to deepen the ideological and political education of university students, and a strong guarantee for the scientific development of ideological and political education of university students (Peng Yang, 2017). In the path of optimizing the policy environment of ideological and political education for university students, we should gradually construct the legal standard system of ideological and political education for university students, perfect the implementation mode of legal governance of ideological and political education policies for university students, and strengthen the supervision system and accountability mechanism of ideological and political education policies for university students.

Relevant research in the field of educational law

In the field of education law, the relevant research has carried out scientific, in-depth and forward-looking discussions on the national right to education, the right to school education, the right of citizens to education, school law issues, educational equality, rights protection, students' rights and obligations, disciplinary rights, the legal system of higher education, and the process of making school regulations. This paper explains the basic theory and practice of our educational legal system.

1) Degree awarding disputes. Legal disputes caused by the cancellation of students' degrees due to cheating in exams and other reasons are increasing day by day, and have become a more concerned issue in society, education and legal circles. At present, different courts treat such cases with different results. The criteria, conditions and procedures for conferring degrees are controversial in practice. The main focus of the dispute is: First, whether disciplinary behaviour such as cheating in exams can be used as a condition for awarding degrees. The second is whether the score of English and other courses (or English grade certificate) can be used as a condition for degree-awarding. The third is whether the examination and approval of a dissertation is legal. Fourth, whether the procedures for awarding degrees are fair. The fifth is whether the relief is in place when the degree is not awarded (Wang Youhai, 2021).

2) Legal status of colleges and universities. At present, the legal status of colleges and universities in China mainly includes the theory of multiple legal statuses and the theory of official legal persons. Multiple theory means that colleges and universities can be the administrative subject, the administrative counterpart and the civil subject. According to the theory of public legal persons, there are many similarities between public institutions in China and civil law countries in terms of functions, and public institutions such as schools are positioned as public legal persons. In the process of social transformation, there may be a more complicated side of Chinese universities. Only by understanding the legal status of universities can we further clarify the legal relationship between universities and students, solve disputes and contradictions between students more effectively, and safeguard the rights and interests of legitimate subjects (Leng Xiangyu, 2021).

3) Legal relationship between universities and students. The relationship between universities and students is based on whether students have entered universities to receive education. The main feature of the legal relationship between universities and students in

China is subordination-type, and the two subjects of the legal relationship are unequal (Zheng Yanju. 2021). In view of the legal relationship between universities and students, the above views have different focuses. It is necessary to examine what kind of legal relationship between universities and students is, which is the logical premise of this study. It is related to the rights and obligations of schools and students, the application of laws and regulations, and the maintenance of students' vital interests.

Reflection and innovation research on university student management system

1) Improve the disciplinary system of university students. Disciplinary action against university students, the research content mainly focuses on the disciplinary standards, procedures, and remedies after disciplinary measures for university students. It involves how big the field of disciplinary norms in colleges and universities is, whether the behaviour of the punished party belongs to the scope of disciplinary norms in colleges and universities, whether the degree of punishment to students is moderate, and whether the basis of punishment is legal (Dong Zhenrong & Jiang Jun 2016). Clarifying the school education rights can achieve the purpose of confirming the nature of disciplinary action in colleges and universities, and can dredge the litigation channels that cause disputes. The main contents of the study include how to define the nature of disciplinary behaviour, what principles should be followed, and how to seek relief for students who refuse to accept disciplinary decisions. The disciplinary right of university students is the legal power of colleges and universities, and it is also a kind of public power with an administrative character (Qi Zhuang, 2023). What is the nature of university students' disciplinary rights? Disciplinary standards, procedures and remedies need to be further studied by the workers in the field of university students' education management.

2) Improvement of university students' appeal system. University students' right to appeal has always been one of the important rights stipulated in the Constitution and educational laws and regulations of our country. In essence, student appeal is a right relief method brought by students. Perfecting the appeal mechanism of university students is not only an inevitable requirement to fully implement the strategy of governing the university and teaching according to law but also an important thrust to maintain the management order of universities and strengthen the construction of harmonious campuses. In 1999, Tian Yong sued the University of Science and Technology Beijing for refusing to issue graduation certificates

and degree certificates, which was widely regarded as "a landmark case in Chinese administrative law". The on-campus appeal mechanism of colleges and universities has the advantages of low cost, more in line with the cultural and psychological characteristics of the actors, conducive to the internal monitoring and error correction of the school, and respect for the autonomy of the university, so it should be used as the pre-procedure of administrative reconsideration or administrative litigation (Yao Rong, 2022). To explore how to construct a set of perfect campus appeal relief systems, the key is to clarify the institution or organization of the appeal, the scope of the appeal, the appeal procedure and the authority of the appeal institution.

Research on university students' rights from the perspective of the rule of law

It is mainly reflected in the research of what rights university students include and the ways of infringement, protection and relief of rights. The infringements of university students' rights include the right to education, the right to personality/property security, the right to fair evaluation, and the right to participation (Sun Jinjin, 2022). The legal rights of university students mainly include the right to education, personal rights, property rights, right of association, right to scholarships, student loans and grants, right to fair evaluation, etc (Huang Chongjing, 2018). The construction of university students' rights and interests protection organization is an effective way to realize university students' rights relief.

Conclusion

The research on the rule of law of university student management is based on the comprehensive promotion of the rule of law in our country, the background of deepening reform of higher education, and the innovation research of university student management. The purpose is to improve the effectiveness of ideological and political education of university students, improve the scientific management of university students, protect the rights and interests of university students and promote their all-round development.

The legalization of university student management is a feasible model to solve the problems existing in university student management. In particular, the Fourth Plenary Session

of the 18th CPC Central Committee issued “The decision of the Central Committee of the Communist Party of China on several major issues concerning the comprehensive promotion of the rule of law”, which made it clear that the rule of law is a key link and key area of all work. In the field of higher education, it is inevitable to govern education, schools and schools according to law, and it is also inevitable to require university students to govern by law.

Universities have basically possessed the conditions of legalization of university students' management. There are laws and regulations for student management in universities, and a standardized institutional setup and management system has been established. The consciousness of equality, democracy, rule of law and responsibility of university students has been gradually enhanced, and they actively participate in various school management activities. The legalization of university students management can promote the law management of universities, enhance the effectiveness of university students' ideological and political education, promote the construction of a harmonious campus, and improve students' consciousness of the rule of law.

The legalization of university student management is a systematic project, which requires the cross and integration of various disciplines in theoretical research to realize the integration of research resources, and the mutual cooperation, mutual influence and interaction among various subjects such as universities, counselors, other university student managers and university students in practical application.

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