

# Transform Management Concepts and Improve the Quality of Higher Education

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**ABSTRACT.** *Under the background of the popularization of higher education, the internal and external environment of university management has undergone great changes. In order to adapt to this change, universities must change their management concepts. This paper will focus on the development of higher education management. The management concept will change from closed to open, centralized to decentralized, plan to market, extensive and unconventional cost to intensive computing, and the concept of single education will be changed into multiple. The five aspects of the education quality concept are explored.*

**KEYWORDS:** *Management philosophy, Quality of higher education, Open*

## 1. Introduction

As society pays more attention to the quality of higher education, universities have also taken a series of measures to respond. Since the 1990s, colleges and universities have learned from the comprehensive quality management experience of enterprises [1], trying to find a good way to guarantee the quality of higher education. From the perspective of concept and practice operation, total quality management is not completely applicable to colleges and universities, especially universities, but the quality management concept contained in it provides an important reference for the development and practice of China's higher education quality management concept research.

## 2. Closed and Open

### 2.1 Open to Society

The opening of colleges and universities to the society mainly reflects the two aspects of the community and enterprises. First, the opening of colleges and universities to the society mainly means that colleges and universities provide services to the communities in which they operate, and freely open the resources of the schools to meet the needs of community residents. At present, some universities have made useful attempts to provide sports facilities and book resources to local communities. Universities need to provide some software services to the community, such as providing consulting services to the community [2], or providing useful advice for all aspects of community building. Second, the opening of colleges and universities to enterprises is mainly reflected in the mutual information communication between universities and enterprises, and the establishment of some positive cooperative relations. For example, some universities form a mode of integration of production, teaching and research. Colleges and universities actively cooperate with enterprises, which can promote the transformation of teaching and research in schools, enhance the school's ability to adapt to changes in the outside world, improve the quality of school running, and thus achieve the goals of colleges and universities.

### 2.2 Internal Courtyards Open

The opening between the various departments within the university mainly refers to the sharing of resources and the effective communication of information between the various departments within the university. On the one hand, because of the comprehensive problem solving in the era of knowledge economy, it is necessary to have close exchanges and cooperation between teachers of various disciplines, and the sharing of resources between departments can be completed, which is conducive to the integration and optimization of university resources. The use of resources is more effective. On the other hand, the current graduates of colleges and

universities are not suitable in many employment situations [3]. Therefore, it is required that the talents trained by colleges and universities should have a wide range of abilities, familiar with all aspects of knowledge, and have many abilities to solve the problems associated with employers. Some researchers have proposed to break through the limitations of traditional, fixed disciplines, classrooms, books and traditional teaching models, and to diversify their ways of thinking and teaching methods. Therefore, from the perspective of theory and practice, the management philosophy of colleges and universities must change from closed to open.

### **3. Centralization and Decentralization**

#### ***3.1 University and Government Decentralization***

The decentralization between universities and the government requires the government and the education administration to allocate a certain degree of freedom to the university or to handle university affairs based on the education law. This kind of decentralization is conducive to the school's flexible adjustment of goals for social changes, while improving the professional setting of the curriculum design and training methods to cultivate talents with individual and social needs. Second, the university needs to be decentralized with the government. With the ability to deal with the specific affairs of the school, the school will expand the access to resources under the fierce competition of popularization, rationalize the training objectives [4], and finally form its own school-running characteristics. Finally, the decentralization between the university and the government will be more. Can promote the academic development of the university, academic development can not be achieved through the adjustment and control of the government, it has the corresponding normative.

#### ***3.2 Partial Rights in Colleges and Universities***

There are two inherent requirements for decentralization within a university: one is that the internal administrative power of the university is no longer higher than the academic power, and the other is that the school delegates certain powers to the departments or allocates power in parallel departments because, on the one hand, In the stage of mass education, the scale of the school is expanding and the management methods are diversified. It requires the internal management power of the university to be re-distributed rationally, decentralizing power, so that grassroots or parallel management units can quickly and effectively handle daily affairs, thus improving The effect of management. On the other hand, the original administrative power restricts academic power from adapting to the requirements of diversification of college training objectives. Under the background of diversified training objectives, the suppression of academic power by administrative power will undoubtedly affect the effect of college teaching and inhibit academic freedom of colleges and universities.

### **4. Plan to Move to the Market**

#### ***4.1 University Management Introduces Market Mechanism***

The market mechanism is an internal organic link established in all aspects of social economic activities and various parts of the social economic activities under the conditions of commodity economy. The management concept of introducing market mechanisms is a new measure to meet the requirements of the popularization stage of higher education. The management concept of introducing market mechanism is the inevitable choice for colleges and universities to survive in the background of higher education popularization[ 5]. At the same time, it can adapt to the various management changes generated under the background of popular education, adjust and resolve related contradictions. The introduction of the market management mechanism can not only enable colleges and universities to improve the efficiency of running schools, but also stimulate the enthusiasm of universities to improve management, so that universities, like enterprises in the market, strive to change the university business model, strive for educational resources, and enhance the competitiveness of school brands.

#### ***4.2 Preventing Market Risks***

In order to prevent market risks, universities should first be familiar with the uncertainty of the market. At present, the number of resources obtained by the government departments or other sources is different, and there are big differences. In order to reduce the differences, universities must develop resources. New channels, expand living space, develop a variety of programs, respond to market uncertainty, and avoid market risks.

Secondly, it is clear that it is at the level of the entire university and the existing software and hardware resources, rationally planning the development goals of the school, attaching importance to the market demand and the connotation development of the school, forming a correct orientation, guiding the school's sustainable development, avoiding due to Risks caused by incorrect positioning. Finally, moderate debt and improved school conditions are inevitable choices for the development of contemporary colleges and universities, and operate correctly at the balance between seeking development and avoiding market risks.

## ***5. Extensive transformation intensive***

### ***5.1 University Computing School Costs***

The cost of running school in colleges and universities mainly refers to the income between colleges and universities in terms of cost (ie, expenditure) and output. There are many ways to calculate the cost of colleges and universities, mainly focusing on the explicit expenditures and benefits of the school. There are still hidden expenditures and benefits in the school's expenditures and earnings. Implicit expenditures such as the loss of excellent professors, the lack of or low usage rate of school hardware facilities after purchase or completion, and the school's prevention and circumvention of accidents, the cost of lack of ability, these are implicit expenditures of schools, schools When calculating explicit costs, implicit cost should also be estimated.

### ***5.2 University Control School Costs***

The intensive cost management of colleges and universities not only includes calculating the cost of running a school, but also including the control, adjustment, supervision and correction of the actual expenses incurred by the colleges and universities, and taking effective measures to limit the cost of running schools within the predetermined target range. The completion of the cost budget.

## **5. A Single Transformation of Diversity**

### ***5.1 Establishing the Quality Concept of Multiple Education***

Concept is the forerunner of behavior, so in the management of colleges and universities, we must first establish the correct concept. The development of higher education popularization requires the cultivation of a large number of talents of different levels and kinds, and this requirement will inevitably lead us to re-establish new Educational quality concept. That is to say, the pluralistic concept of education quality in the context of popularization, the specific requirement of this quality concept is that the educational quality concept of colleges and universities should pay attention to the actual needs of society and the diversity of needs, and also pay attention to the diversity of students' needs. Therefore, we must establish a multi-cultural educational quality concept in colleges and universities to meet the quality requirements of higher education popularization.

### ***5.2 The Quality of Multiple Education is the Standard***

The school adopts a diversified education quality concept for the management, student management and teaching evaluation management of various entity departments and administrative departments. First of all, the school starts from its own resources, such as hardware facilities and teacher resources, to fully understand the needs of society and cultivate diverse talents. Secondly, management based on the quality of multiple educations must be implemented and flexibly implemented in the above three aspects of management activities, and to evaluate the management effectiveness of these management departments, and to develop corresponding supervision, reward and control systems. To guide these departments toward this management goal based on a diversified quality concept.

## **6. Conclusion**

All in all, under the current teaching background, the transformation of the concept of higher education management should be more comprehensive, from closed to open, centralized to decentralized, planned to market, extensive to intensive, single to diversified, and use new management concepts to comprehensively

improve school education management. Level.

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