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Problems and Countermeasures of Educational Administration in Colleges

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Abstract: Educational administration is an important part of university management, and it has the characteristics of periodicity, complexity, timeliness and professionalism. With the continuous development of higher education, university educational administration is also facing challenges. Current problems with university educational administration include lack of awareness and weak team strength, backward management concept and obsolete management system, fuzzy job responsibilities and lack of incentive mechanism, inadequate information construction and imperfect educational administration management system. In order to ensure the normal operation of teaching activities, the quality of educational administration in colleges and universities should also be further improved. In light of these problems, corresponding improvement measures has been put forward, including strengthening the construction of educational administration staff, updating management concept and improving teaching management quality, standardizing system management and adopting diversified incentive mechanism, improving the application of information technology and optimizing the workflow. It is hoped that by adopting these measures the overall quality and efficiency of educational administration will be greatly improved.

Keywords: Colleges, Educational Administration, Current Situation and Problems, Optimization Countermeasures

1. Introduction

Educational administration in colleges refers to the comprehensive management of educational teaching in colleges, and it generally belongs to the category of administrative management. Different from other administrative management, educational administration runs through the whole process of teaching activities. It forms the basis for the smooth operation of teaching activities, and it is the link between teachers and students [1]. High quality and efficient educational administration can improve the quality of student cultivation, stimulate the centeredness of teaching and play a better role in instructional supervision and decision-making.

2. Work Content and Characteristics of Educational Administration Management in Colleges

The content of educational administration in colleges is both complicated and trivial, and it has a very wide scope. Conventional educational administration is mainly for teachers and students, including student status management, examination management, academic grade management, textbook management, daily teaching affairs management, student cultivation program formulation, practice teaching management, quality teaching management, etc [2]. As the work of educational administration can be divided into a lot of sectors, schools generally set up teaching offices for all the departments according to their own situation, and the teaching office of each department is responsible for the overall operation and management work of the specific department.

According to the work content of educational administration management, it demonstrates the following characteristics:

2.1. Periodicity

Educational administration in colleges usually takes term or year as the unit, and it repeats around the teaching plan. Each link is closely linked, interlocking and cyclical [3]. In practical work, if there is a problem in one link, it is bound to

affect the next link. For example, after the talent training plan is formulated, the instructional tasks should be coordinated according to the training plan, the corresponding courses should be implemented and the curriculums for both teachers and students should be determined. After the end of the course, the examination, make-up examination and re-study should be arranged. The overall work has rules to follow.

2.2. Complexity

The complexity of the educational administration management in colleges is mainly reflected in the complexity of its content and wide coverage, so teachers and students are key groups in its contact [4]. Educational administrators should not only deal with students' credits, academic status and other related issues, but also solve the problems of teachers in the teaching process and do a good job of serving teachers and students.

2.3. Timeliness

Although the overall educational administration in colleges is cyclical, there are still dynamic changes in the actual management process. Educational administrators should grasp the dynamics of teaching activities in time. They adjust teaching activities according to instructional information, coordinate instructional work. So the problem will be solved in the shortest time to ensure the normal operation of school teaching.

2.4. Professionalism

Educational administration in colleges has high professional requirements for practitioners. Educational administrators are required not only to have solid professional knowledge, but also have certain practical experience to deal with problems encountered in daily work in a timely and efficient manner. In the process of contacting teachers and students, educational administrators need to have skills in language expression and communication, and properly coordinate their work. In addition, with the development of information technology, higher requirements are put forward for educational administrators. They should be good at using information technology knowledge and the Internet to improve working efficiency.

3. Current Situation and Problems of Educational Administration in Colleges

With the development of social economy and higher education, the educational administration management in colleges is also progressing in the development, and it is getting more and more attention. It has improved in terms of personnel ratio and efficiency improvement. But there are still a series of problems in educational administration.

3.1. Lack of Awareness and Weak Team Strength

High-quality administrators are the basis for improving the level of educational administration management in colleges and universities. Educational administration management has strong comprehensiveness and professionalism, which puts forward requirements for the academic background, work competency and information technology literacy on the part of educational administrators. However, at present, the strength of university educational administrators is weak, mainly reflected in two aspects. First, the composition of personnel is complex and the mobility is high. Secondly, they lack strong professional knowledge.

There are many types of educational administrators. Some are transferred from counselors or other administrative positions, some are the spouses of school teachers, and some are part-time teachers. The overall team is old, which brings many uncertainties to the educational administration management. In particular, the large number of part-time employees and high mobility make the management work discontinuous. Part-time staff often leave their job shortly after they are familiar with it. It not only brings trouble to the transfer of work, but also makes full-time staff overloaded. At the same time, due to the complex composition of personnel, educational administrators have different educational levels and professional backgrounds, lack of learning ability and strong professional knowledge [5]. Repeated working mode makes the enthusiasm of educational administrators gradually decline. They only mechanically complete the established tasks and lack the consciousness of innovation. Although they strictly implement various management regulations, they do not implement the "people-oriented" concept in place and have weak awareness of management. In addition, some educational administrators do not have enough knowledge on information technology and cannot innovate their working methods. They have always adopted the traditional working mode, which affects their work efficiency.

3.2. Backward Management Concept and Obsolete Management System

The backward management concept is one of the reasons that limit the development of educational administration in colleges. The constant concept will hinder the innovation and development of work. Therefore, advanced management concepts are particularly important to improve the efficiency of educational administration. At present, the concept of educational administration management in some colleges and universities has not been applied to the rapid development of modern university education. Educational managers are faced with the contradiction between backward concepts and rapid development of education. They cannot actively innovate management concepts and are difficult to adapt to the needs of modern management [6]. In addition, the communication and coordination between some educational administrators and teachers and students are not in place, and the consciousness of service is weak. The teachers and students feel that it is difficult to do things, and the educational administration personnel feel that no one cooperates with the work, which affects the normal operation of teaching activities.

At the same time, in the management of educational

administration in colleges scientific and innovative management system form constraints on one hand, but ensure the smooth progress of work on the other hand. At present, although the educational administration management in universities has formed a system, the management system in some universities is slightly obsolete. Most of the educational administration work is mechanical. It is carried out according to the universal system or by virtue of previous experience. It lacks the link of induction and summary, and the system updates slowly. It is not combined with the actual situation of the school. The management efficiency and quality are difficult to meet the existing teaching situation of the school. This makes the educational administration lack of practical and normative system, affecting the sustainable development of schools.

3.3. Fuzzy Job Responsibilities and Lack of Incentive Mechanism

The educational administration management in colleges involves a wide range. In addition to maintaining close contact with teachers and students, it also overlaps with counselors, department directors, deputy dean in charge of teaching affairs and so on. They deal with more transactions and have more people in contact, so there will be blind areas of management inevitably. The division of labor is not clear enough, the job responsibilities are vague, resource allocation is unscientific, and there is a lack of effective constraint mechanism [7]. This makes part of the work unable to be quantified, individual job overloaded with heavy task, bringing pressure and burden to educational administrators. Over time, it leads to the phenomenon of prevarication in the work.

In addition to the vague job responsibilities, educational administration management also lacks incentive mechanism [8]. It is generally difficult for educational administration personnel to promote, and there are relatively few types of training. It is difficult to obtain ways from the outside to improve their level of work competency, and the space for personal development is limited. This makes the educational administrators lose enthusiasm after long-term repetitive work, which affects the improvement of the overall quality of the educational administration personnel.

3.4. Inadequate Information Construction and Imperfect Educational Administration Management System

In the Internet era, with the development of information technology, educational administration no longer follows the traditional way of work, and becomes more reliant on information technology means for data processing and analysis [9]. However, in some universities the information infrastructure is not in place. On one hand, it is reflected in the limited information literacy and computer application ability of educational administrators, which results in low work efficiency. On the other hand, there are various departments involved, the data sharing of information resources is not in place, and the efficiency of management coordination is low. In the trend of intelligent development of higher education, there are still colleges and universities continuing to use a single educational administration management mode, ignoring the use of advanced management tools. At the same time, in the process of innovating teaching management mode, some colleges and universities put main resources into the construction of hardware facilities, whereas the software upgrading is neglected [10]. Although information technology is used, there is a problem of imperfect educational administration system. A set of system is often used for many years and has not been updated. In terms of data management and maintenance, it often shows such problems as poor design and lack of matching functions, and technical problems cannot be solved in time, which reduces work efficiency and affects normal work. At the same time, educational administrators lack training plan on information technology. Facing the upgrading of technology, educational administrators can only explore by themselves, which can easily lead to fear and abandonment. Especially, staff members with senior age will choose to give up learning, making information construction more difficult to promote.

4. Improvement Measures of College Educational Administration

In order to effectively improve the management level of educational administrators in colleges and universities, conduct education both in teaching and service, and continuously improve the quality of student cultivation, colleges and universities need to improve their management mode of educational administration, so that the management of educational administration becomes more innovative and efficient on the basis of routine.

4.1. Strengthening the Construction of Educational Administration Staff

Under the new situation, higher education has not only given more responsibility to college educational administrators, but also put forward higher requirements for their ability. Educational administration is a job facing teachers and students, is a powerful auxiliary teaching activities. The spirit of educational administrators also reflects the spirit of instructional work, so it is necessary to build a high-quality team in charge of educational administration.

The staff structure should be optimized as soon as possible in view of the problems such as age and education background. At the same time it is necessary to cultivate the sense of responsibility of educational administrators, with appropriate incentives to improve their enthusiasm for work. Because they need to face different kinds of people, educational administrators should gradually improve their ability in communication and coordination, master certain communication skills, and establish a "people-oriented" consciousness of service [11]. Combined with job requirements, the staff need to strengthen the level of vocational skills, learn relevant knowledge apply to practical work, and innovative work mode, in order to achieve multiplier effect. In addition, we can also improve the

comprehensive quality of educational administration personnel through various training programs, exchange of working experience, and lectures, and guide them to combine their own school characteristics with the excellent management experience of other colleges, so as to enrich their work experience and innovate their work concepts. At the same time, it is also necessary to realize that the educational administration management is onerous and easy to bring pressure to the staff. Schools should not only improve their working ability, but also guide them to alleviate pressure, carry out self-adjustment, attach importance to their own mental health, and have a good mental state to carry out various management tasks [12].

4.2. Updating Management Concept and Improving Teaching Management Quality

One of the bases of optimizing educational administration in colleges is the development and renewal of management concepts. Educational administrators should keep up with the pace of development of the times, abandon the shackles of traditional concepts, establish modern consciousness of management, face up to the shortcomings in their work, constantly reform and innovate in the content and form of work, skillfully use new ideas, new methods and new technologies to serve teachers and students, and improve the level of educational administration management. It is also needed to establish and improve the teaching management system, coordinate the relationship between various functional departments, and monitor all aspects of teaching. At the same time, in order to ensure the quality of teaching, it is necessary to change the out-dated ways of management, establish the new and scientific management mode, and promote the sustainable development of higher education. In addition, educational administrators should gradually adapt to the new ways of working based on information technology and network, and make use of various multimedia learning platforms to make work more convenient.

4.3. Standardizing System Management and Adopting Diversified Incentive Mechanism

Enough preparation leads to success, otherwise failure will follow. Standardizing system management is the premise of smooth development of work. According to the actual situation of the school, the establishment of a sound teaching management system, relies on good institutional standards, which can ensure that there are signs and rules to follow, and ensure that the educational administration work is scientific, standardized and modernized, so that the management work can be carried out in an orderly manner. Meanwhile, it is necessary to formulate a clear distribution system of power and responsibility, clarify personal positions and responsibilities, improve the quality of educational administration through scientific and effective supervision and management mechanisms, such as supervision and inspection, teacher-student evaluation and other feedback management, and constantly supplement and improve the

system in the teaching operation, find and fill in faults, dynamically update the system, simplify the workflow and improve working efficiency.

In the management of educational administration in colleges and universities, the subject and object of management are all "people" [13], so it is necessary to consider the human factor. It is necessary to not only a standardized system, but also carry out flexible management of educational administration personnel, adopt diversified incentive mechanisms, create a good working environment, treat people equally, and provide development opportunities for educational administrators. It is required to provide some material and spiritual incentives for workers who work seriously and perform well, to respect and care about the staff [14], and promote their enthusiasm for work. At the same time, it is also essential to give full play to the educational administrators' sense of ownership, give them opportunities in decision-making discussion, and improve their participation, so that they fully feel their own importance, and become more enthusiastic and better complete their work.

4.4. Improving the Application of Information Technology and Optimizing the Workflow

Under the background of ' Internet + ', the educational administration of colleges and universities cannot be separated from the application of information technology. The daily work of educational administrators will involve a lot of work in information collection, data classification and processing, so it is essential to for them have certain information literacy. Colleges and universities should improve their information awareness, strengthen training [15], so that the staff can flexibly use information technology to carry out their work, and achieve both growth and efficiency. At the same time, universities should strengthen the construction of information infrastructure, constantly update the management system of educational administration, and establish an information management platform to lay the foundation for the normal implementation of teaching activities. Through the improvement of hardware and software facilities and the cultivation of human resources, it is hoped to give full play to the value of the management system of educational administration, alleviate the pressure of the personnel, optimize the workflow [16], and improve the efficiency of educational administration management.

As education is entering into a new era, there are also new challenges in the management of educational administration in colleges and universities. It seems simple, but its coverage is wide and complicated, which inevitably requires constant improvement. Therefore, it is necessary to continuously improve the management system of educational administration, comprehensively improve the comprehensive quality of educational administration staff, rationally apply information technology, improve work efficiency, serve teachers, students and schools, ensure the orderly development of teaching activities in colleges and universities, promote the improvement of teaching level and teaching quality, foster more scientific research, and cultivate applied talents for the society.

5. Conclusions

Educational administration in colleges currently faces such problem as weak team strength, lack of incentive mechanism, and by implementing such measures as strengthening its construction, updating management concept, it is hoped that the overall quality and efficiency of educational administration will be greatly improved, and thus the whole development of university will be improved.

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