

# A Study on the Self-management of Primary School Education Administrators Based on Humanism

Yingli Ma

Party School of Nanshan District, Shenzhen, 518000, Shenzhen, Guangdong Province, China

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**Abstract:** The direction of education management determines the effectiveness of school teaching quality. The high quality education management level is the premise of standardizing the school management system and civilizing school spirit and discipline. Humanism theories and thoughts are of great significance to the reform and development of primary education, and the self-management of educational administrators plays an important role in guiding and leading the work of educational administrators. The real management is self-management, and the real education is self-education.

**Keywords:** Humanism; Self-management; Administrator of education

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## 1. Introduction

Humanism is a scientific concept, mainly for the students' creativity, responsibility and love and other good character cultivation. Its main purpose is to cultivate students' healthy personality, potential realization, which is of great significance to modern education and teaching. In the view of humanism, the independent management research of primary school education administrators can enrich the current education theory and improve the theory of humanism. In addition, it also provides a new research perspective for the in-depth study of teachers' humanistic theory.

## 2. The problems existing in the management mode of primary education

### 2.1 Educational philosophy and management methods are old-fashioned

Thought commands action, so educational management activities cannot be carried out without the correct guidance of advanced ideas. If the educational concept is not advanced enough or there are certain drawbacks, the specific educational management under its guidance will be lack of science and rationality. At the same time, the backwards and unreasonable management methods will make it difficult for educators to maintain the basic education management. The educational administrators themselves lack of learning and reference for advanced ideas, and their management methods are still unitary and unscientific. The result will directly lead to the lack of rationality of the school management as a whole. These problems need to be attached our attention to.

### 2.2 Management lack of emotional and humanistic care

In the current primary education management activities, the principle of system is always the highest, which has the characteristics of dual character. On one hand, it does guarantee the standardized construction of management, which is helpful to achieve considerable results overall. On the other hand, over-reliance on institutional management will inevitably neglect the "love" in management. The rigid regulations and fault-tolerant nature of the system immersed in a rigid situation, and the relevant demands of people in the management mode are ignored, resulting in the lack of emotional and humanistic care in the management. This is not only unfavorable to the conduct of management activities, but also will make the managed have a negative psychology, as well as a conflict behavior against the system. At the same time, when schools focus on enrollment rate and education management, they often neglect the construction of school culture, which makes it difficult for students and teachers to feel the humanistic care of the school.

### 2.3 Limit the rise of management level

The current management system of the school mostly regards the enrollment rate, teaching experience and other aspects as the standards for teachers' promotion. This leads to a situation that some competent but inexperienced teachers have no opportunity to

exploit their strengths and limits the growth of young teachers. In addition, due to the lack of funds or insufficient attention from leaders and other reasons, self-skilled training for exiting teacher is often insufficient, leading to the weakness of school teachers. The lack of talent limits the effectiveness of school management reform.

### **3. Research strategies on the self-management of primary school education administrators of humanism**

#### **3.1 Renew the concept of education management**

By creating a good working environment for educational administrators, educational administrators should also wake up own potential needs for the internal development ability, constantly stimulate the self-development confidence of educational administrators, and ignite the passion of teachers' thinking, so as to achieve the independent and interactive development of educational administrators. To realize the real self-management consciousness of education, managers should successfully transform heteronomy into self-discipline. It is necessary to establish a scientific educational development concept, quality and talent view, completely abandon the traditional educational management mode, and regard the administrator and the managed as two equally important subjects in the management activities, realize the two-way process of the independent management of educational administrators, and conform to the current trend of independent and democratic educational management.

#### **3.2 Strengthen the school governance system and capacity**

Firstly, it is necessary to improve the school charter, clarify the school's autonomy in running the school, internal governance structure and operation system mechanism and other important matters, clarify the rights and obligations, reflect democratic management, independent management, promote the modernization of the school governance system and capacity. The second is to enhance the public nature of system construction. The operation of the school must be subject to social supervision, so that the right to education can operate in the sunshine, implement the principle of openness, improve the open system of school charter construction, and enhance the public recognition and supervision of the charter. The third is to combine institutional management with humanistic management, promote teacher-oriented and student-oriented humanistic management, embody the role of respecting, understanding and provide the best environment for the self-management of educational administrators.

#### **3.3 Cultivate a high quality teacher team**

It is the primary premise to guarantee the teaching quality of the school. In the primary education work, teachers should not only pay attention to the teaching of cultural knowledge, but also pay attention to the cultivation of student's good moral sentiments. Schools should try their best to provide teachers with learning opportunities, and use training institutions, online courses and other channels to train teachers. School administrators should also care about the fluctuations of teachers' thoughts and emotions, help them solve the difficulties in work and life, and then teachers pass on the care and support to the students, really make the school become a big family.

### **4. Conclusion**

In a word, the realization of people-oriented management needs the combination of scientific management concept of tolerance and love. For primary school administrators, establishing the thought of people-oriented management can give full play to the guiding role of teachers and fully reflect the value of people-oriented. We have every reason to believe that children who grow up in this kind of soil will inevitably become useful talents in the future society.

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### **About the author:**

Yingli Ma, female, Han ethnic, was born in Huludao, Liaoning Province in 1974, working in Shenzhen Nanshan Party School. She is a senior teacher of primary school, with a master degree, whose research areas include the education management of primary and secondary schools, and the construction of grassroots party organizations.