

Research on the Practical Logic and Path Optimization of People-Oriented Management Concept in the Governance of Private Undergraduate Universities

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Abstract: After more than 20 years of development, private undergraduate universities have become an indispensable educational system in China's social development. With the continuous expansion of private universities, how to improve their teaching effectiveness has become a key focus of social development. Combining the people-oriented management concept, this paper identifies the practical dilemmas encountered in practice, improves the incentive mechanism, and constructs practical paths for the stepped development of teachers and the independent growth of students. The purpose is to ensure the improvement of education and teaching effectiveness and meet the actual needs of the teaching development of private undergraduate universities in China at present.

Keywords: People-Oriented Management Concept; Private Undergraduate Universities; University Governance; Practical Logic; Path Optimization

1. Introduction

In the management of private undergraduate universities, constrained by resource limitations and survival pressure for a long time, such universities have shown obvious material-oriented characteristics, focusing more on hardware investment while lacking cultural construction. They attach great importance to material incentives but neglect the significance of spiritual incentives. How to transform the management of people in private universities from an object-oriented model to a subject-oriented one, and truly make teachers and students the core of governance in private universities, is an era-specific issue that private universities need to reflect on at present. Based on this, this paper conducts an exploration combined with the people-oriented management concept and analyzes the practical logic of

applying this concept in the governance process of private universities.

2. Practical Logic of People-Oriented Management Concept in the Governance of Private Undergraduate Universities

In the current Chinese market, the practical logic of management in private universities includes the following aspects: First, value management with adaptability as the goal. In the traditional management of private universities, the core logic of management is to cultivate students into more excellent individuals. Under the current evaluation system, most so-called outstanding graduates have a solid grasp of theoretical knowledge but lack the ability to quickly adapt to changes in the market and work positions. As a result, the so-called advantages of such students have a relatively short "shelf life". Based on the people-oriented management concept, private universities need to change the core goal of talent cultivation, that is, to take adaptability as the core goal of talent training. What private universities aim to cultivate is not static excellent individuals, but students who can dynamically face environmental changes. As the saying goes, survival of the fittest. Students should be shaped not only as objects but also as subjects with innate growth ability. The logical value has undergone an obvious and fundamental shift at present, and students should be encouraged to keep learning and self-developing constantly^[1].

Second, applying dialogue as a method and emphasizing the logic in the process of teaching and training. Based on the people-oriented management concept, it is necessary to attach importance to the process, for cultivating students and university management are not achieved overnight, and every system will be continuously adjusted after formulation. Therefore, in the process of education and teaching management, it is necessary to change the traditional teaching management mode, truly

conduct dialogues with front-line teachers, students and logistics staff, and listen to their ideas. This approach can transform the original one-way instruction into two-way understanding. A university's insight into people and society is not simply achieved through slogans, but through every genuine dialogue and every in-depth understanding, which enables continuous growth in insight.

Third, motivation logic with empowerment as the means, transforming the management logic into empowerment. Through in-depth cooperation with enterprises in the regions where private universities are located, building practical training base education, establishing education and teaching teams, and sharing scientific research achievements, enterprise engineers can be stationed in classrooms on a permanent basis, and teachers can take temporary positions in enterprises to truly understand the current development of the market. This approach also enables students to improve their learning quality in a more realistic environment. This is not only the integration of industry and education, but also an indispensable practical model in the process of people-oriented management. This model trusts people's growth and learning abilities. Universities and teachers also need to continuously explore talent training models, and adopt a composite management model that retains talents through favorable treatment, promising careers and emotional care, so as to attract more teachers to work in the university^[2].

3. Practical Dilemmas of People-Oriented Management Concept in the Governance of Private Undergraduate Universities

3.1 Game and Imbalance between Academic Power and Administrative Power

For private undergraduate universities, one of the problems faced in the current governance process is the game between academic power and administrative power, which leads to governance imbalance. Private undergraduate universities need to govern the university according to law, attach importance to the interaction and communication among internal organizational members in the entire process of education and teaching development and subsequent operation and management, ensure the equality of members, and adhere to governing the university and teaching according

to law. Private undergraduate universities also need to adopt a trinity governance model, namely the council, the Party committee and the president's office meeting, to promote the healthy development of private universities in the governance process. However, at this stage, many private undergraduate universities are still established based on family or nepotistic relationships, resulting in poor governance in the university committee, various competent departments, the board of directors and other institutions^[3].

3.2 Lack of Spiritual Incentives

In the current management of private undergraduate universities, there is a structural imbalance between material incentives and spiritual incentives. Research shows that many private undergraduate universities adopt more material incentives and fewer spiritual incentives when applying the people-oriented management concept. Private undergraduate universities themselves have a relatively high turnover rate of teachers. In daily management, managers mostly adopt a short-term management model, neglecting professional identity. As a result, many teachers cannot feel the professional identity and sense of belonging from the university in their daily work, have a relatively low sense of accomplishment, and lack spiritual support^[4].

3.3 Structural Blind Spot between Efficiency Demands and Emotional Dimensions

Private universities have an obvious big gap between efficiency demands and emotional dimensions. Facing fierce competition in the Chinese market, most private undergraduate universities are highly sensitive to teaching efficiency and students' learning status in daily education and teaching. Overemphasizing teaching efficiency is undoubtedly beneficial to the development of universities, but if the orientation of teaching efficiency is merely reduced to a human dimension or regarded as an indispensable part of the school's development output, teaching is likely to become an optimization game in the input-output ratio. At present, there is a management gap in the student management of many private universities, which neglects students' subjective needs, emotional needs and growth puzzles, and fails to truly integrate these contents into the school's management perspective. The management of

many private undergraduate universities only focuses on performance but ignores people, leading the people-oriented concept to gradually become a relatively empty slogan.

4.Path Optimization of People-Oriented Management Concept in the Governance of Private Undergraduate Universities

4.1 Adhere to the Three Fair Principles to Improve Management Quality

At present, when conducting governance, private undergraduate universities should always adhere to the principles of fairness, impartiality and openness, and introduce third-party evaluation methods as much as possible to restrict the administrative power or academic power of private undergraduate universities and avoid the abuse of power. Academic power is responsible for academic governance, while administrative power is responsible for university operation and management, and each has its own functions. The two should always maintain a coordinated state in their interaction. It is required to further standardize the rules of procedure and processes of the academic committee, combine governing teaching according to law with academic education and academic governance, achieve the same direction and mutual support, jointly build modern private undergraduate universities, and fully safeguard and demonstrate the social and academic values of private undergraduate universities in the current society. For example, in the process of talent introduction in private universities, based on the people-oriented management concept, the staff in charge of administrative power need to conduct supervision, improve the corresponding laws and regulations, formulate an assessment system, clarify the status of talent assessment, adhere to the people-oriented principle, and formulate relevant rules in consideration of teachers' actual needs. This ensures that all teachers can improve their teaching quality and effectiveness in private universities, and effectively avoid the situation where teachers' teaching quality and effectiveness are hindered due to the excessive expansion of administrative or academic power^[5].

4.2. Improve the Incentive Mechanism

In the era of the knowledge economy, the core competitiveness of China's education and teaching development is to continuously enhance

people's creativity. Institutional innovation is the most fundamental carrier for the implementation of the people-oriented concept. It is necessary to build a joint development system for teachers and students, make all teachers feel the continuous progress of the university, enable teachers to see their own development direction and find their own growth paths in the school's development process, and establish classified career paths for teachers. This allows teaching-oriented, research-oriented and social service-oriented teachers to find space to realize their own values in the university, which is also a form of spiritual incentive. In the process of school development, it is also necessary to properly handle the relationship between management and governance. Systems can regulate behavior, but culture can shape the soul. In the implementation of people-oriented management, it is necessary to clarify that the highest state of people-oriented management is to put people first. In the development of the incentive mechanism, in addition to promotion channels, spiritual care should also be provided to teachers and students, understanding the pressure and puzzles they face and helping them solve them. The combination of spiritual incentives and material incentives is one of the best systems for the people-oriented management model.

4.3 Cultural Transformation from "Management" to "Governance"

Cultural trust has always been the best form of management. Managers of private universities also need to learn to let go, trust teachers' ability to teach well and cultivate students well, and allow teachers to determine their teaching methods according to their own teaching styles to improve teaching efficiency. It is necessary to build a culture of autonomy, enabling students to conduct self-management and teachers to achieve academic autonomy. Every stakeholder should be made the subject of governance. In addition, it is essential to cultivate a warm culture, let teachers truly become the masters of the school, empathize with others, experience the human touch of private universities, and make teachers and students feel that private universities care not only about performance, but also about every teacher and every student, truly putting people first.

5. Conclusion

In summary, based on the people-oriented management concept, private undergraduate universities need to continuously improve the governance system in the governance process, clarify the responsibilities and obligations of each staff member in private undergraduate universities, improve the development of education and teaching, understand the core logic of management, shift the focus of management from material to people, make every teacher and student the subject of private university governance, and improve the development effectiveness of private universities.

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