



# Evolution of Management Philosophical Thought on the Reflection of University Management in the New Era

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## ABSTRACT

The evolution of management thought corresponds to the development of philosophical thought, essentially a study on the dualistic relationship between subject and object. Based on the evolution of management practice and management philosophy, management thought has gone through four stages: scientific management, human relations, modern management, and post-modern management, and the corresponding philosophies of efficiency, behavior, systemic, and innovation. Management thinking has undergone several stages in education: scientific management theory, human relations theory, system science theory, and unified development theory. The development of the times and the evolution of management thought have constantly enriched the connotation of symbolic management in universities. The disharmony of university management in China still exists and is mainly manifested in the misalignment of the roles of "government and university", "rule of man and the rule of law", and "academic power and administrative power." It has affected the democracy, efficiency, and justice of university management.

**Keywords:** university management; management philosophy; management justice

Human philosophy has gone through the stages of development of ontology, epistemology, language theory, and practical theory. Its essence is deepening the subject's understanding of the objective world based on practice. The management philosophy formed based on management practice is a new cognition developed by people through the progress of science and technology, combined with philosophical thought, i.e., management philosophy. The management philosophy is a theoretical guide to the development of management science, which is an understanding of human development with a starting point of productivity enhancement. Marxism believes in the continuous development of the human being from the self to the self to ultimately achieve "free and comprehensive development". This theory gives the philosophy of management the right direction.

The evolution of management theory from efficiency to humanism shows that the ultimate meaning of management is to return to the development of the human being. The humanistic approach is the entry point to the evolution of university management philosophy. There are also different interpretations of university management at various stages, but pursuing efficient management justice is the main thread. The main objective of this paper is to figure out whether it is possible to achieve the free and comprehensive development of human beings through "administrative harmony". We will examine the fairness of university management during the process of the new era by reflecting on the evolution of management philosophy.

## 1. A PHILOSOPHICAL PERSPECTIVE ON THE EVOLUTION OF MANAGEMENT THOUGHT

Although the development and evolution of management theory have gone through different stages, it always revolves around people. It results from the continuous deepening of the understanding of people. Management theory has roughly gone through four stages from the perspective of development: scientific management theory, human relations theory, modern management theory, and post-modern management theory, whose development and evolution are based on the development of science and technology on the one hand, and guided by philosophical thoughts on the other.

### 1.1 Scientific management doctrine under the influence of the philosophy of efficiency

The philosophy of efficiency follows the principle of the supremacy of the object, which is represented by the American engineer Frederick Taylor. The starting point for creating the doctrine of scientific management is to improve the enterprise's productivity. This doctrine assumes that people act as productive machines and work according to standardized and programmed procedures. The scientific management doctrine advances management science and increases the productivity of factory workers; however, this theory ignores the holistic attributes of man by viewing him as a machine." Human action is stripped from the person and made abstract through the study of action." The philosophy of efficiency is based on rationalism. They believed that people can engage in productive activities according to absolute rationality, so the objective needs of people as natural beings are ignored. The philosophy of efficiency sees human beings as "things" in general. It is a philosophy of objectification of human beings, which only sees things but not people. Therefore, the principle of human relations gradually replaced the doctrine of scientific management as rationalism declined in the 20th century.

### 1.2 Doctrine of human relations under the influence of behavioral philosophy

The philosophy of behavior initiates a paradigm shift from the object to the subject in philosophy and from the "economic man hypothesis" to the "social man hypothesis" in management research. The interpersonal theory focuses on the motivations and needs behind human behavior and the relationship between human beings and their environment instead of treating humans as ordinary beings, which exhibit distinct behavioral characteristics. However, human relations theory ignores the rational character of human beings. It places more emphasis on the relational nature of human beings in organizations and small groups, which leads to the theory's irrationalist subjectivist flaws. As a subject-object unified being, man's pure emphasis on his subjective characteristics is challenging to adapt to the development of post-World War II economic society and is thus replaced by the modern management theory of subject-object unity.

### 1.3 Modern management theory under the influence of system philosophy

Based on the assumptions of "economic man" and "social man", modern management theory has put forward the premise of "decision maker". Modern management theory posits that "organizations are not merely groups, but rather collaborative networks that function as systems in which people interact," and acknowledges that "informal relationships are often a crucial and even indispensable part of formal collaborative systems," in light of the principles of human relations. Influenced by system philosophy, modern management theory has solved the problem of the status and role of human beings in the management process to a certain extent and has promoted management theory by examining the subject-object unity of individuals. However, there is an irreconcilable conflict between the profit-seeking properties of capital and the free and comprehensive development of human beings. Achieving the genuinely harmonious development of individuality and scientific rationality is impossible. Marked by unity, coordination, and systematicity, modern management theory has been replaced by post-modern management theory with the advent of the knowledge economy, which advocates individuality and openness.

### 1.4 Post-modern management theory under the influence of innovation philosophy

The advent of the knowledge-based economy has highlighted the importance of human resources to developing enterprises. Research on the management of knowledge has been carried out—focusing on management returning to the individual and marking the beginning of post-modern management. The advent of the economic era has driven innovation in management theory. Talent is the master of knowledge, and respect for expertise is ultimately reflected in respect for talent. The development and innovation of management theory have always followed efficiency from scientific management to post-modern management. The era of the knowledge economy has brought the humanistic management concept into practice, and the subjectivity of human beings has come true.

A look at the evolution of management thinking shows that the philosophical thought of the times, science and technology, and economic development have all impacted it. The original intention of management is to improve production efficiency. Management thinking has begun to evolve towards humanism and has been manifested in the era of knowledge economy with the deepening of people's understanding of subjectivity, especially the Marxist doctrine of human freedom and all-round development. How to realize human-centered management and fully respect the value of human beings will be gradually improved with the progress of human beings and the development of science and technology.

## 2. EVOLUTION OF EDUCATIONAL MANAGEMENT THINKING

Research on university management started late. It needed to be more systematic, and it was only in the early 20<sup>th</sup> century that university management was formally incorporated into scientific research and practice. Looking at the development of educational management thought, we can find that enterprise management thought has influenced it in the same period. They pursue efficiency and democracy and have roughly undergone several stages, including scientific management, interpersonal relationship, system science, and harmonious development.

### 2.1 Scientific management stage

The starting point for the formation of scientific management thought is to increase efficiency and strengthen the system. The first stage of university management adopts the scientific management mode, which saves costs and improves school management. Teachers act as management objects in a subordinate position to improve education in the practice of scientific management in higher education. The human relations theory gradually replaced the scientific management model in the 1930s.

## 2.2 Human relations theory

Hawthorne's experiment in the 1920s showed that good interpersonal relationships are conducive to improving productivity, which gives birth to the theory of interpersonal relationships in social science. Democratic thinking and labor activities emerged and flourished, the public's democratic consciousness awakened, and the call for democracy grew in the 1930s; therefore, the awareness of democracy entered the management of universities.

The expansion of the university and the specialization of its organizational structure change the internal structure of the university. The shortage of teachers and the lack of stability of the university's managers lead to a rethinking of efficiency-only management, and university management enters the stage of human relations thinking. Human relations theory, emphasizing the value of human subjectivity in the organization, has gone in another direction from scientific management theory. Nevertheless, human relations theory overemphasizes the emotions and needs of individuals and focuses on individual experiences. As a result, more scientific systemic management theory enters universities' management.

## 2.3 Systems science theory

Systems science theory views human activities and operations as a complete system. This theory believes that human activities form a system because they coordinate with each other, i.e., a collaborative system of organizations. The university is a complete system of teachers, students, and administrators. The system science theory considers both the organization of the school and the teachers in contrast to scientific management and human relations theory, i.e., the efficiency of school management and teachers' subjectivity. Therefore, the individual value of teachers and the goals of school management are united, which dramatically motivates teachers. However, unlike an enterprise, a school does not pursue producing and selling products but creating and disseminating knowledge. As teachers are the subject of knowledge creation and dissemination, the system science doctrine needs to clearly define the relationship between school management's goals and individual teachers' creative play. A new theory is needed to guide the scientific management of universities, and the harmonious development theory was born.

## 2.4 Harmonious development theory

Post-modernism emphasizes the development of the individual and the expression of a sense of individuality in contrast to modernity. Whereas systems science has placed greater emphasis on achieving school goals and developing the individual teacher as part of a holistic system. Unified development theory places greater emphasis on realizing the individual teacher's value within the school system. Its essence is to give full play to the subjective initiative and personal subjectivity of teachers under the premise of ensuring the achievement of school goals, which is a more humane management model. Regarding school organization, the traditional pyramidal structure has been adopted, with a hierarchical management model. Meanwhile, harmonious development theory advocates a flat management model to bring into play management democracy and strive to achieve management justice.

The deepening of human cognition of the subject-object duality has shaped philosophical thought, and it has influenced management theory to form the development of management philosophy. The evolution of educational management thought, which emerges relatively recently, follows a similar evolutionary path to management thought. The formulation and development of educational management thought is the requirement of education's development and reform, and it has also been influenced by the social environment, the progress of science and technology, and the continuous enrichment and development of management theory. However, there is an inherent logical contradiction between the formation and development of management theory and the development of the individual, i.e., management aims to enhance labor efficiency through practical means and requires people to follow specific procedural settings. In contrast, the ultimate pursuit of the individual is free and comprehensive development in the Marxist sense, i.e., moving from the Kingdom of Necessity to the Kingdom of Freedom. This requires the free and full development of the individual's subjective initiative. The contradiction between the two has also become the internal motivation for the continuous evolution of management thought.

Education has its characteristics and laws. Educational activities should be implemented orderly, and educators can give full play to their initiative in creating and disseminating knowledge. Educated people can achieve the objectives of knowledge acquisition and individual development. Therefore, no matter how educational management ideas evolve, their ultimate aim is to study the relationship between individuals and organizations and to study the problem of realizing human beings' free and comprehensive development. The evolution of management philosophy has some theoretical implications for the efficient management of the new era. The ultimate goal is to realize organizational justice and comprehensive individual development. However, the inherent conflict between the logic of management and the development of the individual inspires university management in the new era: pursuing personal value as the ultimate goal through university management and the constant convergence towards management justice.

## 3. SIGNIFICANCE OF THE PHILOSOPHICAL THOUGHT OF MANAGEMENT IN THE NEW ERA FROM THE PERSPECTIVE OF UNIVERSITY MANAGEMENT

The transformation of the contemporary environment is reflected in production relations and social lifestyle and impacts individual value concepts and pursuit orientation. The development of man's understanding of nature contributes to different stages of philosophical concepts such as ontology, epistemology, and practical theory. It reflects the deepening

of man's understanding of the law of natural development and individual development. Social environment, management concepts, management techniques, and means have all undergone tremendous changes in university management in the new era. Therefore, it is necessary to examine and consider the management of universities in the new era from the perspective of the history of management development.

### **3.1 Need for continued exploration of the law of higher education development**

Higher education is oriented to cultivate qualified talents in the new era. Thanks to the everyday use of information technology, an open and diversified social environment has taken shape. Higher education needs effective modern management to fulfill them in the new era, i.e., the continuous exploration of the laws of higher education and the continuous innovation of cultivating human resources in higher education.

Regarding the internal operation of universities, academic and administrative management complement each other. Academic management stimulates educators' enthusiasm for research and dissemination of knowledge and their the continuous search for truth. It also helps in the transfer of knowledge and skills to students based in the classroom. Administrative management provides essential services and support for academic management. Universities are responsible for disseminating knowledge and research and need to provide security for the daily life of all students and teachers. In other words, universities need to satisfy the metaphysical dimension of knowledge to the metaphysical dimension of life. Therefore, university management has its special characteristics and needs compared with simple production management.

University management is faced with an open environment in the new era, and the higher demands of individuals have put forward higher requirements for university management. Meanwhile, the continuous exploration of management ideas and the everyday use of information technology have provided new management concepts and technical means for university management. The penetration of the concept of humanism in the current university management provides a new direction for the value dimension of university management in the new era. It is also an important opportunity for university management to grasp the rules, improve the quality of education, and realize its development.

### **3.2 Requirements of talent cultivation in the new era**

The growth of an individual cannot avoid the subtle influence of the times. Understanding and grasping students' growth backgrounds, values, and individual aspirations can provide targeted education and meet the new requirements for talent cultivation in the new era.

Students in the new era are growing up in an era of rapid development and widespread use of information technology. On the one hand, students have more convenient access to information, which provides more support conditions for their knowledge learning, skills selection, and career path development. On the other hand, social environment with diversified values tends to form students' diversified value orientations, and they quickly fall into a vacuum of choice or even lead to individual nihilism in the absence of mature cognition and determined goals. It is necessary to guide students to form clear goals through group activities in their growth planning, and other aspects are required for university management in the new era.

Open environment requires students to improve their comprehensive quality in the new era. There are higher requirements for professional ethics, innovation ability, and practical spirit in addition to basic knowledge and skills. This also means that university management needs to constantly innovate its management in response to the requirements of the times and undertake its traditional mission. It is necessary to ensure the transfer of knowledge and skills to the students as a group and to lay down their primary education. However, catering to the requirements of individual growth and incorporating a humanistic approach in management practices are vital to fulfilling the demands of nurturing talent in the new era.

### **3.3 Need for the development of university management**

Management's development stands on the continuous evolution of individual cognition, technical means, and value concepts at different times. Therefore, it is constantly repeated and revised between efficiency and justice. The original purpose of management science is to increase efficiency, so the pursuit of efficiency takes precedence over the achievement of management justice at the beginning of production management. When human beings take on some attributes of capital with the advent of the era of intellectual capital, the practice of management focuses on organizational justice and revising management. A review of the development of management philosophy shows that efficiency and justice are the two main threads that run through the development of management.

The aim of management in higher education is not to maximize efficiency, unlike production management. Searching for and transmitting knowledge has its rules and is a matter of continuous individual exploration and inspiration, unlike modern standardized production. Pursuing values such as individual development and management justice is more important in the management philosophy of universities.

Individual consciousness has been further awakened in the new era. In other words, people in the new era have more thoughts on the realization of individual value and the choice of individual growth path compared with traditional group thinking. The irreconcilable conflict between the two has become an urgent issue to consider in the new university management era. The irreconcilable conflict between the two has become an urgent issue to consider in the new university management era. Therefore, analyzing university management in the new era by examining the evolution of management philosophy is also the demand for the development of university management.

Management is the planning, designing, and implementing group behavior based on the environment, values, and technical means of the times. Management justice has gradually become an essential dimension of management research



with the awakening of individual consciousness. The development of higher education, the growth of students, and the management of higher education in the new era are all equipped with new conditions for development and are facing new problems. The difference between the laws of education and the laws of production determines that higher education management has unique attributes that are different from general production management. Therefore, it is crucial to examine the new era of university management through the evolution of management philosophy, which is of great value to the exploration of the laws of higher education, the growth of individuals, and the development of university management.

#### **4. INSPIRATION OF THE EVOLUTION OF MANAGEMENT PHILOSOPHY FOR EDUCATION MANAGEMENT IN THE NEW ERA**

The study of educational management started late. Based on the particular rules of education and the differences between different forms of education, educational management theory has yet to form a unique conceptual system and paradigm of educational management practice. However, "efficiency" and "justice" are the main themes of its development from the perspective of the current theory and practice of education management in China.

The work argued that there were three "misalignments" in the current campus management of China's universities, which have weakened the justice of campus management. We should start with the actual development of our universities to guide the scientific development of the management of our universities in the new era. Firstly, we have to face up to the vital position of higher education in the construction of a socialist country with Chinese characteristics. Secondly, we need to take the Marxist doctrine of comprehensive development of human beings as guidance. And last, emphasizing the leading role and status of human beings in the process of knowledge creation and dissemination is inevitable.

##### **4.1 Three "misalignments" in university management**

###### **4.1.1 Misplaced roles of government and university**

Universities are both educational and administrative subjects; however, they have legal uncertainty and ambiguity of the current laws and regulations as administrative subjects. China's historical and cultural tradition makes the concept of "rule by man" deep-rooted in our management practice. As a result, it is more difficult for colleges and universities in China to run independently. The roles of the government and universities are still in the centralized administrative mode under the planned economy system, and the universities are more dependent on the government, which is reflected in the formulation of educational policies, financial guarantees, and administrative support.

Although colleges and universities can give full play to their subjectivity in the creation and transmission of knowledge, they need to follow the policies of the state education administration department and accept the leadership of the education administration department in enrollment policy, curriculum setting, and human resources training mode. Secondly, colleges and universities are not profit-making units, and they need material and financial support in teaching, scientific research, and school operation. Thirdly, universities as an entity have to provide living and security protection for students and teachers. Universities as physical existence must provide life and security for students and teachers. Universities do not have such power and ability, so they need administrative support from the government.

The dependence of universities on the government makes it difficult for them to be fully autonomous, while the government has the power to direct the management of universities. The mismatch between the two roles is reflected in the conflict between the uniformity of government management and the specificity of the universities' development. The government exercises the power of social governance following the law, and universities as educational entities accept the government's leadership. However, the regularity of education determines that education management has unique characteristics different from that of general economic entities. The government is supposed to adopt non-discriminatory management for universities. In that case, it may violate the unique characteristics of university management, which is more conducive to the whole play of the subjectivity of knowledge creation and dissemination in universities.

###### **4.1.2 Misalignment of administrative and academic powers**

The phenomenon of generalization of administrative power and weakening of academic power has always existed in the management of universities. There is an irreconcilable conflict between administrative and academic power because of the difference in the development logic of both. Administrative management has a high demand for precision in the practical dimension, i.e. the pursuit of management efficiency, the construction of a hierarchical organizational system, the emphasis on absolute obedience to authority and strict compliance with rules and regulations, and the demand for a severe and personalized atmosphere to constantly improve management efficiency. On the other hand, academic power seeks relative ambiguity, i.e., a relatively relaxed and free atmosphere. The creation and dissemination of knowledge require creativity, i.e., a high degree of certainty about the value of the educator and respect for and the manifestation of the individual's personality. Administrative power pursues administrative performance to ensure the realization of the university's organizational goals in terms of value orientation, while academic power pursues academic autonomy and academic freedom, a good culture of academic excellence, the search for truth, and the law of nature and education. The rights and interests of academic staff should be protected so that their creativity can be brought into full play.

The misalignment between universities' administrative and academic powers lies in the difference in their value orientation. As universities are entities, university administration requires the implementation of supernatural power to provide material and organizational safeguards for the university's operation, which is also inherent in the administration's logic. On the other hand, academia is the pursuit of metaphysical truths and law and requires the full play of individual

creativity and initiative as well as the creation of the environment. Administrative power seeks certainty; while academic power seeks relative ambiguity, and the logic of their operation is inherently contradictory.

The realization of academic power in universities depends on exercising administrative power. The two form a conflicting but dependent relationship, and this is another reason for their misalignment. The original purpose of exercising administrative power in universities is to provide services and guarantee intellectual creation and dissemination. The exercise of its power should cover all fields of universities, which leads to the generalization of administrative power in universities. While academic power pursues a relatively free and relaxed environment, the exercise of academic power needs a material foundation and organizational system to provide support for it. This form a situation in which academic power both demands independence and is dependent on administrative power. On the other hand, academic power must be exercised by a material base and organizational system. Therefore, academic power is independent and dependent on the executive.

#### **4.1.3 Misalignment between the "rule of law" and the "rule of man."**

The "rule of law" means that governance is carried out under established rules and regulations, which are stable but lacking in creativity. The "rule of man" means that the subjective judgment of administrators takes a more significant part in the governance process. China's traditional culture has formed the tradition of "rule by man." "Rule by man" over "rule by law" still exists in the current university management. This is reflected in the fact that university administrators use administrative means and rely on human feelings and personal experience to deal with efficient management issues. Although universities have established rules and regulations, their implementation requires managers to make decisions according to the situation, which creates room for the "rule of man" to exercise power.

Implementing the "rule of law" management model requires a sound legal system, robust means of implementation, and a highly qualified management team. The management of China's universities continues the relatively centralized power management mode. Although the management concept of "the rule of law" exists, the management mode of "rule by man" is still the main one in practice.

The "rule of man" management mode in higher education makes management uncertain and unstable. On the one hand, the effectiveness of the administrative power exercised by university administrators depends on their understanding and grasp of the laws of university management. On the other hand, the effectiveness of management depends on the implementation of policy instructions by executives at all levels. Besides, the difference in the management philosophy of different university administrators may also change the administrators and bring about changes in university management.

The autonomy of universities should be ensured in daily management to implement the concept of "harmonious management" in the new era of university management practice. The following aspects should be completed, i.e., realizing teachers' value and their comprehensive development, providing a relatively relaxed academic atmosphere for the creation and dissemination of knowledge, giving full play to the subjective initiative of teachers as the main body of education, bringing into play the function of educating people in colleges and universities, and realizing the harmony of "efficiency" and "democracy" in college management.

#### **4.2 Exploring the path of higher education management in the new era**

It is closely related to the development of science and technology, the innovation of management theory, and the actual situation of colleges and universities. Meanwhile, the management of colleges and universities is a unity of continuity and development influenced by the traditional management concept and constantly innovating. Given the three "misplaced" phenomena in university management, we can explore from several dimensions and seek the solution path.

##### **4.2.1 Transforming the function of government and promoting the independent operation of universities**

The government coordinates social governance and ensures all subjects' orderly operation according to their characteristics. When the government carries out micro-management in a cooperative management mode, it is easy to have misplaced roles.

As an educational subject, it is an essential mission for universities to give full play to educating people and training qualified builders for national construction and development. Forming students' firm political beliefs and correct value orientation is integral to nurturing people in universities. The government needs to change its functions from micro-management to macro-guidance in the management of universities—giving universities full autonomy to develop, guaranteeing their independent development, and ensuring political correctness.

The transformation of government functions in university management requires, firstly, the legal revision and improvement of education laws and regulations. This will clarify the role and positioning of the government in educational practice and the management of universities. This also fully affirms the power of universities to develop autonomously and guarantees it institutionally. Secondly, the government exercises limited power in managing universities. It plays its leading role in management in the administrative field while maintaining a particular spacing in academic power. This can create a relatively relaxed atmosphere for creating and disseminating knowledge in universities. Thirdly, the government changes from micro-management to macro-guidance. In other words, the government plays its political guidance role in ensuring the political correctness of knowledge creation and dissemination in colleges and universities. On this premise, it creates open and independent development space for universities and provides conditions for their independent management and development.

##### **4.2.2 Implementing scientific management and giving full play to democracy**

The phenomenon of "misalignment" in the management of colleges and universities stems from the interdependence between them. The practice of college management can only be infinitely close to management justice, and the spacing between them provides the impetus for the continuous evolution of college management. The generalization of administrative power in higher education comes from the emphasis on power rather than academics. Power can be considered metaphysical practice, while academics are more of a metaphysical and regular exploration.

The creation and dissemination of knowledge in universities are the inexhaustible driving force of social development. The management of universities should precisely position academic power and determine the central position of academic power in universities. Besides, administrative power should serve academic power. Therefore, there is a need for precise positioning of academic power in the management of universities. Academic power should be at the center of colleges and universities, and administrative power should serve academic power. Management practice should give full play to the role of the Academic Council, the Academic Committee, the Works Council, and the School Affairs Committee. It should be open, transparent, and democratic in deciding significant university events. The decisions will be carried out resolutely and will not be changed by people. The whole university will be involved in supervision and management to ensure the democratic management of the university.

#### **4.2.3 Guiding university management with "human-oriented" thought**

The free and comprehensive development of the human being is the ultimate goal pursued by humanity. The concept embedded in it is "people-centered". In other words, the value and autonomy of human beings are fully affirmed, and the external means are ultimately for the development of human beings. Implementing the "people-oriented" idea into the management practice of universities is to fully respect the subjectivity of educators and create an environment that respects talents and knowledge.

The post-modern management theory attaches great importance to the critical role of talents in the production of capital and social progress. The era of the knowledge economy has full affirmation and requirements for knowledge and talents. Respecting knowledge and talents requires clarifying the equal status of university administrators, teachers, and students in law. The relationship between administrative power and academic power in universities should be coordinated. The relationship between administrative power and academic power in universities should be dealt with by the rules and regulations. Then we can ensure the harmonious operation of "efficiency" and "democracy" in university management.

### **5. CONCLUSION**

The development and evolution of management philosophy follow the deepening and development of human understanding of subject and object. The four stages of philosophy, philosophy of efficiency, philosophy of behavior, philosophy of the system, and philosophy of innovation, have become theories of scientific management, human relations, modern management, and post-modern management. It has evolved according to the scientific management theory, human relations theory, system science theory, unified development theory, and the achievements of management theory at the late stage of university management. The work proposed and examined the philosophical ideas of management and its management theories at different stages according to the order of the relevant ideas and made a specific analysis of their connotations and limitations.

There are three misalignments in the management practice of universities: government and universities, academic and administrative power, and the "rule of law" and "rule of man." Meanwhile, the gap between management philosophy and practice is the driving force for the evolution of management theory. The new era of university governance is a topic worthy of continuous research and discussion. In contrast, the stage goal of university management is the harmonious operation of "efficiency" and "democracy" in management practice, which provides a suitable environment for creating and disseminating university knowledge and creates a good atmosphere for the comprehensive development of university teachers and students. The goal of university management is the harmonious operation of "efficiency" and "democracy" in management practice. It provides a suitable environment for creating and disseminating university knowledge and creates a good atmosphere for the comprehensive development of university teachers and students.