Research on The Transformation of the Management Model of Global Universities in The Context of COVID-19

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Abstract: Since 2020, the Novel Coronavirus pandemic has exerted a severe impact on people's study, work and life. Like other social organizations, global institutions of higher learning are facing unprecedented challenges. This pandemic is already having a huge impact on education, with almost every school on the planet closing, the biggest shock to the entire education system in our lifetimes. This paper will analyze the impact of COVID-19 on global higher education teachers and students, and make an in-depth study on the transformation of global higher education management mode.

Keywords: Colleges and universities, COVID-19 outbreak, public health emergencies, transformation of management model

1.   Introduction

Since 2020, the COVID-19 pandemic has spread unchecked, affecting more than 1.5 billion students in more than 200 countries and regions, accounting for 90% of the world's students (Zawahir et al., 2021). This is an unprecedented situation in the history of education. At present, the global COVID-19 prevention and control work is still in a state of tension, and the prevention and control of COVID-19 has become a regular work in all countries around the world (Nash & Churchill, 2020). It is particularly important to promote the transformation of the management mode of institutions of higher learning in the life with the epidemic.

2.   Impact of the epidemic on teachers and students in colleges and universities

2.1   The first reaction of most teachers and students after learning about the epidemic: fear

In the face of public health crisis, people will have different psychological and behavioral reactions, which are highly related to their social and cultural environment, physiological and psychological conditions, and previous experiences. The epidemic pressure and social and economic problems have impacted many people's mental health.

First of all, the negative emotions led by fear are the first reaction of most teachers and students when they learn about the epidemic. 41.95% of the teachers and students said they felt fear first and 34.59% felt nervous. 4.97 percent said they were depressed and 1.66 percent said they were angry. 4.46% of the teachers and students thought it was none of their own, while 12.74% chose others.

In addition, 34.27% of teachers and students felt unable to focus on work and study due to the stress of the epidemic. Fear, tension and other negative emotions brought about by public health crisis may affect many People's Daily study and work, thus making them unable to concentrate (Cahapay, 2020). The inability to concentrate, study and work are severely affected and are often accompanied by persistent anxiety and sleep disturbances, which can interfere with the effective handling of daily tasks. Certain psychological counseling, psychological education and other auxiliary treatment can effectively alleviate problems and promote recovery.

2.2   Home-based study/work affects the study and work of most teachers and students

Regarding home isolation during the pandemic, 36.9% of teachers and students said it had a serious impact on their study and work. 49.62% of teachers and students think it has a slight impact on their study and work, while only 8.15% think it has no impact on their study and work.

On the one hand, the influence on work and learning can be attributed to the change of psychological state: among the teachers and students who answered "unable to concentrate" in psychological state, 56.88% thought their work and life had been seriously affected. Teachers and students due to anxiety and other emotions caused by the "concentration disorder", a direct impact on their work and life (Legowati et al., 2021).

On the other hand, it can be attributed to the change of work mode: home study and office work is different from the face-to-face teaching mechanism in school, which puts higher requirements on teachers and students, and increases the cost of learning and adapting to the new mode.

2.3   The impact of the epidemic on the daily life of teachers and students in the United States is particularly significant

It is worth noting that 72.73% of American teachers and students said the epidemic had a serious negative impact on their study and life, far above the average level. So far, more than 6 million people have been confirmed with COVID-19 in the United States, and more than 190,000 people have died (Verma et al., 2020). At the same time, the epidemic situation in the United States has also had a serious impact on teachers and students from North America. Comparing samples from seven continents -- Asia, Europe, Oceania, North America, South America and Africa -- 70.37% of teachers and students in North America, no matter where they are currently, said they were "severely" negatively affected by the outbreak, while 25.93% said they were slightly affected and only 3.7% said they were not affected. The proportion of "severely affected" is also much higher than the average or other regions.

2.4   There is insufficient understanding of labeling and stigmatization

Nearly half (47.64%) disagreed with the labeling and stigmatization of the virus. Labeling and stigmatization are not conducive to real understanding and solution of problems, but will bring more contradictions. Research indicates that outbreaks of infectious diseases can cause great fear among the public or a particular community, resulting in discrimination and stigmatization of those infected and the communities concerned, and delaying the time for those concerned to seek medical help, with worse consequences. In this process, timely and effective evaluation of stigmatization and anti-discrimination measures are very important. In addition to being discriminated against for being Asian, being accused of wearing a mask was also mentioned by teachers and students.

What is alarming is that in the survey, 24.2% of teachers and students were not sure about their attitude towards stigma, while 18.28% agreed with it. This shows that many people around the world are still not fully aware of the negative social impact of stigmatization and labeling. Under such circumstances, scientific and effective public education to de-stigmatize the virus is very necessary.

2.5   There is room for improvement in the comprehensive management level of colleges and universities

When the epidemic strikes, universities should not only participate in the epidemic prevention work as important social organizations, but also maintain their basic functions as educational and research institutions, and provide necessary services and guidance to students when they need it. During the epidemic, 61.91% of the teachers and students thought the comprehensive crisis intervention and response to public health emergencies were good, while 30.96% thought the response was only average (Ardito et al., 2021). Another 2.68% chose "poor" and 4.46% chose "other". When it comes to the deficiencies in crisis intervention and measures of colleges and universities, they are generally criticized for administrative efficiency, waiting period for resuming classes, online teaching ability of teachers, timeliness of response, online classroom configuration, etc.

2.6   The overall satisfaction of online teaching is not high

As for the evaluation of online teaching, more than half of the teachers and students said that the effectiveness of online teaching was only "average" (53.18%), with 26.31% believing that they were satisfied, 14.68% believing that they were not, and 5.73% choosing other teaching methods. The reasons why teachers and students are not satisfied with network teaching mainly focus on the following four aspects:

a) Equipment failure: both students and teachers reported that class participation was easily interrupted due to unstable network, camera, computer and other equipment problems.

b) Additional tasks: Due to the nature of online courses, group discussion, in-class tests, teachers' handwriting books and experimental classes are difficult to be easily realized.

c) Application problems: Many teachers reported that the use of remote courses and live broadcast software has become a great obstacle to online courses.

d) Study and work environment problems: for families with more children, multiple children learning online at home at the same time is not a small burden, need to prepare more equipment. In addition, the home environment and school are different, it is difficult to completely isolated from each other, mutual disturbance often occurs.

2.7 The epidemic has directly affected the internationalization of education

The internationalization of higher education has taken a hit these days, but not for long. During the outbreak, as online education was widely adopted and the semester ended, many students chose to return to their hometowns for safety reasons and to reunite with their families. In this case, 64.45% of teachers and students said that the epidemic would impact the internationalization of education, but only in the short term, but not in the long term. While 30.64% of teachers and students thought it would have an important impact, and only 4.71% of teachers and students thought it would not have an impact.

This pandemic not only reminds us of the importance of online education, but also highlights, as never before, the importance of international cooperation, international exchange and international education. With the ravages of the epidemic, social and economic crises have emerged in many countries, nationalism and populism are on the rise, and voices of "anti-globalization" are on the rise. While this has caused development difficulties for many communities, it has also brought new factors affecting cooperation and competition among countries around the world and population mobility (Cuiping, Na, & Wenjing, 2016).

3. Suggestions on the management model of colleges and universities

The future will be a long one. We must deeply reflect on what universities and individuals have done "before", "during" and "after" the epidemic, maintain an open and inclusive attitude, effectively play the special role of higher education, and make due contributions to the sustainable development of higher education.

First, higher education must quickly adapt to new changes in the post-epidemic era, such as "online teaching" and "blended teaching". In the post-epidemic era, there will be new changes in educational concepts, connotations, methods, relationships and participants (Guangming, Yongjian, Libao, 2018). Many questions must be answered: Will online education really become a trend, will it be recognized and accepted as colleges and universities can achieve their educational goals through online education? Are many conferences, such as Huishan Huhae, really necessary in universities? Do students really need to live on campus? Just like 2020, can the future use online enrollment, employment and recruitment? What changes should be made to the thinking mode and behavior of teachers, especially old teachers? Post-pandemic higher education is full of unknowns (Rensheng & Yonggang, 2017). However, higher education will certainly return to its original nature, and its original intention will be more intense. Universities will gradually shift from management and competition to service, and open will gradually be accepted by the public.

Secondly, a plan to improve education governance capacity in the "post-crisis era" should be formulated as soon as possible to accelerate the construction of a modern education governance system to cope with public social crisis. To deal with the epidemic, the response measures of education systems and education authorities are to a large extent temporary rather than normal. To a large extent, it reflects that different educational governance subjects are not fully equipped with the educational governance ability to deal with the public social crisis, including the education early warning ability and response ability (Ran, Ming, & Rongri, 2014). First, we should enhance the ability of risk judgment and research on education crisis. Secondly, we should improve the ability to deal with the risk of education crisis. Finally, we should develop the awareness and ability of education to deal with public social crisis. Only in this way, education governance can change from fuzzy to clear, from uncertain to definite, highlight the characteristics of legal, institutionalized and standardized education governance system, and establish a normal crisis response mechanism (Jianxin, Xiaoyin, & Xinna, 2015).

Thirdly, higher education must further strengthen the education of "community with a shared future for mankind". The global outbreak is a reminder to everyone that the world is closely linked and indivisible. The virus is a common enemy to all mankind, knowing no borders or races. No country can afford to stay out of it. The rapid spread of the epidemic around the world has sounded the alarm, and many countries that failed to respond promptly and take preventive measures have paid a huge price and experienced great pain when the epidemic hit (Boulos & Geraghty, 2020). Globalization connects people all over the world, sharing prosperity and suffering. The destinies of mankind are inextricably intertwined. As we can see, this public health emergency has not only brought about negative impact on people, but also brought about self-reflection, making people pay more attention to their mental health, life safety, others and social justice. Universities need to strengthen the global vision of "global village citizen" and "community of shared future for mankind".

4.   Conclusion

During the epidemic prevention and control period, online teaching has solved the time and space constraints brought by the epidemic to teaching, greatly reduced the impact of the epidemic on teaching, and effectively guaranteed the steady progress of the teaching plan. However, there are also problems such as poor network signal, platform caton, and some students cannot interact with the microphone by voice. Therefore, teachers should actively adjust teaching methods and try their best to let students complete tasks as required. After the school resumes normal teaching, it is suggested that teachers take the high-quality course resources of online teaching and online platform teaching methods as the intended supplement of offline teaching, laying a foundation for the construction of online and offline mixed teaching.

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