

# *Innovation in Education Management from the Perspective of Sustainable Development*

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**Abstract:** In the face of the dual challenges of globalization and environmental crisis, the sustainable development of the education system is particularly critical. This paper explores innovative strategies for education management, such as curriculum integration, teacher training, and resource allocation, at both the theoretical and practical levels, and assesses the effectiveness and sustainability of these strategies through data analysis and model simulation. The study begins by exploring the challenges facing global education, emphasizing the importance and urgency of advancing sustainable development in education. By analyzing international policies and implementations on sustainable education, and combining them with specific education management cases, the paper demonstrates how sustainable development can be achieved through innovative management strategies in different education systems. The study methodology includes literature review, case studies, and expert interviews, aiming to comprehensively assess and analyze the effects and impacts of the educational management innovation. Learning interest enhancement ranges from 3.5 to 4.5, indicating that the new model has effectively enhanced students' learning outcomes and teachers' teaching quality. Through the implementation of these management strategies, the adaptability and resilience of the education system can be improved so that it can better cope with future challenges.

## **1. Introduction**

As a key link in improving teaching quality and promoting the comprehensive development of students, educational management is constantly facing challenges and changing demands on a global scale. With the popularization and implementation of sustainable development goals, the education system needs to integrate sustainability concepts to address the multiple challenges of the environment, society, and economy. However, existing educational management models often lack effective sustainability strategies, leading to uneven distribution of educational resources and fluctuations in educational quality. To address these issues, this study adopts a combination of quantitative and qualitative analysis methods to deeply analyze the problems in the current education management system and explore innovative management strategies from the perspective of sustainable development. Through this approach, this study aims to provide a feasible education management reform plan that not only enhances the overall effectiveness of the education system,

but also promotes long-term sustainable development of society.

The research content of this article mainly explores educational management innovation from the perspective of sustainable development. Firstly, this study identifies key challenges and opportunities in educational management through a systematic review and comparative analysis of existing literature. Secondly, combined with case studies, data analysis and interview methods are used to specifically analyze the implementation effects of various educational management innovations. Finally, this article proposes a series of specific policy recommendations and management strategies to enhance the sustainability of the education system. The methodology of this study aims to provide a multi angle and multi-level research perspective, ensuring the comprehensiveness and depth of the research results.

The research framework of this article consists of three main parts. Firstly, by reviewing relevant literature, a comprehensive review of the history of the development of education management discipline in China was conducted, and the current status and effectiveness of sustainable development in education management were evaluated. On this basis, based on empirical research and combined with research data from multiple universities, this study conducts empirical research on the implementation process and effectiveness of sustainable development strategies. On this basis, this study will conduct research from both theoretical and practical perspectives, and on this basis, construct a new education management model that can meet both practical needs and future educational development trends. The purpose of this study is to provide some scientific and practical improvement plans for the education management department, in order to promote the sustainable development of China's education industry.

## 2. Related Work

In the context of sustainable development, innovation in education management is crucial for improving education quality and equity. Research has shown that effective management strategies can significantly improve the efficiency of educational resource allocation and service accessibility, thereby promoting sustainable socio-economic development. Aghaei M H studied the impact of crisis management education based on an interprofessional approach on the ability of military nurses to respond to crises [1]. Benjamin L M focused beneficiaries more into nonprofit management education and research [2]. Zulfiqar G raised class, privilege and consciousness through critical management education [3]. Tanjung B N studied human resources in educational management [4]. Zhai Yajun studied the change and construction of organizational form of graduate education management in China empowered by digital intelligence [5]. However, existing research has mostly focused on the education systems of high-income countries, with less attention paid to the unique challenges and needs of low-income areas, resulting in limited applicability of strategies and practical recommendations.

In addition, the potential of educational management in promoting sustainable development has not yet been fully realized. Research often focuses on short-term effects and overlooks the importance of long-term sustainability. For example, continuously updating education policies and improving the quality of teacher training are key to enhancing the sustainable development capacity of education. Chen Minya explored the development and application of an educational management information system for tertiary general hospitals [6]. Wang Juan explored the establishment and practice of the education management model of “three-round education” for international students [7]. Li Bin studied the construction of informationization and innovative development of education management in the era of big data [8]. Gao Hongjing studied the status quo of professional development and educational management countermeasures of generalist teachers in rural small-scale schools by taking Longnan City as an example [9]. Wang Ping explored the research on

the education and management mechanism of party members of higher vocational students [10]. However, relevant studies often fail to delve into the adaptation and implementation of these factors in different cultural and economic contexts, limiting their widespread application and influence.

### 3. Methods

#### 3.1 Optimization of Educational Data Fusion Technology

##### (1) Heterogeneous education data preprocessing

Before processing multi-source educational data, it is necessary to preprocess data from different sources. This includes data cleaning, such as removing noise and outliers; Data standardization to ensure consistency of data from different sources; And data transformation, such as embedding text data into words. These steps can ensure data quality and lay a solid foundation for subsequent data fusion.

The efficiency of resource allocation in education  $E$  is as follows:

$$E = \frac{SSI \times CR}{RCU} \quad (1)$$

Where  $SSI$  is the student satisfaction index, obtained through questionnaires;  $CR$  is the course completion rate, i.e., the proportion of students completing the educational program; and  $RCU$  denotes the unit resource consumption, which refers to the amount of corresponding educational resources (e.g., financial, physical facilities, etc.) used.

##### (2) Feature extraction and selection

Extract key features from different modalities using advanced machine learning algorithms such as deep learning. For example, using convolutional neural networks to extract visual features from educational data; Extract semantic features from text data using natural language processing techniques. In the feature selection process, algorithms such as principal component analysis are used to select the most representative features of the data, in order to reduce computational complexity and improve processing efficiency.

##### (3) Implementation of data fusion strategy

In the field of education, creating and implementing a multi-source data fusion framework can include model-based fusion strategies, such as utilizing deep learning frameworks to efficiently integrate features of various teaching resources such as text, video, audio, and interactive data through neural networks. In addition, graph based methods can also be studied, which can connect information from different educational resources while maintaining the data structure.

The education input-output ratio  $ROI$  is:

$$ROI = \frac{EOV - EIC}{EIC} \quad (2)$$

Of these,  $EOV$  is the economic value of educational outcomes, which can be the employment rate of graduates, average salary, etc.; and  $EIC$  is the cost of educational inputs, including all operating costs, investment in equipment, etc.

#### 3.2 Development of Intelligent Decision-Making Algorithms

##### (1) Decision model construction

Based on the fused features, intelligent decision models are constructed. This includes the development of predictive models using machine learning algorithms (e.g., support vector machines [11], random forests, or neural networks) that are capable of outputting decision results based on input education data.

## (2) Model training and optimization

Decision models are trained with a large amount of actual data, and model parameters are optimized using methods such as cross-validation to ensure the generalization ability and accuracy of the model. In addition, advanced optimization techniques, such as adaptive learning rate adjustment and regularization methods, are used to further improve the model's performance on unseen data.

The model for assessing learning effectiveness and sustainability is shown below:

$$S = \alpha \times KLA + \beta \times SPA + \gamma \times CED \quad (3)$$

Where  $S$  represents the overall learning effectiveness score,  $KLA$  is the degree of knowledge acquisition,  $SPA$  is the degree of skill enhancement, and  $CED$  is the motivation for continuing education; and  $\alpha, \beta, \gamma$  are the weighting coefficient, reflecting the proportion of contribution of the different aspects to the overall learning effectiveness.

### 3.3 Intelligentization of Decision-Making Process

On this basis, a teaching decision support system based on artificial intelligence was designed to assist teaching managers in making better teaching decisions [12].

Integrated learning platform: Building an integrated teaching platform, integrate learning management system and intelligent decision support system.

Algorithm development: Developing machine learning algorithms to analyze feedback on educational effectiveness and policy changes, and optimize decision-making processes in real-time.

Policy simulation tool: Providing simulation tools for managers to implement various teaching strategies before implementation.

Indicators of sustainable development in education  $ESDI$  are as follows.

$$ESDI = \frac{EQI+EEI+RRR}{3} \quad (4)$$

Of these,  $ESDI$  includes the Education Quality Index, the Education Equity Index  $EEI$ , and the Resource Reutilization Rate  $RRR$ .

## 4. Results and Discussion

### 4.1 Experimental Setting

#### (1) Experimental environment setting

In order to assess the effects of educational management innovation under the perspective of sustainable development, six different types of schools (including three urban schools and three rural schools) were selected as the experimental settings for this study. These schools vary in terms of geographic location, resource availability, teacher strength and student background to ensure that the experimental results are broadly applicable and representative.

#### (2) Parameterization of the experiment

The experiment lasted for one academic year and the following parameters were used for tracking and assessment:

Student engagement: it is quantitatively assessed through the frequency of student activity participation and teaching interactions.

Teacher satisfaction: it surveys teachers' acceptance and satisfaction with the new educational management methods through regular questionnaires.

Academic achievement: it assesses students' academic performance through standardized test

results.

Resource utilization efficiency: it assesses the improvement in the efficiency of using school resources (e.g. teaching materials, facilities).

Innovation implementation costs: it records and analyzes the direct and indirect costs of implementing the new management model.

## 4.2 Analysis of Results

### (1) Basic assessment

The results of the base assessment are shown in Figure 1.

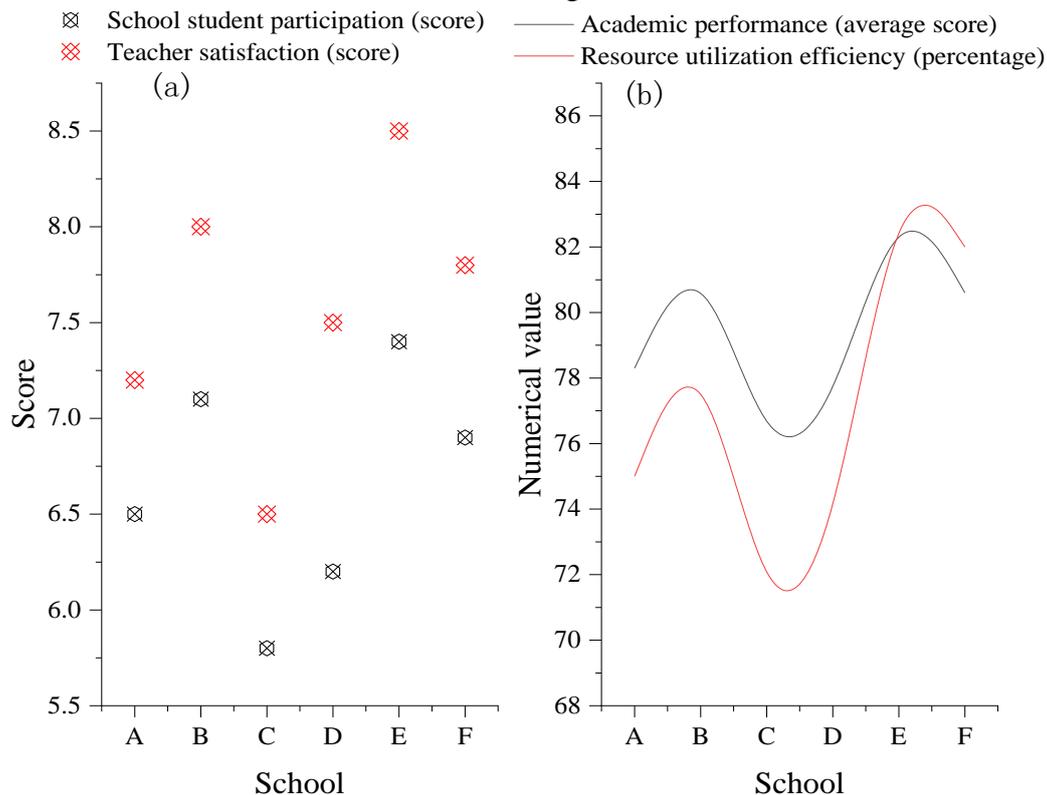


Figure 1: Basic evaluation results

Schools showed significant positive correlations between the indicators. First, schools B, E, and F with higher levels of student engagement also had relatively higher levels of teacher satisfaction, suggesting that active student participation may contribute to teachers' satisfaction with teaching. Second, schools B, E, and F with higher academic achievement also ranked high in resource utilization efficiency, reflecting that effective resource utilization can significantly contribute to higher academic achievement. Of particular note is the fact that School E excelled in all indicators, not only in student engagement, teacher satisfaction, and academic performance, but also in resource utilization efficiency, which demonstrated the school's overall strengths in management and instruction. Overall, these data suggest that increasing student engagement, enhancing teacher satisfaction, and optimizing resource use efficiency are effective ways to improve the overall quality of education and academic performance in schools.

### (2) Optimizing the allocation of educational resources

The optimized allocation of educational resources is shown in Table 1.

Table 1: Optimized allocation of educational resources

School	Reduction in school resource consumption (percentage)	Cost savings (yuan)	Improvement of teaching quality (score)
A	15%	10000	2.0
B	20%	15000	2.5
C	12%	8000	1.8
D	18%	12000	2.2
E	25%	20000	3.0
F	22%	18000	2.7

First, from the perspective of reduced resource consumption, schools have significantly reduced their resource use through the implementation of resource management optimization programmes and intelligent resource allocation systems. School E has reduced its resource consumption by 25%, demonstrating its efficient management in resource allocation. Schools B, D and F have also reduced their resource consumption by more than 15%, demonstrating the general effectiveness of optimal resource allocation. This not only saves costs for the school, but also promotes the sustainable utilization of educational resources.

Second, the data on cost savings and improvement in teaching quality further validate the positive effects of optimal resource allocation. All schools have made gains in cost savings, with School E having the highest cost savings of \$20,000, which fully demonstrates the remarkable results of its optimal allocation of resources. Meanwhile, although the extent of improvement in teaching quality varied from school to school, the overall trend was positive. This shows that by optimizing the allocation of resources, not only can the efficiency of resource use be improved, but also the quality of teaching be promoted, achieving a win-win situation in terms of educational resources and teaching effectiveness.

### (3) Teacher training and development

The results of the exploration of teacher training and development are shown in Figure 2.

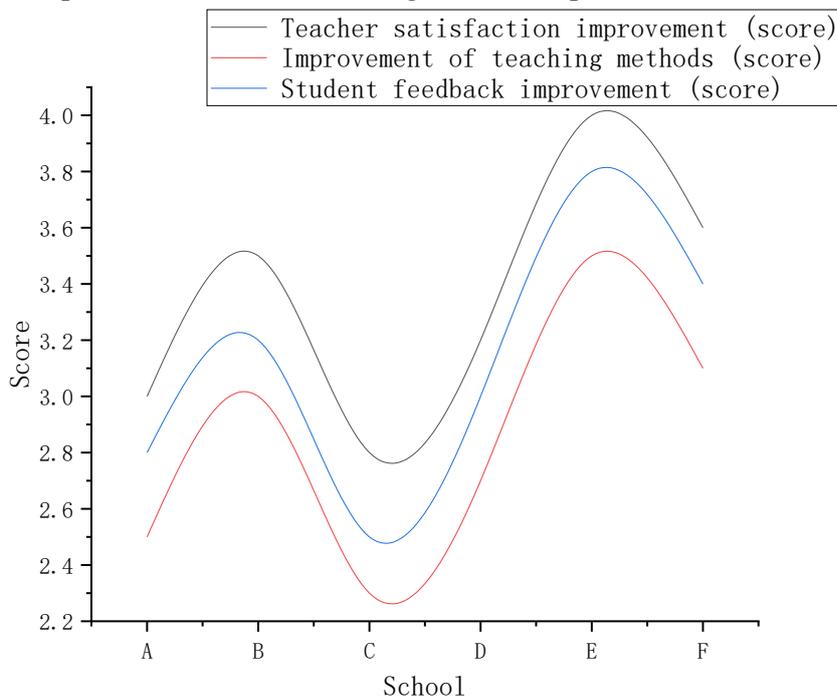


Figure 2: Exploration results of teacher training and development

Firstly, the improvement in teacher satisfaction indicates that the new teaching management model has been widely recognized by teachers. From school A to F, the satisfaction level of teachers has improved, especially E, which has increased to 4.0 points. The research results show that the new teaching management model has a significant effect on improving the working conditions of teachers and increasing their job satisfaction. Secondly, this study confirms that the new teaching management model is indeed effective by improving teaching methods and enhancing the effectiveness of student feedback. The score for improving teaching methods ranges from 2.3 to 3.5, reflecting the teacher's active exploration and innovation in teaching methods. The student feedback rating increased from 2.5 to 3.8, indicating their recognition and liking for this new teaching method, and demonstrating that this new teaching method has a positive impact on improving student academic performance. Overall, this new teaching management model has played a positive role in improving teaching methods and enhancing student feedback abilities while improving teacher satisfaction. This change not only improves the teaching quality of the school, but also enables students to have better development.

(4) Student active learning program

The student active learning program scores are shown in Table 2.

Table 2: Student active learning program scores

School	Increased student engagement(score)	Enhancing learning interest(score)	Improvement of learning outcomes(score)
A	4.2	3.8	3.5
B	4.5	4.2	3.9
C	3.9	3.5	3.2
D	4.1	3.9	3.6
E	4.8	4.5	4.2
F	4.4	4.0	3.8

The implementation of the new education management model has resulted in significant progress in different aspects in all schools. Enhanced interest in learning ranged from 3.5 to 4.5, showing that with the new management model, schools have utilized their resources more effectively and reduced wastage. Improved learning outcomes increased from 3.2 to 4.2, reflecting the positive impact of the new education model in the areas of community collaboration, student engagement, and school reputation. Overall, the NEM has not only improved the quality of teaching and learning but also enhanced the benefits of learning, proving its effectiveness and sustainability. This outcome has not only provided students with a better learning environment and opportunities, but has also given new impetus to the development of schools and the education system.

(5) Environmental impact assessment

The results of the environmental impact assessment are shown in Table 3.

Table 3: Environmental impact assessment results

School	Energy consumption reduction	Reduction in waste generation	Waste recycling rate
A	10%	15%	80%
B	12%	18%	85%
C	8%	12%	75%
D	11%	16%	82%
E	14%	20%	90%
F	13%	19%	88%

In terms of reducing energy consumption, minimizing waste generation and increasing the waste

recycling rate, all schools have made certain achievements, but their performance varies. In terms of reducing energy consumption and waste generation, School E came out on top with a reduction of 14% and 20% respectively, demonstrating its outstanding achievement in energy conservation and environmental protection. In terms of waste recycling rate, School E also led the way with a high recycling rate of 90%, demonstrating its excellence in resource recycling. Schools A, B, D and F performed steadily on all indicators, though not as outstanding as School E, and demonstrated some environmental awareness and measures. In contrast, School C was slightly weaker than the other schools in all three indicators, and might need to invest more energy and resources in energy conservation and resource recycling. In general, all schools are actively promoting the construction of green campuses, but their specific effectiveness still needs to be further evaluated and improved according to the actual situation.

#### (6) Cost-benefit analysis

The results of the cost-benefit analysis are shown in Figure 3 (Figure 3(a) shows the cost of school implementation and resource savings, and Figure 3(b) shows the improvement of teaching quality and social benefits).

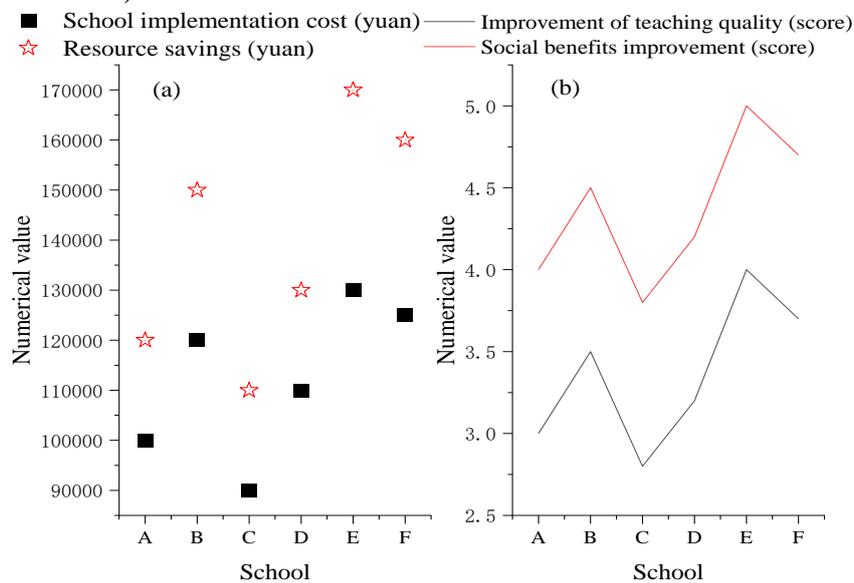


Figure 3: Cost benefit analysis results

After introducing new educational management models, schools have generally made significant progress. Firstly, although the initial implementation cost is relatively high, the amount of resources saved usually exceeds the investment, indicating that the new model has a significant effect on optimizing resource allocation and improving utilization efficiency. Secondly, the teaching quality score is generally between 2.8 and 4.0, reflecting the positive impact of the new management model on the improvement of teaching quality, although the degree of improvement varies among schools. Finally, there was also a positive change in the social benefit ratings, from 3.8 to 5.0, showing that the NEM model not only improved the quality of teaching and learning, but also enhanced social benefits such as school reputation and community involvement. Overall, although the implementation of the new education management model entailed certain costs, its payoffs in terms of resource savings, improved teaching quality and enhanced social benefits fully justified its cost-effectiveness and sustainability. This provides schools with strong data support and practical experience in education management model innovation.

## 5. Conclusion

This study focuses on the innovative practice of educational management under the perspective of sustainable development, and explores the effectiveness of new educational management methods in different types of schools through specific experiments. The study covers the optimization of educational resources, teacher training, active learning programs for students, environmental impact assessment, and cost-benefit analysis, etc. It aims to comprehensively assess the impact of educational innovations on improving the quality of education, enhancing the efficiency of resource utilization, and promoting environmental sustainability. The results of this study found that schools participating in teaching reform have significantly improved student engagement, teacher satisfaction, and academic achievement. Especially in the optimal allocation of teaching resources and teacher training, not only can teaching efficiency be improved, but homework costs can also be significantly reduced. At the same time, promoting an environmentally friendly education model can also reduce the use and waste of resources and promote the sustainable development of school operations.

The shortcomings of this article lie in the number and types of research samples. Although the study covered schools in both urban and rural areas, the generalizability of the research findings was somewhat affected due to the small sample size. In addition, some data is based on subjective evaluations (such as satisfaction with teachers), so there is also a certain degree of bias. The research period is relatively short, making it difficult to evaluate its long-term and sustained effects. In future research, it is necessary to expand the research object to a wider range of regions and different types of universities, in order to improve the representativeness and universality of research results. Using appropriate quantitative analysis methods to reduce reliance on evaluation results and improve the objectivity and accuracy of the evaluation. Moreover, a long-term tracking study is needed to evaluate the long-term impact of this innovative management approach on the enterprise. In addition, this study will also consider the potential impact of educational management innovation on communities and the environment, and incorporate it into the scope of consideration to comprehensively evaluate the social and environmental benefits of educational innovation.

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