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Research on the Multi-Dimensional Driving Mechanism and Realization Path of Educational Management Innovation

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ABSTRACT: Against the backdrop of profound changes unseen in a century and a new round of technological revolution, innovation has become a core element of national competitiveness, and higher education shoulders the historical mission of cultivating top-notch innovative talents. Currently, China's education is undergoing a profound transformation from informatization to digitalization, from traditional universities to fourth-generation universities, and from hierarchical management to diversified governance. However, traditional university education management models lag behind in terms of concepts, systems, and evaluations, making it difficult to effectively support the growth demands of high-level innovative talents.

This research focuses on the "Multi-dimensional Driving Mechanisms and Implementation Paths of Educational Management Innovation," aiming to construct a modern educational management system adapted to the cultivation of innovation capabilities. The study first defines the connotation of educational management innovation, emphasizing it as a systematic transformation with the fundamental goal of improving management effectiveness and serving talent cultivation. Subsequently, it systematically elaborates on the three core driving elements of educational management innovation: institutional innovation as the fundamental guarantee, which stimulates innovation vitality by rationalizing government-university relations and optimizing internal regulations; digital technology as an important tool, utilizing big data and artificial intelligence to promote the leap of management paradigms from "experience-led" to "data-driven"; and demand-pull as the source of power, transforming national strategic needs and students' personalized development into the endogenous momentum for management reform.

The study points out that the three elements—institution, technology, and demand—are interconnected and work synergistically to form an organic power system. This research not only theoretically expands the analytical framework of educational management innovation but also provides decision-making references and operational guidelines for universities to solve management challenges and implement the national strategy of strengthening the country through education.

KEYWORDS: Educational Management Innovation; Multi-dimensional Driving; Institutional Innovation; Digital Technology; Demand-pull; Innovation Talent Cultivation

1. INTRODUCTION

National policies, educational development patterns, the demand for educational innovation management, the content value of this research (Castells, 1986). The world today is undergoing a major transformation unseen in a century. The new round of technological revolution and industrial transformation is advancing in depth, knowledge innovation is accelerating, and the global competition landscape is undergoing profound adjustments. Against this backdrop, innovation has become the core element of a country's competitiveness, and talents have become the strategic resource for achieving national rejuvenation and gaining the initiative in international competition. Higher education, as the main battlefield for talent cultivation and the source of scientific and technological innovation, shoulders the historical mission of comprehensively improving the quality of talent cultivation and striving to cultivate outstanding innovative talents**.** How to through educational management reform and innovation, build a system environment conducive to the growth of innovative talents, and promote the high-quality development of higher education, has become a major theoretical and practical issue that urgently needs to be addressed.

Under the guidance of policies, the development pattern of education in China is undergoing a profound transformation (Zhang, 2025). Currently, education in China is in a critical period of transitioning from a traditional form to a modern form. Firstly, education is experiencing a paradigm shift from informatization to digitalization. The digital transformation of education is not only a technological upgrade and iteration, but also a systematic reshaping of educational concepts, educational models, and educational

governance. The Ministry of Education has clearly proposed to implement the educational digitalization strategic action, promoting the deep integration of emerging technologies such as the Internet, big data, and artificial intelligence with education and teaching. By leveraging emerging technologies, it aims to update educational concepts, transform educational models, and comprehensively promote the digital transformation of education. The rapid development of artificial intelligence technology is accelerating profound changes in the field of education and teaching. Artificial intelligence is profoundly changing teaching, learning, management, and evaluation methods, and the future classroom featuring a teacher-student-machine integrated model is moving from conception to reality. Secondly, universities are experiencing a value leap from traditional universities to the fourth-generation universities. The fourth-generation university emphasizes the value creation of the university in the national and social innovation system, breaking through the simple knowledge transmission and academic research functions of traditional universities, and placing the university in a broader social innovation network. Thirdly, educational governance is undergoing a structural transformation from hierarchical management to diversified governance. Modern educational governance emphasizes diverse participation, collaborative governance, and democratic management, reflecting a profound transformation from management to governance. Finally, the focus of education is undergoing a shift from knowledge transmission to ability-based focus. Innovative thinking, cooperative ability, and open and inclusive qualities have become the core concerns in talent cultivation, and new teaching methods such as inquiry-based, exploration-based, and participatory teaching are increasingly valued.

The profound transformation of educational development patterns has raised new requirements for university education management. From the perspective of national strategy, the in-depth implementation of the innovation-driven development strategy, the strategy of invigorating science and technology, and the strategy of strengthening the country through talent has imposed unprecedented high demands on higher education. To achieve high-level self-reliance and self-strengthening in science and technology and solve the problem of blockade in key core technologies, a large number of top-notch talents with original innovation capabilities are urgently needed. From the perspective of educational pattern transformation, educational digitalization is not only a technological innovation but also a systematic reshaping of educational concepts, educational models, and educational governance. However, technological empowerment will not automatically translate into educational effectiveness. It is necessary to achieve the deep integration of technology and education through management innovation. From the perspective of innovative talent cultivation, the traditional university education management model has obvious inadaptations in terms of concepts, systems, evaluations, and faculty. At the management concept level, traditional management focuses on uniformity and standardization while neglecting individual development; at the management system level, problems such as departments operating independently and excessive concentration of power have hindered the formation of a collaborative education mechanism; at the evaluation system level, the stubborn problem of the five-orientation has not been fundamentally reversed; at the faculty level, some teachers lack innovation awareness and ability. From the perspective of student growth, contemporary college students, as digital natives, are more accustomed to autonomous and exploratory learning and expect that educational management can respect individual differences and stimulate internal motivation. From the perspective of the connotative development of universities, as the level of higher education popularization continues to rise, the focus of university competition is shifting from scale expansion to quality improvement. Educational management innovation has become an inherent demand for enhancing core competitiveness.

Based on the above background and requirements, this research focuses on the core issue of the multi-dimensional driving mechanism and implementation path of educational management innovation, systematically exploring the logical framework and practical paths of university educational management reform from the perspective of cultivating innovation capabilities. It has significant theoretical value and practical significance. From the perspective of theoretical value, this research starts from multiple dimensions such as institutional innovation, digital empowerment, and demand-driven, constructing an analytical framework for educational management innovation, explaining the interactive relationship and collaborative mechanism of multi-dimensional driving elements, and expanding the theoretical scope of educational management research. From the perspective of practical significance, this research closely follows the strategy of building an educational power, exploring feasible paths for educational management service innovation in talent cultivation, providing practical references for implementing national strategic deployments; at the same time, it directly addresses the practical problems in university educational management, proposing systematic reform countermeasures, which can provide decision-making references and operational guidelines for universities to promote educational management reform.

2.CORE CONCEPTS

2.1 Educational Management Innovation

The connotation of educational management innovation. The word innovation originates from the Latin word innovare , which means to update, to create something new, or to change (Abdullah et al., 2023). In academic research, innovation is a multi-dimensional and interdisciplinary concept. From an economic perspective, Joseph Schumpeter believed that innovation is establishing a new production function and rearranging the production factors, and its essence lies in creative destruction. From a management perspective, Peter Drucker pointed out that innovation is the act of giving resources new capabilities to create wealth, and it is a purposeful and organized systematic work. From an educational perspective, innovation not only refers to the innovation

of educational content, that is, the pursuit of the goal of cultivating students' innovative thinking and innovative ability, but also refers to the innovation of educational methods, that is, the renewal and transformation of educational concepts, teaching models, and management methods.

Educational management refers to the process in which educational administrators, following the laws of education and management, through activities such as planning, organizing, leading, coordinating, and controlling, rationally allocate educational resources, effectively organize educational activities, scientifically regulate the educational process, and ultimately achieve educational goals. Educational management shares common characteristics of general management, but also has its particularities in the field of education, that is, administrators must follow the laws of education and take promoting the all-round development of individuals as the fundamental purpose.

Based on the above analysis, this study defines educational management innovation as: the systematic process in which educational administrators follow the laws of education and management, with the fundamental purpose of enhancing management efficiency and serving the cultivation of talents, and make creative changes to the concepts, systems, mechanisms, methods, and technologies of educational management. The core of educational management innovation lies in creation, that is, solving problems creatively; the key lies in newness, that is, forming new management models and governance capabilities.

The characteristics of educational management innovation. Educational management innovation has the following basic features (Omarov et al., 2023). Firstly, it is purposeful. Educational management innovation is not for the sake of innovation itself, but serves a specific purpose. In this study, the fundamental purpose is to serve the cultivation of innovative talents. Secondly, it is systematic. Educational management innovation is a systematic project, involving multiple aspects such as management concepts, management systems, management methods, and management technologies, and requires managers to plan comprehensively and promote systematically. Thirdly, it is process-oriented. Educational management innovation is not a one-off process, but a continuous improvement and continuous refinement process. Fourthly, it is situational. Educational management innovation must be based on specific circumstances, adapting to the times, locations, and schools. Fifthly, it is risky. Educational management innovation involves changes to existing management models, and inevitably faces uncertainties and potential risks.

The value orientation of educational management innovation: the cultivation of innovative capabilities. The fundamental value orientation of educational management innovation lies in serving the cultivation of innovative talents. Innovative capabilities refer to the ability of an individual to use existing knowledge and experience to generate novel, unique, and valuable ideas, methods, or achievements in learning and practice. The cultivation of innovative capabilities poses special requirements for educational management in universities. Management concepts need to shift from the traditional control logic to the empowerment logic. Management systems need to break down departmental barriers, promote collaborative education, delegate management authority, and stimulate grassroots vitality. Evaluation systems need to establish diversified and process-oriented evaluation standards. The teaching staff need to have teachers with an innovative consciousness and ability. The cultural atmosphere needs to create an open, inclusive, encouraging exploration, and tolerant of failure campus environment.

2.2 Multi-dimensional Driving

The connotation of multi-dimensional driving. Dimension originally refers to independent spatial coordinate directions in mathematics and physics. When extended to the field of social sciences, a dimension refers to different perspectives, levels, or elements for analyzing a problem. Multi-dimensional means a comprehensive consideration of multiple angles, levels, and elements, emphasizing that a thing is composed of multiple interrelated but relatively independent aspects as a whole. Driving originally refers to the power source that drives mechanical operation in mechanics and dynamics. When extended to the field of social sciences, driving refers to the internal force or external impetus that promotes the development and change of a thing.

Multidimensional Driving is a composite concept, indicating that the development and changes of things are not determined by a single factor, but are influenced by multiple factors working together (Ma, 2024). These factors are interrelated and mutually influential, forming a comprehensive dynamic system that drives the development of things. This concept emphasizes three key points: First, the diversity of driving forces, meaning there are multiple driving forces; second, the synergy of driving forces, meaning that various forces do not act independently but are coupled and work together; third, the systematic nature of driving forces, meaning that various forces form an organic whole and constitute a systematic driving mechanism.

This study defines multi-dimensional driving as: the various dynamic factors that drive the development and changes of things, as well as the systematic dynamic mechanism formed by their interaction and synergy. In the context of educational management innovation, multi-dimensional driving refers to the joint action and coordinated promotion of various forces such as institutional innovation, digital technology, and demand-driven factors, which form a comprehensive driving system for educational management innovation.

The multi-dimensional driving factors of educational management innovation. Based on a systematic observation and theoretical analysis of educational management innovation practices, this study has identified three core driving factors for educational management innovation: institutional innovation drive, digital technology drive, and demand-driven drive.

Innovation driven by systems. Systems are the fundamental guarantee for educational management innovation. Innovation

driven by systems refers to the use of educational system reforms and improvements to provide institutional space, institutional incentives, and institutional constraints for educational management innovation, thereby promoting the transformation and upgrading of educational management models. The core logic of innovation driven by systems lies in: Systems define the basic rules and behavioral boundaries of educational management activities. Good system design can stimulate the vitality of management innovation, while poor system arrangements will become obstacles to innovation. In the field of educational management, innovation driven by systems is mainly manifested at three levels: The macro system level includes national education policies and laws and regulations; the meso system level includes the internal charters and regulatory systems of universities; the micro system level includes specific operational procedures and management methods. Some scholars have pointed out that the traditional educational management model of universities has restricted the autonomy of university management and the enthusiasm of university staff. To eliminate traditional drawbacks, educational management innovation requires coordinating cooperation among the government, society, and universities, and promoting innovation and reform in the content of higher education management.

Driven by digital technology. Digital technology is an important tool for educational management innovation. Digital technology-driven refers to the application of emerging technologies such as big data, artificial intelligence, cloud computing, and the Internet of Things to reshape the concepts, methods, processes, and means of educational management, thereby enhancing management efficiency and creating new management value. The core logic of digital technology-driven lies in: Technology is not only a tool and means for management activities, but is also profoundly changing the essence and form of management activities. The research on technology philosophy indicates that technology is not a value-neutral tool; it carries specific ways of thinking and behavioral logic, and can reshape people's cognitive methods, behavioral patterns, and organizational forms. In the field of educational management, the application of digital technology is driving the transformation of management concepts from **control** to governance, management methods from experience-based to data-driven**,** and management processes from linear and closed to open and collaborative**.** Big data technology profoundly influences people's social lives and poses new requirements for university management. The rapid development of artificial intelligence technology has reshaped the teaching methods and scenarios of higher education, with applications such as ChatGPT analyzing students' question contents to understand learning difficulties and customizing personalized teaching plans, achieving intelligent management of university resources. Reform.

Demand-driven drive. Demand is the fundamental driving force for educational management innovation. Demand-driven drive refers to various demands such as national strategic demands, demands of economic and social development, and demands for the growth and development of students, which form external pressure and internal driving force to promote educational management innovation, and guide the direction and focus of educational management innovation. The core logic of demand-driven drive lies in: The fundamental purpose of management activities is to meet specific demands. The generation and change of demands are the fundamental driving force for management innovation. From the perspective of organizational theory, the value of an organization lies in meeting social demands, and the transformation and development of the organization are also to better adapt to changes in demands. In the field of educational management, the diversity and dynamics of demands require educational management to constantly innovate to adapt to new demands. Currently, China's economic structure is undergoing significant transformation and adjustment, and this change poses new requirements for the path of educational management innovation. National strategic demands require higher education management to closely follow national policies and guidelines, while the demands for the growth and development of students require managers to guide students to shift from learning how to learning how to learn.

The multi-dimensional collaborative mechanism. The mechanisms driven by institutional innovation, digital technology, and demand are not operating independently but are interrelated and mutually reinforcing, forming a comprehensive dynamic system that promotes educational management innovation. The synergy between institutional innovation and technology-driven approaches creates a virtuous cycle of institutional guarantees for technology application, and technology empowering institutional innovation. The synergy between demand-driven approaches and institutional innovation forms a virtuous cycle of demand guiding institutional innovation, and institutional support for demand satisfaction. The synergy between demand-driven approaches and technology-driven approaches creates a virtuous cycle of demand guiding technology application, and technology expanding demand satisfaction. From the perspective of the system structure, demand-driven approaches are the source of motivation, determining the direction of institutional innovation and technology application; institutional innovation is the fundamental guarantee, providing institutional support for technology application and demand satisfaction; technology-driven approaches are important tools, providing technical means for institutional innovation and demand satisfaction. The three are mutually dependent and mutually supportive, forming an organic integrated dynamic system.

3. RESEARCH ON THE MECHANISM OF MULTI-DIMENSIONAL DRIVEN INNOVATION

3.1 Mode Innovation Empowering Educational Management

The connotation and value of mechanism research. The term mechanism originates from the Greek word mechane , originally referring to the structure and working principle of machines (Xu & Guo, 2026). In the field of social sciences, mechanism refers to the internal working mode of the system among its various components, including the structural relationship, operating rules, and functional realization process of each element. The core task of mechanism research lies in revealing the black box of

development and change of things, that is, the internal interaction process from input to output.

In the research on educational management innovation, mechanism research has special value. Firstly, mechanism research helps to reveal the inherent laws of educational management innovation. Educational management innovation is not an accidental event, but the result of the interaction of multiple factors. Mechanism research can reveal how these factors interact and how they promote the occurrence of innovation. Secondly, mechanism research helps to enhance the predictability and operability of educational management innovation. After researchers understand the innovation mechanism, they can guide the direction of innovation and control the process of innovation by adjusting key variables. Finally, mechanism research helps to achieve the theoretical elevation of educational management innovation and promote the research from empirical summary to mechanism explanation.

The multi-dimensional driving mechanism composition. Based on systematic observation and theoretical analysis of educational management innovation practices, this study has identified three core mechanism elements that drive educational management innovation: institutional innovation-driven, digital technology-driven, and demand-pull-driven.

Institutional innovation-driven: The fundamental guarantee mechanism. Institutions are the fundamental guarantee for educational management innovation. Institutional innovation-driven refers to the use of institutional changes and improvements to provide institutional space, institutional incentives, and institutional constraints for educational management innovation, thereby promoting the transformation and upgrading of educational management models. The core logic of institutional innovation-driven lies in: Institutions set the basic rules and behavioral boundaries of educational management activities. Good institutional design can stimulate the vitality of management innovation, while poor institutional arrangements will become obstacles to innovation. In the field of educational management, institutional innovation-driven is manifested at the macro, meso, and micro levels. At the macro level, national-level education policies, laws and regulations, and development plans provide direction guidance and policy space for university educational management innovation. At the meso level, the charters, regulations, and institutional systems within universities directly affect the specific practice of educational management innovation. At the micro level, specific operating procedures, management methods, and work processes reflect the specific implementation of institutional innovation-driven at the operational level.

Digital technology-driven: Key mechanism. Digital technology is an important tool for educational management innovation. Digital technology-driven refers to the application of emerging technologies such as big data, artificial intelligence, cloud computing, and the Internet of Things to reshape the concepts, methods, processes, and means of educational management, thereby enhancing management efficiency and creating new management value. The core logic of digital technology-driven lies in: Technology is not only a tool and means for management activities, but is also profoundly changing the essence and form of management activities. In the field of educational management, digital technology-driven mainly manifests in three levels: big data-driven, artificial intelligence-driven, and platform-driven. Big data-driven provides scientific decision-making support for educational management through the collection, storage, analysis, and application of massive educational data. Artificial intelligence-driven realizes the intelligence and personalization of educational management through deep learning and intelligent analysis of educational data. Platform-driven promotes the construction and application of educational management platforms, achieving online, collaborative, and intelligent management activities.

Demand-pull-driven: Source of motivation mechanism. Demand is the fundamental driving force for educational management innovation. Demand-pull-driven refers to multiple demands such as national strategic demands, economic and social development demands, and students' growth and development demands, forming external pressure and internal driving force to promote educational management innovation, guiding the direction and focus of educational management innovation. The core logic of demand-pull-driven lies in: The fundamental purpose of management activities is to meet specific needs, and the generation and change of needs are the fundamental driving force for management innovation. In the field of educational management, demand-pull-driven is manifested in three levels: national strategic demands, economic and social development demands, and students' growth and development demands. National strategic demands require universities to serve the overall development of the country, economic and social development demands require universities to cultivate talents suitable for industrial transformation, and students' growth and development demands require universities to respect individual differences and promote individual development.

Multidimensional-driven collaborative mechanism. The mechanisms of institutional innovation-driven, digital technology-driven, and demand-pull-driven do not operate independently but are interrelated and mutually coordinated, forming a comprehensive dynamic system that promotes educational management innovation. The synergy between institutional innovation and technology-driven aspects creates a virtuous cycle of institutional guarantee for technology application, and technology empowering institutional innovation. The synergy between demand-pull and institutional innovation forms a virtuous cycle of demand guiding institutional innovation, and institutional support for demand satisfaction. The synergy between demand-pull and technology-driven aspects creates a virtuous cycle of demand guiding technology application, and technology expanding demand satisfaction**.** From the perspective of the system structure, demand-pull is the source of motivation, determining the direction of institutional innovation and technology application; institutional innovation is the fundamental guarantee, providing institutional

support for technology application and demand satisfaction; technology-driven is an important tool, providing technical means for institutional innovation and demand satisfaction. The three are mutually dependent and mutually supportive, jointly constituting an organic overall dynamic system.

3.2 Content innovation empowers educational management

The essence of educational management content innovation. If mechanism research reveals the internal logic of how educational management innovation is possible, then content innovation answers the questions of what to innovate and where to go in educational management. Content innovation refers to the expansion and deepening of educational management in terms of objects, fields, and categories, and is an important dimension of educational management innovation. Educational management content innovation refers to the expansion, deepening, and transformation of educational management in terms of management objects, management fields, and management categories. Traditional educational management mainly focuses on routine tasks such as maintaining teaching order, handling administrative affairs, and resource allocation. With the development of the times and social changes, the content of educational management is constantly expanding, presenting diversified, comprehensive, and deepening characteristics. The core logic of content innovation lies in: the fundamental purpose of educational management is to serve the all-round development of individuals and the realization of educational goals. With the update of educational concepts, changes in social demands, and improvements in technical conditions, educational management must continuously expand its content scope to better adapt to the requirements of the times and meet development needs.

The main dimensions of content innovation. First, from knowledge management to quality management. Traditional educational management focuses on the management of the knowledge transmission process. In the context of cultivating innovative talents, the content of educational management is expanding from knowledge management to quality management. Quality management emphasizes the cultivation and management of students' comprehensive qualities, including innovative thinking, critical thinking, cooperation ability, open and inclusive qualities, social responsibility awareness, etc. Educational management needs to incorporate these quality goals into the management scope and promote the formation and development of students' comprehensive qualities through institutional design, resource allocation, and evaluation guidance. Second, from administrative management to academic governance. Traditional educational management focuses on the handling of administrative affairs and emphasizes order maintenance and norm enforcement. With the deepening of higher education reform, the content of educational management is expanding from administrative management to academic governance. Academic governance emphasizes the management and guidance of academic affairs, including discipline construction, professional setting, curriculum development, research organization, and academic evaluation. Third, from closed management to open governance. Traditional educational management tends to operate in a closed manner, emphasizing internal order and clear boundaries. In the context of globalization and informatization, the content of educational management is expanding from closed management to open governance. Open governance emphasizes the interaction and integration of the education system with the external environment, including industry-education integration, science and education integration, international exchanges and cooperation, etc. Fourth, from experience management to data governance. Traditional educational management relies on the personal experience and subjective judgment of managers, which has strong uncertainty and randomness. In the era of big data, the content of educational management is expanding from experience management to data governance. Data governance emphasizes using data as a key element to support educational management decisions, optimize management processes, and enhance management efficiency.

Practical paths for content innovation. In terms of evaluation content, innovation manifests as a shift from a single approach to multiple ones. Traditional educational evaluation focuses on test scores as the core, making it difficult to comprehensively reflect students' development. Innovation in evaluation content emphasizes the construction of a diversified evaluation system, incorporating innovative thinking, practical ability, teamwork, social responsibility, etc. into the evaluation scope. In student evaluation, universities need to establish a diversified student evaluation system, increasing evaluations of multiple aspects such as students' innovative thinking, innovative ability, practical ability, and teamwork ability. In teacher evaluation, universities need to improve the teacher teaching evaluation mechanism, integrating teachers' innovative teaching ability, teaching methods, reform effectiveness, and the effectiveness of students' innovative ability cultivation into the evaluation process. In service content, innovation manifests as a shift from standardization to individualization. Traditional educational services emphasize standardization and uniformity, which are difficult to meet students' diverse growth needs. Service content innovation emphasizes providing personalized and precise educational services. In teaching resources, universities need to improve the online teaching resource management system and create a learning platform that is not limited by time and space. In management services, universities need to establish a big data management platform for student information, achieving intelligent and scientific management. In development content, innovation manifests as a shift from short-term to lifelong. Traditional educational management focuses on the management of students during their school years, with insufficient attention to their long-term development. Development content innovation emphasizes integrating the concept of lifelong learning into educational management, focusing on students' sustainable development ability. In student cultivation, universities need to guide students to shift from learning to learning how to learn**.** In teacher development, universities need to enhance teachers' understanding and implementation of the principle of

sustainable development in the teacher team.

4. RESEARCH ON THE PATH OF MULTI-DIMENSIONAL DRIVING FOR EDUCATIONAL MANAGEMENT INNOVATION

4.1 Analysis of the Path of Model Innovation

Model innovation in governance concepts (Galego et al., 2022). From control to empowerment. Governance concepts are the soul of educational management model innovation. Traditional educational management is based on the core logic of control, emphasizing order maintenance, unified norms, and top-down command execution. The multi-dimensional driving mechanism promotes the transformation of educational management concepts from control to empowerment. The data-driven decision-making perspective requires educational managers to establish a data-driven scientific decision-making perspective, shifting from passively receiving data to actively applying data, and developing a professional habit of speaking with data, arguing with data, and making decisions with data. This transformation requires managers to establish a hierarchical and classified data literacy cultivation system: for senior managers, managers focus on data value judgment and strategic decision-making correlation training; for middle-level managers, managers conduct practical training on data analysis tools; for grassroots managers, managers strengthen data collection norms and scenario application training. The user-oriented service perspective requires educational managers to actively break away from the thinking pattern of emphasizing management and neglecting service, clearly identifying students, teachers, and parents as important objects of educational services. The collaborative governance perspective emphasizes that managers shift from the top-down management concept to the co-construction, co-governance, and shared governance concept, finding the best balance point between administrative activities and academic construction, and achieving party committee leadership, professor governance, and democratic management.

Innovation in organizational structure model: From hierarchy to flat. The organizational structure is the backbone of educational management model innovation. The traditional hierarchical management model has distinct levels and clear responsibilities, but it also has drawbacks such as information distortion and delay, the breeding of bureaucracy, and uneven resource allocation. The multi-dimensional driving mechanism promotes the upgrading of organizational structure to a flatter and networked form. The transformation of a flat structure requires educational administrative departments and larger schools to actively break free from the traditional hierarchical pyramid-like structure, by eliminating redundant middle management levels and merging departments with similar functions, to compress the decision-making transmission chain and promote the downward shift of management focus. Managers establish an organizational model of headquarters coordination, project team's execution, and set up full-time digital chief officers. The professional support system requires managers to establish a university education big data management center, form a professional team with backgrounds in education, management, and computer science, and break down information silos. The networked collaborative mechanism requires managers to construct a three-level linkage collaborative mechanism of city - district - school, clarify the rights and responsibilities boundaries of the government, schools, and society, and build a collaborative and coordinated governance pattern.

Innovation of Management Process Model. From Series to Parallel. The management process is the lifeblood of educational management model innovation. The traditional management process is characterized by linear series, with each link advancing sequentially, resulting in low efficiency and prone to errors. The multi-dimensional driving mechanism promotes the transformation of the management process from a series model to a parallel collaborative model. The one-stop service model relies on intelligent technology to connect the data resources of various school business platforms, achieving one-stop processing for all business operations, and establishing a big data management platform for comprehensive student information management. The full-cycle governance model requires managers to improve the data governance system for the entire life cycle, formulate an education data standard system covering the entire area, and build a data quality control chain. The intelligent assessment model requires managers to innovate the big data teaching assessment and feedback management platform, comprehensively analyzing the online and offline learning and assessment situations of college students, and achieving process-based evaluation.

Innovation of Governance Form Model. From Unidirectional to Multidimensional. Governance form is the realm of educational management model innovation. Traditional education governance is characterized by unidirectional management, emphasizing top-down command execution. The multi-dimensional driving mechanism promotes the transformation of governance form to a multidimensional collaborative governance. Multi-party collaborative decision-making requires, with the empowerment of intelligent technology, managers to promote the reconfiguration and functional reshaping of the governance responsibility system in education governance with platform thinking, collaboration thinking, and sharing thinking, achieving collaborative decision-making with multiple parties. Whole-process democratic management requires managers to establish a sound education management feedback mechanism to timely collect and handle the opinions and suggestions of teachers and students. Home-school-community collaborative education requires managers to build a digital platform for home-school-community collaborative education, promoting information exchange and business integration among platforms, and enhancing the digital level of home-school-community collaborative education.

4.2 Analysis of Content Innovation Paths

Emphasizing content innovation: from short-term to lifelong. The development content is the deep domain of educational management content innovation. Traditional educational management focuses on the management of students during their school years, but pays insufficient attention to their long-term development. The multi-dimensional driving mechanism promotes the transformation of development content from short-term to lifelong. The lifelong development of students requires managers to guide students to make the transition from learning to learning how to learn, and convey the concept of lifelong learning to students. The continuous support for teachers' development requires managers to enhance teachers' understanding and implementation of the principles of sustainable development, and establish a support system for teachers' professional development. The strategic planning for school development requires managers to make scientific decisions based on big data, and help universities formulate more forward-looking strategic plans.

Service content innovation: From standardization to personalization. Service content is an important area for innovation in educational management. Traditional educational services emphasize standardization and uniformity, which is difficult to meet the diverse growth needs of students. The multi-dimensional driving mechanism promotes the transformation of service content from standardization to personalization. The personalized supply of teaching resources requires managers to improve the online teaching resource management system. By analyzing students' learning data, teachers can understand students' learning habits, interests, preferences, and knowledge levels, and formulate personalized teaching plans. The precise supply of management services requires managers to establish a big data management platform for student information, achieving intelligent and scientific management. The personalized guidance of employment services requires managers to use the employment information platform to integrate enterprise recruitment information, alumni resources, etc., to provide students with precise employment guidance and services.

Emphasizing content innovation: from short-term to lifelong (Ponomariovienė & Jakavonytė-Staškuvienė, 2024). The development content is the deep domain of educational management content innovation. Traditional educational management focuses on the management of students during their school years, but pays insufficient attention to their long-term development. The multi-dimensional driving mechanism promotes the transformation of development content from short-term to lifelong. The lifelong development of students requires managers to guide students to make the transition from learning to learning how to learn, and convey the concept of lifelong learning to students. The continuous support for teachers' development requires managers to enhance teachers' understanding and implementation of the principles of sustainable development, and establish a support system for teachers' professional development. The strategic planning for school development requires managers to make scientific decisions based on big data, and help universities formulate more forward-looking strategic plans.

Innovation in educational content: From knowledge to character. Educational content is the fundamental area for innovation in educational management. Traditional education focuses on imparting knowledge and pays insufficient attention to the cultivation of students' comprehensive qualities. The multi-dimensional driving mechanism promotes the transformation of educational content from a knowledge-based approach to a character-based approach. The systematic cultivation of innovative qualities emphasizes that teachers should cultivate students' innovative thinking, including divergent thinking, critical thinking, and creative thinking, and strengthen the construction of STEM courses, computer courses, and AI courses. The comprehensive cultivation of cooperative ability emphasizes that teachers should cultivate students' thinking and cooperative skills. Teachers actively adopt teaching methods such haseuristic，exploratory，participatory，cooperative，and practical. The value guidance of openness and inclusiveness highlights that schools encourage students to establish a global perspective and create opportunities for international exchanges. The deep enhancement of life meaning emphasizes that education is not only about the accumulation of knowledge or the improvement of skills， but also about the elevation of the overall quality and realm of life. Schools focus on the all-round development of students，including physical and mental health，emotional literacy，and aesthetic ability.

5.SUMMARY

This research focuses on the core issue of educational management innovation and constructs a systematic analysis framework of multi-dimensional driving mechanism and implementation path, revealing the intrinsic driving force and practical direction of educational management innovation.

At the theoretical level, this study proposes a multi-dimensional driving mechanism for educational management innovation, which is composed of three elements: institutional innovation-driven, digital technology-driven, and demand-pull-driven. Institutional innovation serves as the fundamental guarantee, providing institutional space and incentive mechanisms for educational management innovation; digital technology is an important tool, reshaping management concepts, processes, and paradigms; and demand-pull is the source of motivation, guiding the direction and focus of innovation. The three elements work together in synergy, forming a virtuous cycle of institutional guarantee for technology application, technology empowerment of institutional innovation, and demand guiding the direction of innovation, jointly constituting a comprehensive driving system for promoting educational management innovation.

At the level of the path, this study reveals the implementation path of educational management innovation from two dimensions: pattern innovation and content innovation. Pattern innovation focuses on the transformation of management operation methods,

manifested as the shift of governance concepts from control to empowerment, the transformation of organizational structure from hierarchical to flat, the transformation of management processes from serial to parallel, and the transformation of governance forms from unidirectional to multidirectional. Content innovation focuses on the expansion of management objects and scopes, reflected in the transformation of evaluation content from single to multiple, the transformation of service content from standardized to personalized, the transformation of development content from short-term to lifelong, and the transformation of educational cultivation content from knowledge to literacy. Pattern innovation and content innovation are like the two wheels of educational management innovation, mutually supporting and working together to jointly drive the modernization process of educational management.

At the practical value level, this research responds to the actual needs of the national strategy of building an educational power. It confronts the prominent problems in university education management, such as lagging concepts, rigid systems, biased evaluations, and insufficient 师资. It proposes systematic reform countermeasures. The research emphasizes that educational management innovation must be value-oriented towards the innovation of talent cultivation driven by multiple dimensions， and implemented through model innovation and content innovation as practical paths. By constructing a modern educational governance system that is open inclusive，data-driven，and collaborative，it provides a solid institutional guarantee and environmental support for cultivating new era individuals who can shoulder the responsibility of national rejuvenation.

Looking to the future, with the continuous breakthroughs of emerging technologies such as artificial intelligence and the continuous updates of educational concepts, educational management innovation will present a more diverse development form. Universities should continuously explore specific adaptation models of multi-dimensional driving mechanisms in practice, seek a dynamic balance between technological empowerment and humanistic care, achieve organic unity between efficiency improvement and the fundamental goal of education, and continuously promote the deep transformation of educational management from digitalization to digitization and intelligence**,** and from standardization to modernization**.**

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