

Chapter 2

Literature Review

A division of educational staff known as academic administration is in charge of overseeing and maintaining the institution; it is distinct from the faculty or academics, though some staff members may have shared duties.

Generally speaking, four models come into play: the post-behavioral science era, the human relations approach, the behavioral science approach, and classical organizational theory. (2020, EAPE 417, 2021)

The following are some theories in educational administration:

The theory of organization

The idea of humans

The theory of needs hierarchy

The theory of motivation hygiene

This theory is applied to the analysis of an individual's social behavior within a social system, such as a family, church, or school. A social system consists of two main parts. These are the following:

1) The institutional dimension and

This consists of role and expectations. A role is a position, identity or what is expected of a person in a certain position or job. Expectations are the responsibilities that an individual's obligations imply.

2) The personal dimension

Need dispositions and personality make up this dimension. A person's personality is a dynamic organization inside of them. Tendencies are dispositions. This essentially indicates that every organization or society assigns members or workers roles to play or complete. Along with roles, employees or members are expected to fulfill expectations. A teacher for instance has the role of teaching. The school, parents and students expect him/her to teach well and effectively on the other hand these the teachers have personal needs which they would like to fulfill. It is the duty of the school administrator to understand the human behavior of each of his individual

teachers in order to help them. For this, he needs to be aware of his need dispositions as well as his role expectations. Integrating the needs of the staff and the institution is one of the duties of the school administrator. He needs to make sure that the institution's and the employees' demands are met in this way. The administrator has to make sure that these requests are both personally and organizationally rewarding.

Curriculum management

Curriculum management is a science, is the foundation of the school, is the soul of the school, is a school to survive and development of the basic guarantee. (Qurtubi, 2021, pp.279-288) Curriculum management includes three aspects: curriculum planning, curriculum implementation and curriculum evaluation. Curriculum planning is the general requirement of national or local education authorities for curriculum planning and curriculum implementation. Curriculum implementation and curriculum evaluation, according to the national curriculum and local curriculum to formulate specific teaching plan, curriculum organization and implementation, textbook compilation and curriculum development of the whole process.

In terms of the specific curriculum implementation, Taiwan and Hong Kong also take the school as the unit, led by the education administration department, and cooperate with other relevant functional departments to complete the curriculum. At present, the curriculum of primary and secondary schools in China is led and undertaken by the principal (or vice principal), and these two teams have certain similarities in terms of organization setting, content setting and implementation methods.

"Change the situation of too concentrated curriculum management, implement the state, local, and school curriculum management, and enhance the adaptability of the curriculum to the local, school, and students" is one of the specific goals of curriculum reform of basic education, according to "The outline of curriculum reform of basic education (Implementation)". This demonstrates how our curriculum management system for basic education works. National curriculum management will become national, local, and school curriculum management instead of being centralized. Local and school curriculum management will also have some

autonomy, be involved in curriculum decision-making, and bear the associated responsibilities.

Academic professionalism

Academic professionalism refers to the social status and status of academic research. Academic professionalism is the core content of academic management and an embodiment of the social function of academic research. It plays a very important role in the generation and development, management and standardization of academic research. Academic profession is an academic group that is rooted in the complicated knowledge system, experiences academic discipline, forms a professional society that takes knowledge production as its core function, gains social reputation with teaching and social services, and establishes professional standards and ethics with professional organizations, such as universities, colleges and other higher education and knowledge production institutions, and mainly engages in research, teaching and social services. (Gao Weihang, 2022, p.35) Academic professionalism has the following characteristics:

First, academic professionalism is not pure academic knowledge, but comprehensive knowledge. Academic professionalism is both an academic type and an educational type, which generally refers to the academic knowledge reflected in teaching. Based on educational theory and curriculum theory, academic specialization emphasizes the integration of knowledge, which is of great significance to research work.

Second, academic professionalism is determined by social attributes. Academic professionalism not only refers to the study of academic expertise, but also includes the specific process of scientific research. It refers to the elements that are clearly divided into research work in the process of educational management. The specific process of scientific research includes the specific process of scientific research and the specialized theories required for scientific research, but academic professionalism is not simply academic. In addition to the specialization of academic theoretical research, academic expertise also requires practical knowledge in educational management, and academic research activities of different disciplines and different

schools have a clear specialization, which is a kind of scientific and universal applicable and extensive educational management theory.

Third, academic specialization is based on historical practice. Scientific research in any country is not immutable, but comes into being with the development and progress of human society. Only with excellent academic management personnel can we cultivate talents with research potential. Academic professionalism is the basic attribute of scientific research and the specific feature of scientific research carried out by researchers under the guidance of scientific theories and theories.

Due to the particularity of academic management, academic management does not have the professionalism of administrative management for academic organizations, and the embodiment of its professionalism does not necessarily depend on the expertise of academic organizations. At the same time, since the research object of this paper is senior academic management, the problems existing in the research object of this paper will limit the content and structure of the paper to be more reasonable.

Teaching effect

As for the teaching effect, the evaluation results obtained by senior middle schools are not the same. From the evaluation results of educational administration administrators on the teaching effect, it can be seen that there are still some schools are not satisfied with the teaching effect, and they are just going through the motions in the process of assessment. In the process of examination, they are also in order to deal with the assessment, resulting in uneven teaching effect and failing to meet the needs of schools. On the whole, the school's academic management evaluation results are biased, which will make the development of the school difficult.

Aiming at the needs of the social market, students and parents, the school's educational philosophy and overall development plan implement the professional construction plan and curriculum standards, teacher career development and teacher title evaluation and recruitment standards, formulate training programs and development standards for training skilled talents with superior quality. The school makes top-level design and determines the development direction, which is the

quality decision and command system. The teaching Affairs Office of the teaching administrative department organizes and carries out teaching quality inspection, which is actively implemented by secondary colleges. Through inspection and feedback, the quality of teachers, students, majors and courses is improved, which is called quality generation system. The school Supervision Office, Student Affairs Office, Teacher Development Center and other departments assist the Academic Affairs Office to carry out teaching quality inspection and promote the stability of the operation control system. (LiaoXiaozhen, 2023, pp.82-87)

The process and way of improving teaching quality depends more on the guarantee of teaching effect and quality, so the evaluation method of teaching quality should also conform to the characteristics and evaluation concept of the school. The teaching effect can be measured from two aspects. One is the effect of teaching practice, which is mainly evaluated by questionnaire survey and interview, while the management in the teaching process is mainly evaluated by academic attitude and teaching management system, as shown in the following table.

Academic Evaluation

We constantly assess things, people, and ideas in our immediate surroundings in our day-to-day activities. Whether we are conscious of it or not, we frequently make judgments during conversations, reading, shopping, eating, and watching TV or movies.

An academic evaluation is a judgment rendered by a professor or instructor at a college. It usually consists of a written evaluation and an assessment form. This should be turned in by someone who has worked closely with the student for a considerable amount of time and who is able to evaluate both the student's personal traits and academic performance in the classroom.

An academic evaluation is a resource that identifies all met and unmet requirements for a specific program. A student can view how many total credit hours, GPA, and non-course requirements (such as a portfolio, thesis, or exit exam) are required by his or her program and how many of these requirements have been satisfied (including a display of final grades and missing requirements). The academic

evaluation is a key tool in determining a student's progress in fulfilling the requirements to complete their degree.

Here is the academic evaluation process.

Step 1: Your transcripts are received by us.

The official transcripts you wish to have assessed for credit toward your preferred degree program are sent to us. These shall originate from any institutions with regional accreditation or from licenses and certifications that have been approved for college credit by the University's Office of Assessment of Professional and Workplace Learning.

Step 2: Your student record and transcripts are compared.

The records management department of the Office of the Registrar compares all official transcripts received to the student record that was initially created with your initial application.

Step 3: Verify that your documentation is up to date.

At this point, you can log into your Online Student Services account to see the status of your documentation. Click on "Transcripts Received" under the "Academic Profile" heading to view a list of the documents the university has received along with the date of receipt. For confirmation that these documents have been received, get in touch with Enrolled Services.

Step 4: Your credit is assessed based on your documentation.

You are put into a "first-time queue" if you are an applicant, re-enrolling student, or both so that your documentation can be reviewed and transfer credit added to your Academic Evaluation. The evaluation team at the Office of the Registrar will ensure that academic policy is adhered to by verifying that any transfer equivalencies match the courses you have previously taken and adding the appropriate credit.

Step 5: involves assessing the course equivalencies.

In addition to determining whether the credit is graduate, undergraduate, or developmental in nature, and whether it is semester-or quarter-hour based, evaluators also make sure that all incoming transcripts originate from regionally accredited institutions. The course descriptions from the transfer institutions are then

analyzed using a tool called College Source to determine which university course equivalent, if accepted, will work best toward your evaluation. In order to verify details about course equivalencies, they will also get in touch with the deans of the particular institution.

Step 6: Your evaluation is enhanced with notes and clarifications.

At the conclusion of your evaluation, if necessary, specific notes are included outlining any policy concerns and indicating how to schedule a meeting with an advisor to obtain more details.

Step 7: Your evaluation has been updated.

You are then placed in the "update queue" when new transcripts are received, and if you have previously had an evaluation finished, it takes about 20 business days from the time your file is sent for evaluation to completion. The staff of the evaluation office goes over the updated transcripts and modifies your evaluation, taking into account any changes made to the academic policies.

Step 8: You receive notification that the assessment is finished.

Assessors enter a unique code each time they finish an update or first-time evaluation, which causes an email to be generated telling you that your evaluation has been updated.

Analysis of the current situation of academic management in middle schools across the country

1. Academic norms are difficult to predict

The goal of academic management at senior level is to ensure that academic norms are effectively enforced within the school. However, there are many problems in senior high school academic management, such as weak operation, non-disclosure of information and single means of academic management. Therefore, as far as the current academic management level is concerned, the academic management mechanism is not perfect enough. First of all, the content of the formulated academic norms is too general. For example, in the academic evaluation standards, more emphasis is placed on the academic standards of academic evaluation, ignoring the comprehensiveness and professionalism of the evaluation content. Such

standards lack of science and do not respect the different personalities of different schools and different teachers, which is not conducive to the academic development of schools and different teachers. Secondly, the academic management work is carried out in a short period, and many campus activities are carried out within half a month or several months, sometimes completed in a short time. This method also brings difficulties for other teachers in the school to carry out academic management work, resulting in many activities did not achieve the expected effect.

At present, our academic norms and other related systems are constantly improving, and the legal system of school academic norms will also be an important part. In addition to legal constraints, systematic standardized academic training is more important. (Li Shanshan et al., 2022, pp.106-110)

Teaching quality is an important index to evaluate teachers' teaching ability. However, in the actual teaching process, the establishment of academic norms is still a difficult point. How to ensure the smooth progress of academic norms? One is to let the academic norms go deep into the hearts of every teacher; the other is to let the academic norms become the basic basis of teachers' teaching work.

2. Waste agglomeration effect

In many cases, the academic development goal of senior high schools is not only to cultivate academic talents, but to transform academic achievements into certain social values. However, we can be clear that the realization of academic development goals requires a large amount of resource input. However, people tend to add up the short-term and long-term benefits while ignoring the long-term benefits, which will not only fail to realize the expected value, but also waste academic resources to a large extent, reducing the benefits of academic resources. The user's digital resource use cost also has a significant negative impact on the satisfaction. The higher the use cost, the lower the customer satisfaction. (Zhao Hongya, 2020, pp.40-48)

First of all, the cost of time increases. Time cost can be understood as the increase of budget cost and capital cost. In the academic development, there is always a big pressure of capital. According to the survey, the current senior high school students, graduates account for the vast majority, and postgraduate degree or

above account for a very small number of students, especially high degree graduates, have a greater contribution to the country and society. However, many senior high schools spend most of the funds on teaching and research, which brings heavy economic burden to students. Some senior high schools use the funds for research to increase teaching, increase school management, and improve the enrollment rate of the school, which brings great pressure to the country and society.

Secondly, there is a lack of resources for academic development. Capital is the foundation of academic development. Without sufficient financial support, the advantages of academic resources cannot be given full play, and it is difficult to achieve the expected academic development goals.

For academics, there will inevitably be a phenomenon of "waste", which has a very significant exclusivity at this time.

3. Insufficient academic information service capacity

At present, there are not many academic information service platforms in schools, and there is no scientific management method. The existing academic information service platforms of the school are basically published publicly, and almost do not involve actual information services. Although there are some problems in the academic information service platform, it only provides school research and teaching services, but does not really serve teachers and students. For young teachers, especially senior middle school teachers, most of them are fresh graduates, lack of teaching experience, have little knowledge of academic information, not comprehensive information acquisition and processing, and cannot actively and effectively carry out academic information service work. In some cases, the academic information service work has not been implemented, cannot meet the needs of teachers and students, and cannot achieve the ultimate goal of scientific research management. In recent years, with the mature application of big data, visual analysis, GIS and other technologies, the development of human resources has brought a new perspective. The theory of Digital Humanities came into being under such circumstances. (Xu Mei et al., 2021, pp.39-45)

According to the Academic Management Measures for Senior Middle School, the requirements for academic information service ability are as follows: "Enrich the

academic work of the school by developing the academic information service function of the school by utilizing the academic resources and management experience mastered, build a platform for the academic career development of teachers and students, and provide academic exchange, academic guidance and academic exchange services for the school and students.

Administration-Deming Circle (P D C A)

Process and product design and analysis (PDCA) is a business process control and continuous improvement method that uses iterative design and management.

With Ishikawa's modifications, the PDCA cycle dates back to 1959 and S. Mizuno of the Tokyo Institute of Technology. (Edwards Deming, 1986, p.86)

Another name for the PDCA cycle is the PDSA cycle (where S stands for study). It was a rudimentary method of illustrating the areas of responsibility of conventional quality management. Because it was developed in the 1920s by physicist Walter Shewhart at Bell Telephone Laboratories, the cycle is also sometimes referred to as the Shewhart / Deming cycle. The Shewhart cycle was altered by W. Edwards Deming in the 1940s, and in the 1950s, he used it to improve management procedures in Japan.

Dr. Deming discovered that Check focuses more on the execution of a change, whether it is successful or not. His main goals were to forecast the outcomes of an improvement effort, examine the real outcomes, and compare them in order to potentially update the theory.

Arrange

Establish the procedures and goals needed to produce the intended outcomes.

Act

Execute the objectives from the preceding phase.

Check

The information and findings obtained from the do phase are assessed during the check phase. To find any patterns or discrepancies, data is compared to the anticipated results. In order to determine whether the testing procedure has changed from the initial test designed in the planning stage, it is also evaluated. If the PDCA cycle is carried out repeatedly, it may be

simpler to spot any trends if the data is displayed in a chart. This makes it easier to determine which modifications are most effective and whether they still have room for improvement.

Gap analysis or appraisals are two examples.

Act

This act phase, which is also known as "Adjust," is where a process is enhanced. Documents from the "check" and "do" stages aid in locating process problems. These concerns could be things like inefficiencies, problems, non-conformities, chances for improvement, and other issues that lead to clearly subpar results. Such problems are looked into, their root causes are identified, and they are fixed by changing the procedure. Risk is assessed again. After this phase's activities are completed, the process has improved guidelines, benchmarks, or objectives. Having a better baseline allows for the planning of the subsequent cycle. The identified issues should not recur as a result of work done in the next do phase; if they do, the action was ineffective.

Plan-do-Check-Act, or PDCA for short, is an iterative design and management technique used in business to control and continuously improve processes and products. It is also sometimes referred to as plan-do-Check-Adjust. It is sometimes referred to as the control circle or cycle or the Shewhart cycle. OPDCA is an additional iteration of the PDCA cycle. In certain versions, the additional "O" stands for "observation," or "observe the current condition." The literature on lean manufacturing and the Toyota Production System is current with this emphasis on observation and the state of affairs.

Although PDSA (Plan-Do-Study-Act) was employed by W. Edwards Deming, who is widely regarded as the founder of modern quality control, plan-do-check-act is linked to him; he called it the "Shewhart cycle". Deming changed PDCA to "Plan, Do, Study, Act" (PDSA) later in his career because he believed that "check" placed more emphasis on inspection than analysis. (Aguayo, 1990, pp.125-127) Several models, including the know-how transfer process model (Dubickis et al., 2017, p.4) were developed using the PDSA cycle. In Dubberly et al. (2008)

The scientific method, as it was developed from Francis Bacon's work (*Novum Organum*, 1620), is the foundation of the PDCA concept. The scientific method can

be expressed as "plan–do–check" or as "hypothesis–experiment–evaluation". Manufacturing under "control" (statistical control) was defined by Walter A. Shewhart as a three-step process consisting of specification, production, and inspection. (Shewhart et al, 1986, p.45) He also made a special connection between this and the hypothesis, experiment, and evaluation phases of the scientific method. The statistician, according to Shewhart, "must help to change the demand [for goods] by showing how to close up the tolerance range and to improve the quality of goods." In 1986, Shewhart et al. It is obvious that Shewhart wanted the analyst to act on the assessment's findings. Deming claims that during his lectures in Japan in the early 1920s, the participants there condensed the steps into what is now known as the plan, do, check, act sequence. In Deming's 1986 Deming preferred the order plan, do, study, act because "study" has implications that are more in line with Shewhart's intention than "check" in English.

Until the issue is resolved, the plan-do-check-act cycle is repeated numerous times.

Iteration is a key component of the plan-do-check-act process and the scientific method; if a hypothesis is validated (or refuted), repeating the cycle will increase our understanding of the subject. Users can get closer to the goal—typically a flawless operation and output—by repeating the PDCA cycle.

Another name for plan-do-check-act (and other scientific problem solving techniques) is a critical thinking development system. This is also referred to as "Building people before building cars" at Toyota. Through rigorous problem solving and the ensuing innovations, Toyota and other lean manufacturing companies contend that an engaged, problem-solving workforce using PDCA in a critical thinking culture is better able to innovate and stay ahead of the competition.

Deming consistently emphasized the importance of iterating towards a better system, so PDCA should be applied repeatedly in spirals of growing system knowledge that converge on the end goal, with each cycle getting closer than the one before. Imagine an open coil spring, where each loop represents a single cycle of the scientific method and each completed cycle denotes a gain in our understanding of the system being studied. This strategy is predicated on the idea that, while still

limited, our knowledge and abilities are expanding. Important information might not be known at the beginning of a project, in which case the scientific method, known as PDCA, offers feedback to support educated guesses (hypotheses) and advance knowledge. Being somewhat accurate is preferable to being precisely incorrect, so avoid becoming paralyzed by "analysis paralysis" and trying to get it right the first time. With more information, one can decide to change or improve the objective (ideal state). The purpose of the PDCA cycle is to help its users get closer to the objective that they have selected.

Because it can be expensive to make changes to projects and products that are already in detailed design, PDCA—also known as Plan-Check-Do-Act—should involve consulting with external stakeholders prior to the Do stage when it comes to complex projects or products that are the subject of controversy.

In the modern world, one of the most important competitive factors is the rate of change, or the rate of improvement. Both significant "jumps" in performance—the "breakthroughs" that are frequently sought in a Western approach—and kaizen—regular little improvements—are possible with PDCA. In the US, a PDCA approach is typically linked to a large project involving the time of many people. As a result, managers seek significant "breakthrough" improvements to validate the effort invested. However, the scientific method and PDCA apply to all sorts of projects and improvement activities (Rother, 2010, pp.35-38)

Quality Management

An organization, product, or service is consistently functional thanks to quality management. Quality planning, quality assurance, quality control, and quality improvement are its four primary components. (Rose, 2005, p.153) The emphasis is on the quality of the products and services as well as the methods for achieving quality management. Therefore, to achieve more consistent quality, quality management uses both process and product control as well as quality assurance. A component of quality management is also quality control. Quality is determined by what a customer wants and is willing to pay for. It is an expressed or implicit promise

made to a known or unidentified market customer. The degree to which a product fulfills its intended purpose is a measure of quality.

Summary of this chapter

Educational administration is more complex. A system of engineering, the need for university leadership, educational administration, teachers and students. (Zheng Yimin, 2023, pp.106-108)

Step forward the construction of information technology in educational affairs.

Through the analysis of the research status of academic management at home and abroad, as well as the results of the questionnaire survey, it is found that the current academic management level and management system have the following problems, the academic management mode cannot be effectively integrated into the teaching and life of high school, the lack of scientific and scientific, the management level is low, and the scientific research management system does not match, the evaluation mechanism is unreasonable, the lack of management and supervision machine System, the lack of incentive and incentive system, low management level, the lack of a benign competitive environment. Therefore, this chapter puts forward targeted solutions, in order to effectively integrate into the teaching and life of high school, strengthen the school's academic management work, create a strong academic atmosphere of academic management environment.

The function of educational administration network management information system platform used by colleges and universities is mainly manifested in the following aspects. First, it can adapt to the requirements of credit system teaching reform, standardize teaching management according to information business process, and form a new model of personalized school teaching management, so as to strengthen business process management, provide mobile and digital information data processing services for teachers, students, educational administration personnel and system maintenance personnel, so as to improve management efficiency and service quality. Second, the lack of professional management information system software developers should be familiar with the specific business of educational administration management. If not, there will be loopholes in the system design, causing security risks

to the operation and maintenance of the system. Third, with the development of computer network communication and information technology, software research and development has gradually moved towards the direction of digitization, informatization, networking and intelligentization, which has realized the reform of the "Internet + educational administration" business model, improved the management efficiency and governance level, and improved the information resource construction, educational administration and teaching information business process and school-running conditions. It strengthens the comprehensive competition and characteristic development ability of the school, and provides scientific basis for high-level decision-making. (Yuan Tianli, 2023, pp.23-26)

Summary Administration-Deming Circle (P D C A)

Through questionnaire survey and interview, we have an in-depth understanding of the current situation of academic management in senior high schools, and analyze the questionnaire to draw a conclusion.

The degree of control that each site will have over its replicas is something you have to determine. You can choose between individual or centralized administration, or a mix of the two.

centralized management

There is a hub site when administration is centralized. Every replica in a family is trained by a replica located at the hub site. All replicas as well as the schedules and patterns of synchronization are kept up to date by administrators at the hub site. All sites' replica servers are accessible to these administrators.

Benefits of this plan include: No need for your business to hire a MultiSite administrator for every site.

Making sure that schedules don't clash is simpler.

Negative aspects:

There are administrative procedures that demand self-mastery from a replica.

The MultiSite administrators need to be familiar with all local administrative practices (such as backups and server maintenance) if Rational ClearCase administration is carried out locally.

Every site needs to have remote access.

Individual management

Each replica is self-mastering under individual administration, and an administrator is present at every site. At their sites, administrators are in charge of building and maintaining replicas, synchronization schedules, and patterns.

Benefits of this scheme: When an administrator needs to modify replica properties, no mastership changes are needed.

Administrators can make sure that Rational ClearCase administration and MultiSite administrative processes don't clash.

Negative aspects:

At every site, a MultiSite administrator is required.

If a company has sites across multiple time zones, administrators may find it challenging to communicate with one another.

Partially-centralized management

Semi-centralized administration is an additional option. For instance, local MultiSite administrators oversee large development sites, and these administrators share administrative responsibilities for smaller sites.

Related research

1. Domestic research

Based on the above cognition, it is very important to cultivate a teaching administration team with rich experience in teaching management and willing to serve teachers and students efficiently, as well as a set of perfect, modern and humanized teaching administration system. Conscientiously and comprehensively in view of the current private colleges and universities in the face of the dilemma problems of educational administration survey, analysis, summary, reform and innovation, and finally form the most suitable for the characteristics of the university management and development of educational administration road.

Under the current social situation, informatization has become the inevitable way of development in various fields. In the educational management of colleges and universities, it is very necessary for educational administration to be informationized. Only by attaching importance to and strengthening the

informationization construction can we meet the requirements of educational administration, promote the improvement of management effectiveness, and promote the sustainable development of colleges and universities. Educational administration is more complex, and its informatization is a systematic project, which requires the university leadership, educational administration administrators, teachers and students to form a joint force and fully realize the importance of educational administration informatization, and participate in the information construction, build a perfect information system, and further promote the construction of educational administration information. (Zheng Yimin, 2023, pp.106-108)

With the expansion of the scale of higher education and the increasing number of students, the educational administration should be informationized, digitized and unified

Preparation and comprehensive management is the key to modernization of educational administration network system and information construction. The integrated service platform system of teaching management constructed by means of modern information technology plays a very important role in the teaching management of university educational affairs. Only by constantly improving the educational administration network management system and standardizing the corresponding supporting management system, can the efficiency of the information system be brought into play and the quality of work and management efficiency be improved. Colleges and universities should combine their own reality, according to the needs of personalized characteristics, scientific system planning and management, according to the implementation steps of software engineering, gradually establish and form and constantly improve the information and scientific "Internet + teaching and educational affairs" management mode with their own characteristics and personalized characteristics, and at the same time increase the efforts of system planning and management. To promote the healthy, orderly and rapid development of higher education and improve the application ability and level of information technology in higher education. (Yuan Tianli, 2023, pp.23-26)

Educational administration management system is a comprehensive management system, including the student management module, basic information module, which is applied to teaching management.

In management work, not only can realize the centralized management and real-time sharing of information, but also can effectively improve the level of teaching management, promote the standardized development of teaching management. In recent years, the educational administration system has been applied more and more widely in schools and achieved good results. In the future teaching management, to achieve long-term and stable development, the school management needs to pay more attention to it.

Increase the support of capital and technology, and constantly optimize and improve the educational administration system, so as to provide a solid guarantee for the high-quality development of teaching management. (Yu Qiang, 2023, pp.97-99)

2. Foreign research

Rudolph Weingartner contends that because of the unique characteristics of higher education institutions, academic administration differs from management or administration in the business world. Colleges and universities are professional institutions with clients that include students among others to whom they owe education services in a manner similar to that of hospitals to their patients. They are established with specific goals in mind and receive support from both public and private sources. In this book, Weingartner makes the case that academic administration is a calling that significantly aids institutions in pursuing their own missions rather than merely another managerial task.

Related work

1. Research has demonstrated that the balanced scorecard is a useful instrument for assessing an organization's performance. The balanced scorecard assists academic administrators in focusing more on internal processes to increase institutional effectiveness and show its accountability to the public and government by highlighting integrative analysis and trade-offs. (Yakhou & Dorweiler, 2005, pp.138-144)

2. One of the earliest projects to implement Enterprise Resource Planning in an Ivy League university's academic administration is examined in this paper. By advancing the concept of temporality within actor-network theory to bolster our analysis, we add to the body of qualitative literature already available in the field of information systems. (Scott and Wagner, 2003, pp.285-313)

3. Considering the leadership abilities required to carry out in this intricate and demanding role is crucial when forming a career in academic administration. Understanding the difficulties faced by deans, asking themselves questions like "Do I really want a deanship?", determining the necessary leadership abilities, defining a career trajectory and pathway, and honing those abilities will all help one be more equipped to take on this thrilling and fulfilling leadership opportunity. (Green & Ridenour, 2004, pp.489-495)

4. The author uses implementation science in a leadership role to bring about major organizational change, as detailed in this 'Live from the Firing Line' essay. She talks about the following based on her experience as a senior executive in academic administration: (a) the university and her role; (b) the nature and application of implementation science; (c) her strategy for purposefully incorporating implementation science theory into the change process; and (d) results and takeaways from the experience.

The present investigation employed a partial least squares structural equation modeling technique (PLS-SEM) to assess the direct and indirect impacts of curriculum management on the sustainability of university graduate programs. The study also looked at how institutional effectiveness affected the relationship between the response and predictor variables.

This is a correlational study with a factorial research design. The study's participants comprised 149 higher education administrators (23 Faculty Deans and 126 HODs) from two public universities in Nigeria. (Owan et.al, 2022, pp.114-127)

input	<p>The data of the Current Situation of Academic Administration in High School; A Case Study of Fuzhou High School of Fujian Province</p> <p>Independent variable: academic administration in Fuzhou high school</p> <p>Dependent variable: the data of the current situation of academic administration in high school</p>
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process	<p>1. Investigating the opinions current situation of academic administration and the management of the academic administration in Fuzhou High School</p> <p style="padding-left: 40px;">1.1 Curriculum management</p> <p style="padding-left: 40px;">1.2 Teaching Process</p> <p style="padding-left: 40px;">1.3 Evaluation</p>
	<p>2. Propose strategic guideline of academic administration in Fuzhou High School</p>



output	<p>1. The situation of academic administration of students in Fuzhou High School</p>
	<p>2. The guideline for academic administration of students in Fuzhou High School</p>

Figure 2.1 Conceptual Framework