Chapter 4

Research Result

In this chapter, data analysis results were presented

1. Demographic able of samples was showed covering different genders, ages, positions, types and nationalities.

2. Academic administration in high schools was at higher level.

3. Guidelines for the academic administration

Demographic data of samples

The research contains 162 samplings. Out of the 162 questionnaires that were distributed, the researcher received 150 valid ones, yielding a valid return rate of 92.6%. The study's sample population consists of educators and administrators employed in Chinese high schools, representing a range of ages, genders, occupations, nationalities, and positions. To display their characteristics, the researcher created a demographic table, which is shown in Table 4.1.

Table 4.1 A demographic table of research objects

Demographic	Date Results	Total (n=150)	
		Frequency	Percentage
Gender	Male	80	53.3
	Female	70	46.7
Age	20-29	80	53.3
	30-39	50	33.3
	40 and above	20	13.3
Position	A teacher	130	86.7
	An administrator	20	13.3

Table 4.1 A demographic table of research objects (Continue)

Demographic	Date Results	Total (n=150)	
		Frequency	Percentage
	A formal/regular Teacher or administrator	130	86.7
Type	A temporary teacher or officer	10	6.7
		10	6.7
	A volunteer teacher or officer		

The table indicates that men make up the bulk of the sample gender. 53.3% is the higher percentage. There are 70 women, or 46.7% of the total. About the age range, 80 persons, or 53.3% of the total, are between the ages of 20 and 29. More than half of the population is between the ages of 30-39, with 33.3% being the highest percentage. The age group 20 accounts for 13.3% of the population, which is behind those between the ages of 30-39. In addition, 20 additional administrators have provided their thoughts on the questionnaires that 130 teachers have completed. Instructors make up 86.7% of the population, while administrators make up 13.3%. Thus, teachers provide more data than administrators do. According to worker's type, 86.7% of them are formal/ regular teachers or administrators. There are 130 formal or regular teachers working in the sampling schools. There are only 10 temporary teachers or officers, accounting for 6.7% and 10 volunteer teachers or officers, accounting for 6.7%.

Current Situation of Academic Administration

To investigate of the Current Situation of Academic Administration in High School of Fu Zhou High School. The researcher sent the questionaries to the samples group to collect the data. It can be shown that:

1. Current Situation of academic administration

Agree-Disagree items with the following 5 response options are used in the questionnaire: Strongly disagree, neutral, agree, disagree, and strongly agree. The Likert

scale, which consists of five items that are considered satisfying, is consistently utilized in surveys and questionnaires. 1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree, and 5-Strongly agree are the corresponding scores from 1 to 5. A 3 is considered moderate in theory.

Here is a standard to identify the range of each level. (Best, 1986, p.195)

If the mean value is ranging from 1.00 to 1.49, define that is at lowest level.

If the mean value is ranging from 1.50 to 2.49, define that is at low level.

If the mean value is ranging from 2.50 to 3.49, define that is at moderate level.

If the mean value is ranging from 3.50 to 4.49, define that is at high level.

If the mean value is ranging from 4.50 to 5.00, define that is at highest level.

Each of the ten questions is organized into five scales in order to collect data.

Based on their personal experiences, the research objects have been selected and scored. The researcher would examine each variable's level from the mean to determine the overall level of academic administration. The data's standard deviation ranges from 0 to 1, while the mean value falls between 1 and 5 points. The variable's highest level and better outcome are indicated by larger mean values. The degree of data dispersion is reflected in the standard deviation. The data span increases with a larger standard deviation value, and the data statistics are more aggregated when the value is smaller.

So it was to analyze the level of each variable and the degree of data dispersion. Then sum up the level of the academic administration in high schools.

The result of current situation of academic administration can be shown in table 4.2

Table 4.2 Current Situation of Academic Administration in High School of Fuzhou High School

Question	Mean	SD	Level
1. Please comment on the school curriculum.	4.52	0.45	highest
2. Please evaluate the teacher's teaching ability.	4.42	0.52	high
3. Please evaluate the students' learning.	4.37	0.44	high
4. Please evaluate the number of academic Activities carried out by the school.	4.02	0.33	High
5. Please evaluate the role of academic management.	4.30	0.42	high

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Table 4.2 Current Situation of Academic Administration in High School of Fuzhou High School
(Continue)

Question	Mean	SD	Level
7. Please evaluate the academic activities of the school .	4.80	0.69	highest
8. Please evaluate the academic management system of the school	4.32	0.42	high
9. Please evaluate the role of academics in helping students develop in the future.	4.22	0.4	high
10.Please evaluate the satisfaction of teaching content.	4.55	0.56	highest
11. Please evaluate the content of academic administration	4.95	0.66	highest
12. Please evaluate teachers' administrative ability.	4.63	0.56	highest
13. Please evaluate teachers' teaching attitude.	4.70	0.68	highest
14. Please evaluate teachers' teaching result.	4.07	0.35	high
15. Please evaluate the school's activities organization.	4.77	0.65	highest
16. Please evaluate the school's schedule design.	4.95	0.66	highest
17. Please evaluate the school's administrative effectiveness.	4.37	0.44	high
18. Please evaluate the school's administrative level.	4.37	0.44	high
19. Please evaluate the school's administrative quality.	4.20	0.4	high
20. Please evaluate the work of coordinators.	4.40	0.44	high

First, Q1 is comment on the school curriculum setting. The mean value is 4.52, so the level of this variable is highest level. That means most teachers of them to consider that curriculum setting is reasonable just a few think the curriculum setting is not reasonable enough.

The mean of Q2 is 4.42, which means they agree with the school's teachers' teaching ability. Teachers' ability can be improved regularly. Q3 is evaluation on the teachers' professional knowledge, whose mean value is 4.3, and it is at high level, that

means interviewees are satisfied with teachers' professional knowledge. About Q4, the evaluation on the students' learning, the mean value is 4.37 and the level is high level. Many teachers are satisfied with students' learning.

The mean value is 4.02 on Q5 evaluation the number of academic activities carried out by the school, which is at high level. Most of teacher think the number of academic activities carried out by the school is satisfying, only a few teachers feel dissatisfied.

Then, Q6 evaluation on the role of academic management, its mean value is 4.3, which is at high level. That shows the role of academic management is satisfying.

The mean is 4.8 on Q7 evaluation on the academic activities of the school. This is the same with the one above, which showed that the academic activities of the school is satisfying. Next is Q8 evaluation on the academic management system of the school. And its mean value is 4.32, it is at high level. Q9 evaluation on the role of academics in helping students develop in the future has the mean value is 4.22 and it is in the high level.

The mean value of Q10 evaluation on the satisfaction of teaching content is 4.55, and it is at highest level. Each teacher is satisfied with teaching content.

The mean value of Q11 evaluation on the content of academic administration is 4.95, which is the highest score of all the mean values and it is at highest level. That means most teacher think highly of the content of academic administration and they trust it. The next one is Q12 evaluation on teachers' administrative ability and it is at highest level. Most of teachers think teachers' administrative ability is good in order to motivate and encourage students to study. Q13 evaluation on the teachers' teaching attitude is at highest level. They think teachers' attitude of the school benefit students' learning.

The mean value of Q14 evaluation on the teachers' teaching result, is 4.07, and it is a pity that teaching result is not so satisfying and it is due to many reasons. It should be improved because it leads to students' learning result. Q15 evaluation on the school's activities organization, and the mean value is 4.77, which means highest level. Q16 evaluation of the school's schedule design, and the mean value is 4.95, which is the highest score same as Q11, also in the highest level, that means most of teacher think the school's schedule design is excellent and effective.

To talk about Q17 evaluation on the school's administrative effectiveness, the mean value is 4.37, which is at high level. The mean value of Q18 evaluation on the school's administrative level is same as Q17, It's easy to say that administrative level is good. Q19 evaluation on the school's administrative quality, the mean value is 4.32 which is at highest level. Q20 evaluation on the work of coordinators, the mean value is 4.4, which is at higher level, that means most of teacher think highly of their coordinators' work.

2. Academic Administration

To investigate of academic administration. The data collection was divided into Curriculum management, Teaching process, and Evaluation by used the questionnaires. The result of academic administration can be shown that:

Table 4.3 The investigation of academic administration in curriculum management

Question	Mean	S.D.	Level
1. What work burden do you want to reduce most?			
A. Go to class	4.35	0.44	high
B. Prepare lessons and correct homework	4.28	0.38	high
C. Participate in teaching and research activities (training and learning)	4.32	0.42	high
D. Student management	4.13	0.21	high
E. Participate in various competitions and competitions	4.15	0.22	high
F. Meet all kinds of inspections	4.36	0.45	high
2. Your working hours			
A. increase	4.6	0.56	highest
B. decrease	4.23	0.33	high
C. No change	1.1	0.16	lowest
3. What are your after-school service tasks			
A. Instruct students to do homework in the classroom	4.56	0.63	highest
B. Give students special interest classes	4.12	0.20	high
C. Free activities or games with students	4.23	0.33	high
D. Look after the safety of the students	4.42	0.48	high

Table 4.3 The investigation of academic administration in curriculum management
(Continue)

Question	Mean	S.D.	Level
E. Help students with weak subject guidance	4.22	0.30	high
F. Individualized tutoring for students who have the ability to learn	4.13	0.21	high
4. What do you think is the best way for teachers to reduce homework burden	4.02	0.33	high
A. Assign the work strictly according to the requirements of reducing the load			
B. Assignment is scientifically stratified according to students' ability	4.23	0.33	highest
C. Innovative work forms to reduce simple repetitive work	4.12	0.20	high
5. During the working day, most of your working time is used	4.8	0.69	highest
A. Organize teaching and give lessons to students			
B. Prepare lessons and correct students' homework	4.21	0.29	high
C. Participate in teaching and research activities (training, learning, project research)	4.12	0.20	high
D. Handle other school affairs (various inspections and evaluations)	4.23	0.33	high
E. other	1.12	0.16	lowest
6. The changes that "double minus" brings to your work			
A. Longer working hours affect personal life	4.45	0.51	high
B. Work stress increased, non- teaching activities increased, and career happiness decreased	4.21	0.29	high
C. High work intensity	4.38	0.43	high

Table 4.3 The investigation of academic administration in curriculum management
(Continue)

Question	Mean	S.D.	Level
D. After school service projects more, the amount of lesson preparation is larger	4.43	0.48	high
E. The intensity of training research is increased, and the personal teaching ability is improved quickly	4.6	0.56	highest
F. Learn more about your students and improve your teaching	4.16	0.21	high

From the data collection, for Q1($\overline{X}$=4.36, S.D.=0.45, high) it can be found that the burden teachers want to reduce is to meet all kinds of inspections, which shows that teachers don't want to deal with various inspections. As is known that inspections in China are usually troublesome, for which people need to do various research and write different reports.

For Q2 working hours ($\overline{X}$=4.6, S.D.=0.56, highest), most teachers choose 'increase', which shows that the working burden is increasing. For Q3 after-school service tasks ($\overline{X}$=4.56, S.D.=0.63, highest), most teachers choose 'instruct students to do homework in the classroom', which shows that most teachers choose to spend time on students' study and students still spend most time on study.

For Q4 ($\overline{X}$=4.23, SD=0.33, high), most teachers think that stratifying assignment scientifically according to students' ability is the best way for them to reduce homework burden. It matches with most views of the society. For Q5 ($\overline{X}$=4.8, S.D.=0.69, highest), most teachers spend working time in organizing teaching and giving lessons to students. It is traditional teachers' schedule.

For Q6 ($\overline{X}$=4.45, S.D.=0.51, high), most teachers think that the changes that' double minus' brings to their work is that the intensity of training research is increased, and the personal teaching ability is improved quickly.

Table 4.4 The investigation of academic administration in teaching process

Question	Mean	SD	Level
1. Daily homework check	4.56	0.55	highest
2. Teach according to the knowledge points of the course outline	4.23	0.33	high
3. The arrangement of in-class exercises corresponding to the knowledge points in class	4.69	0.56	highest
4. The instructor checks the completion of the in-class exercises	4.7	0.68	highest
5. Talk and practice combination, pay attention to students digestion	4.8	0.69	highest
6. Lecturer daily class documents and videos Combine speaking with practice and pay attention to students' digestion	4.26	0.33	highest
7. Daily knowledge feedback processing	4.03	0.23	high
8. Assignment of homework	4.55	0.56	highest
9. Lecturers are willing to answer questions and help students in and out of class	4.01	0.21	high
10. The degree of teachers' serious study and proficiency in technology	4.69	0.56	highest

From the table, for Q1 ($\overline{X}$=4.56, S.D.=0.55, highest) it reflects that most teachers will check daily homework. For Q2 ($\overline{X}$=4.23, S.D.=0.33, high) most teachers teach according to the knowledge points of the course outline. For Q3 ($\overline{X}$=4.69, S.D.=0.56, highest), most teachers arrange in-class exercises according to the knowledge points in class. For Q4 ($\overline{X}$=4.7, S.D.=0.68, highest) most instructors check the completion of the in-class exercises. For Q5 ($\overline{X}$=4.8, S.D.=0.69, highest), most teachers talk as well as practice combination, and pay attention to students digestion. For Q6 ($\overline{X}$=4.26, S.D.=0.33, high), the daily class documents and videos of lecturers is satisfying. Most teachers combine speaking with practice and pay attention to students' digestion. For

Q7 ($\overline{X}$=4.03, S.D.=0.23, high), daily knowledge feedback processing is less good. For Q8 ($\overline{X}$=4.55, S.D.=0.56, highest) assignment of homework is good. For Q9 ($\overline{X}$=4.01, S.D.= 0.21, high) less lecturers are willing to answer questions and help students in and out of class. For Q10 ($\overline{X}$=4.69, S.D.=0.56, highest) the degree of teachers' serious study and proficiency in technology is satisfying.

Table 4.5 The investigation of academic administration in Evaluation

Question	Mean	S.D.	Level
1. Familiar with basic concepts, accurate explanation, clear level, prominent focus, clear difficulties	4.56	0.55	highest
2. Loud voice, moderate speaking speed, pay attention to the art of teaching, clear expression, logical and strong	4.21	0.32	high
3. Good at doubt, doubt, enlighten students' thinking, pay attention to students' emotions	4.36	0.45	high
4. The explanation is easy to understand, attractive, with new ideas and new developments	4.03	0.23	high
5. Reasonable use of a variety of media teaching means, the effect is good	4.56	0.55	highest
6. The appearance is dignified and generous, the language is smooth, and the blackboard is neat and clear	4.35	0.45	high
7. There are review before class, summary after class, and assigned thinking questions	4.7	0.68	highest
8. Teach according to the teaching Schedule. Go to and from class on time	4.8	0.69	highest

From the table, for Q1($\overline{X}$=4.56, S.D.=0.55, highest), most teachers are familiar with basic concepts and have accurate explanation, clear level, prominent focus as well as clear difficulties. For Q2 ($\overline{X}$=4.21, S.D.=0.32, high), most teachers have loud voice, moderate speaking speed, pay attention to the art of teaching, clear expression

and are logical and strong. For Q3 ($\overline{X}$=4.03, S.D.=0.23, high), most teachers are good at doubt. They doubt and enlighten students' thinking, and pay attention to students' emotions. For Q4 ($\overline{X}$=4.03, S.D.=0.23, high), the explanation in understanding and attractiveness is less satisfying. For Q5 ($\overline{X}$=4.56, SD=0.55, highest), the use of a variety of media as well as teaching means is reasonable. For Q6 ($\overline{X}$=4.35, S.D.=0.45, high), the appearance is dignified and generous, and the language is sooth, and the blackboard is neat and clear. For Q7 ($\overline{X}$=4.7, S.D.=0.68, highest), there are review before class, summary after class and assigned thinking questions. For Q8 ($\overline{X}$=4.8, S.D.=0.69, highest), most teachers teach according to the teaching schedule, go to and from class on time.

Guidelines for the development of academic administration in the high school

To propose strategic guideline of Academic Administration in High School of Fu Zhou High School. The focus group technique is used for the data collection. It can show the strategic guideline as follow.

1. **Strategic guideline of Curriculum Management**

Lack of resources and human resources in schools is one of the biggest challenges faced by schools especially the no-fee paying schools. Schools need to explore these resources in the society. They should connect the relationship among parents, students and the society.

(1) Low morale among teachers was another challenge. Teachers should inspire and encourage themselves to work.

(2) Managing a subject was another factor that hinders effective curriculum management. (Nompumelelo Mandukwini, 2016, pp.11-19)

Guidelines: Since practicing teachers are the ones who work with students, their opinions should be sought out when creating a new curriculum. When a new curriculum needs to be introduced, people who are skilled at training others should be used to train teachers rather than using regular teachers, who may be good teachers but not skilled at training others.

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Before a curriculum reaches the implementation stage, schools should undergo intensive training so they can provide teachers with the necessary direction and support. To guarantee that the curriculum is implemented effectively, it is imperative that the district office provide teachers with ongoing support after they have received training.

To ensure that teachers and students have access to information, every school should have a well-stocked library and computers with free internet access.

2. Assessment and Measuring

Following the interview, I discovered that the evaluation stage's primary issue is the evaluation method's singular focus on the test paper. Adopting a single standard seems overly singular and unconvincing.

Rules of thumb:

(1) Start with a solid performance plan. A strong beginning is half the battle won. Consequently, starting with a solid plan results in a solid assessment. Incorporate precise metrics for performance and revise plans as circumstances evolve throughout the year.

(2) Continue to offer criticism. For the purpose of continuously tracking the issue, people require ongoing feedback. Constant feedback helps managers concentrate on employee support, removes surprises from the evaluation process, and provides employees with opportunities to enhance their performance.

(3) Determine the main topics or themes that require discussion. Focus must be placed on the crucial topics that each person intends to discuss. Provide a draft evaluation to staff members so they have time to review it and be ready for the evaluation conference.

(4) Prevent shocks. Preventing unforeseen events during the assessment process is also crucial. An employee shouldn't learn of a performance issue or be recognized for a job well done for the first time during the evaluation conference.

(5) Give details. Particular issues ought to be concentrated on the assessment procedure. Give concise explanations for successes and setbacks. Consult the performance plan's deliverables. Explain the effects of successes or problems with performance.

(6) Record both successful and unsuccessful efforts. Since there are two sides to a coin, both good and bad effectiveness ought to be noted. Record special recognition and awards, as well as plans for performance enhancement and remedial or disciplinary action. Avoid the "halo/horn effect" by evaluating the year as a whole rather than just the most recent performance.

(7) Pay attention to important issues and deliverables. Steer clear of information that is unrelated to the worker's performance.

(8) Try to be positive. Normative guidelines should be used to construct the evaluation process rather than arbitrary legislation. Pay attention to what the worker needs to do next in order to advance their performance or acquire new knowledge and abilities.

3. Coordination and Cooperation on Developing Academic Administration

There are some problems of coordination and cooperation on developing academic administration faced in the school.

(1) Inadequately stated and comprehended goals

Without a clear definition of the goal, work cannot be accomplished. The goals for the school as a whole must be communicated explicitly by top management. The different plans that the school develops need to be connected to one another and made to work together. The organization can only be coordinated after that.

(2) Inappropriate task delegation

One of the most crucial requirements for efficient organizing is the division of labor. It will be very difficult to coordinate the company's activities if the tasks are not differentiated and assigned to individuals based on their qualifications and skills. To ensure that everyone completes their work on time, upper management should appropriately assign tasks to staff members based on their individual skills and traits.

(3) Ineffective dialogue

Coordination requires effective two-way communication; an organization cannot be coordinated if strong communication networks are not established. In general, it is believed that face-to-face communication is the most efficient way to achieve coordination. In an organization, different groups may also receive timely and accurate information through other channels of communication, such as records and reports.

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(4) Incompetent management

McFarland contends that only strong leadership can bring about true coordination. To this end, top management needs to be able to offer:

(i) a comfortable workplace,

(ii) appropriate task distribution,

(iii) rewards for well-done work, etc. It needs to persuade subordinates, identify shared interests, and embrace a common perspective.