

Chapter 5

Conclusions, Discussions and Recommendations

The entire research project's conclusions, discussions, and recommendations are presented in this chapter. First off, academic administration in Chinese high schools is generally at a higher level. The directives for the establishment of academic administration in Chinese high schools were to (1) thoroughly organize teachers and actively implement curriculum development and reform each year.(2) Educational institutions ought to put students first, create a variety of course offerings, and carefully consider the materials and techniques they use.(3) Manage the number of students in each class.(4) Teachers should enhance their own skills, solidify their knowledge, and foster a positive learning environment in the classroom.(5) Establish efficient coaching and mentoring systems for educational supervision.(6) Create various exam formats for the student.

Conclusions

To study the current states of the academic administration in high schools in China.

From the analysis of questionnaires, the overall level of academic administration in high schools in China is at higher level ($\bar{X}=4.31$, $SD=.52$) The highest value is ($\bar{X}=4.46$, $SD=.62$) about Media setting for instruction is at the higher level, and the lowest value about coordination and cooperation on developing academic administration is at high level ($\bar{X}=3.93$, $SD=.52$).

To study the guidelines to improve the academic administration in high schools in China.

Based on the examination of the interview data, curriculum management, measurement and evaluation, and coordination and cooperation were the three main pillars of the recommendations for enhancing academic administration in Chinese high schools. The rules are as follows:

In order to guarantee the quality of instruction, schools should: 1) concentrate on teaching, reduce the influence of extracurricular activities on regular instruction,

and think about adding more courses; and 2) encourage the standardization and institutionalized management of curriculum construction.

3) Schools could assign various tasks to students to practice and assess. After an activity, the teacher might make a point and ask the class to draw a conclusion. Finally, the instructor provides an integrated evaluation.

4) Enhance the professional attributes of the educators. It goes without saying that since teachers create and administer the test, they hold the key to test administration and evaluation. Teachers from various institutions and locations should interact frequently in order to exchange helpful ideas and make the required adjustments.

5) The government and educational establishment ought to fortify pedagogy and scientific endeavors, prioritize the development of junior educators, augment teacher preparation initiatives, and persistently enhance the expertise and caliber of educators.

6) The government ought to set aside a specific amount of money for teacher preparation and offer a certain level of financial support to schools. Consider the work and personal lives of educators, and raise pay and expand benefits for teachers.

Discussions

1. The academic administration in high schools in China

The study examined the state of academic administration in Chinese high schools at the moment and identified issues with this system. According to data analysis, China's high schools have the best overall academic administration (.31, S.D.=.52). According to the researcher, the school is performing at the highest level because it satisfies national education requirements, which calls for implementing a student-centered education philosophy that emphasizes skill development and cross-cultural communication. to make the program's output specific and useful, and to draw international curriculum outline formulation results in accordance with international standards.

2. The guidelines to improve the academic administration in high schools in China.

Coordination and cooperation is at the high level ($\bar{X}=3.93$, S.D.=.52) but have the lowest value, so the guideline for the development as follow: (Castañer & Oliveira, 2020, pp. 165-1001)

(1) Establish A Goal Roadmap for The Team

Lack of coordination causes teams to perform below par frequently. It becomes challenging for the team to function as a unit if team goals are not well defined or communicated. Therefore, creating a clear roadmap is crucial for a manager or team leader overseeing a team that is located overseas. Having a roadmap guarantees that goals are accomplished within the allotted time, in addition to improving productivity. The creation of a team charter is the most effective method to clarify the goal of the team and boost productivity.

Your team's "roadmap" is found in the team charter. It guarantees that every employee knows the goal right away. A team charter can be used to establish the goals of the group, specify individual roles and duties, pinpoint important resources, and establish the team's operational procedures. The majority of team charters use the SMART framework (Specific, Measurable, Attainable, Relevant, Time-bound) to define goals and objectives. Another excellent tool for helping the team focus is a team charter. For instance, the difficulties of working across geographical boundaries may cause stress in your team, causing individuals to become distracted or pursue competing objectives. A team charter can assist everyone in getting back on track in such a situation.

Define individual roles within the team work should be distributed to individual clearly so that everyone know what they should do the team work can be finished effectively. Individual has his role in the team and everyone need to do their work to finish team's goal.

Clearly defining each member of the team is essential for managers of geographically distributed teams. A team can function more effectively if individual roles are clearly defined based on aptitude and competency. Determining the

responsibilities based on one's skill set also guarantees that the work will be finished completely and without errors.

Enhance planning & communication, Planning and communication is of high importance. Work should be planned so that everything can be proceeded according to the schedule. Communication is important to coordination and cooperation. People need to communicate in the team work so that they can change their mind. Communication is important in the work. People need to communicate in the team so that they can exchange their mind.

A successful project always starts with excellent communication. This does not, however, imply making an excessive number of calls or Skype chats each day. Rather, it is crucial to communicate with the appropriate teams at the appropriate times. Enhancing a team's productivity can be achieved through regular feedback and note-sharing. A competent manager conveys the goals or objectives in a transparent, understandable, and sympathetic way. To maintain the team's coordination and motivation, the team leader needs to be a skilled communicator. For example, cultural and linguistic barriers may cause problems for an Indian-German team working on a joint project. There may be conflict between the teams as a result of an Indian team member considering a German team member's input to be unimportant.

Introducing the two teams to each other over Skype, briefing them about the project together, facilitating regular team calls over Skype and creating a friendly atmosphere among the team members in both geographies are great ways to ensure the project's progress, as it helps to familiarize the teams with each other and forge better bonds.

Invest in project management tools. Project management tools can be used to plan and manage projects effectively.

In addition to increasing team output, project management templates and tools also improve the project's effectiveness. When people use the appropriate tools for the job, they can manage changes that are unavoidable in high-impact projects. Having a solid conference system, an appropriate LMS, or a strong CRM are some of the essentials for international teams to operate efficiently. A great CRM tool is Nimble, which gathers pertinent data about customers and prospects. Presenting every detail in

an understandable and accurate way is the ideal approach. The team's performance is ensured by project management tools. They are beneficial for handling business intelligence and analytics as well. WorkMarshal, Trello, Wrike, Clarizen and Asana are some of the most popular project management tools that help bring teams together and ensure proper dissemination of information to all the teams.

Give feedback & rewards. Feedback and rewards can give people the reaction and help them to improve their work if they know the disadvantage of the work.

Using good communication tools for teleconferencing is a good way to communicate with the team. Make sure you have a set of planners that help everyone know the way forward. This will increase the group's output. Furthermore, encouraging open communication amongst team members who are located abroad helps to cultivate a positive work environment. It is crucial to encourage staff members to come to you with inquiries, requests for assistance, or solutions to problems in order to improve team spirit. In order to ensure that the team's concerns are taken seriously, a manager must also ensure that the door is always open for feedback. This raises team morale and contributes to the development of trust.

At the end of the day, Team Colony (Email) sends an email to every employee, making it a great tool. It serves as a reminder for the team to respond and provide an update on their work for the day. The team leader receives an email with the entire thing automatically turned into a daily report. Subordinates are asked to use hashtags, which eventually turn into emojis and convey the members' emotions. The app's ability to help leaders plan work is a great feature. 3sixty is another great tool for getting candid, anonymous team feedback. The manager can add goals to the employee profile, allowing for ongoing employee feedback on the success or failure of the goals.

(2) Add Fun to Your Work

In addition to boosting output, team happiness also creates a positive work atmosphere. It is crucial for managers overseeing teams working abroad to make work more enjoyable. Happiness at work has been found to have the biggest impact on productivity. Expressing gratitude to your team members for their hard work is one way to achieve this. All that needs to be done is arrange a conference call with every member and thank them for

their hard work. The team will always work harder, stay longer, and give their best effort when they are appreciated.

You might want to arrange team-building activities and dinners for your team once a year or more, depending on your budget.

If budgets are tight, you could set up an intranet team page with photographs of team members. The page can be used as a forum for suggestions, or exchange of ideas. Build a virtual team room where team members from different locations can engage in friendly conversations and catch up during breaks.

(3) Give Feedback & Rewards

Maintaining the morale of a geographically dispersed team is crucial for the manager, and praise and feedback are great ways to do that. Plan frequent phone or video calls to provide your team with feedback. Be sure to give overseas teams feedback in a fair and consistent manner. In order to prevent demotivation and isolation, make sure that every member of your team receives the same compensation. Curriculum Management is at the higher level ($\bar{x}=4.33$, $SD=.45$) the guideline for the development as follow:

Give all stakeholders a view of the curriculum. School stakeholders should know clearly about the curriculum setting so that they know how to manage it.

Learning objectives, course schedules, assessments, and learning materials should be easily accessible to all parties involved students, faculty, residents, and administrative staff. Different information must be available to each stakeholder group at different levels of access. This task can be intimidating when you take into account the quantity of instructors, learners, and courses offered at your institution, particularly since stakeholders are frequently dispersed across different regions. However, access to a large portion of this data is now mandated by accreditation standards.

(1) Spend less time inputting data for the curriculum inventory.

Our experience with the now-retired CurrMIT system showed that entering curriculum data for a single course would take eight to ten hours for administrative staff. Not to mention the time required for maintenance. With curriculum management software, you can quickly upload curriculum information to external systems like the AAMC's Curriculum Inventory (CIR) after entering and updating it only once, saving time compared to the laborious manual process.

(2) Done more than just plan the curriculum. Additional activities, like curriculum scheduling, can be incorporated.

Although you can occasionally access your curriculum using some traditional curriculum mapping tools to add content or make changes, these systems are not used very often. If you want to keep improving your curriculum management process, think about fusing curriculum mapping exercises with regular staff and student-used features like curriculum scheduling. You will be far more likely to maintain your curriculum map current and avoid expensive attempts to hastily create curriculum mappings for accreditation when you incorporate a system into your daily operations.

How well is your school adapting to the ever-tightening curriculum standards for accreditation?

Acuity's curriculum management tool can make it easy to track and report on learning outcomes and curriculum data, allowing you to keep up with evolving trends in competency-based education.

Director support is at the higher level ($\bar{X}=4.41$, $SD=.54$) the guideline for the development as follow:

School should recruit senior administrators to manage work. Senior administrators can bring new message to the team. They can distribute work to different people.

School can develop diversified courses to different students' need. Different students need different improvement and school can meet their needs.

Teaching Process is at the higher level ($\bar{X}=4.43$, $SD=.44$) the guideline for the development as follow: (Ataboyev & Tursunovich, 2023, p.7875)

Make use of digital game-based learning and ICT tools. The world is growing increasingly digitalized, and young people can use technology effectively.

With the world growing more digitalized by the day, even very young students can now use technology effectively. Because of this, integrating ICT tools into your lessons helps your students learn more effectively by making them more engaging and relevant for them.

There are countless excellent online resources available for teachers to use on the internet, in addition to the well-known quiz-making app Kahoot, which is fantastic

for competitive students who will try their hardest to answer the question the fastest and receive the most points. For example, the Study Blue app is very helpful because it lets teachers make study materials and flashcards for their students, and students can use it for their own revision.

Once you have an intermediate level of computer proficiency, it is not impossible to use digital game-based learning in your classroom. Not only does it help your students fully engage in the learning process, but it also fosters creativity and teamwork. One example of this is using Minecraft.

Differentiate between students. Students may be in the same age but in different levels so it's necessary to differentiate between them.

It is highly unlikely that all of your students will be at the same level, even though they will most likely be the same age. As a result, it's critical that you make accommodations for different learning styles and offer a variety of tasks that will both challenge the class's more accomplished students and allow the less gifted students to participate.

One way to make sure that every student in the class is getting enough challenge is to include an extension activity for the more talented students who may complete a task much faster than the rest of the class. This might consist of additional questions regarding the subject or a last, trickier task that needs to be finished only after the student has finished the minimal amount of required work.

Furthermore, certain learners are better suited to certain learning styles. While some students learn best by watching videos or creating mind maps, others who learn best by reading and writing find that reading and taking notes is the most efficient method of learning.

Therefore, make sure that you include a wide range of activities so that each lesson caters to different learning styles.

Use the flipped classroom model. It increases not only the interaction between teachers and students but also among students. Therefore it helps the collaboration among students in class.

We strongly advise educators to implement the flipped classroom model. By using this methodology, students finish tasks that are frequently assigned as homework

in the classroom and read books or watch videos to understand the material of a subject at home. With the student at the center of the lesson, this leads to an increase in student-teacher interaction as well as increased student interaction as a result of the encouragement to actively collaborate during class. Since the activities take place during class, making it easier to determine which students have understood the material and which haven't, the flipped learning model also enables teachers to assist students who find it more difficult to understand the concepts.

Encourage cooperative learning. Through cooperative learning, students can finish assigned work and develop teamwork skills.

Collaborating in groups to accomplish a given task is known as cooperative learning. Given that students must rely on one another to complete the task, cooperative learning is essential. Additionally, it helps students build collaboration skills, which are very beneficial in non-academic settings.

Many students detest group projects because they worry that they will be placed in a group where some members won't put in as much effort as the others. In order to guarantee that each student contributes appropriately, it is a good idea to assign roles to group members when students are working together.

Talk to your parents and coworkers. Instructors can make their lessons better.

Talking with colleagues who have more experience can help less experienced teachers improve their lessons by bringing up new and innovative teaching methods that you may not be aware of. Since they will have encountered and resolved similar problems before, a more seasoned teacher can also be a very valuable source of support and advice on a wide range of issues that you may encounter in your career.

It's critical to make sure you communicate with parents of students in the same way that you do with other educators. Given their ability to monitor and enforce homework completion and at-home study habits, parents are incredibly important to their children's education.

Furthermore, it is imperative to maintain communication with parents concerning behavior management. A child may become extremely confused if their behavior is handled differently at home and at school. As a result, educators and parents can collaborate to devise a cohesive strategy for handling challenging conduct.

Organizing a parent-teacher evening to go over each child's progress is a good way to help parents and teachers communicate with one another.

Create a welcoming environment. You meet students from different social background.

Students should feel comfortable in your class regardless their gender or background.

In the teaching profession, one encounters and instructs pupils from an extensive array of diverse socio-economic, cultural, and social backgrounds. It is vitally important that all of your students feel at ease in your classroom and feel free to voice their opinions, regardless of their gender, sexual orientation, or background.

Promoting diversity in the classroom can be done in a variety of ways, such as by reviewing the curriculum to make sure that students are learning about a broad range of historical events involving people from various ethnic and cultural backgrounds. Additionally, you must make sure that you address any instances of discrimination that you hear in the hallways or classroom. Lastly, be careful to speak in a way that celebrates diversity and dispels stereotypes. For instance, if you hear phrases such as 'man up' which reinforces the stereotype that all men must be strong and cannot talk about their feelings, it would be a good idea to discuss it with your students.

Measurement and evaluation is at the higher level ($X=4.24$, $SD=.49$) the guideline for the development as follow: (McKiernan, et al., 2019, e.47338)

Promote participation in course evaluations. Most students don't like course survey so you should have silent majority in class put their opinions on records.

Course surveys are disliked by most students. With the notable exception of pupils who are resentful, angry, or have a grudge, most students are not motivated to finish them unless asked. These individuals are the ones who will want to "complain to the manager" about your course; perhaps they have an issue with the mark they received, a request you turned down, or the late fee you imposed.

How can we stop this? You will have some balance and support against any students who, for whatever reason, have developed a grudge against you and choose

to take it out on you in the course survey if you make sure the silent majority of your students record their opinions.

Additionally, the survey data is more accurate the higher your response rates. The goal of your administrators' data utilization is to observe high student response rates; they detest discarding data from courses with an inadequate sample size.

Early in the course, use direct evaluations from the students. In the course, student evaluations may be significant.

One of the most effective ways to influence student satisfaction and improve the outcomes of your subsequent course surveys is to create and implement your own formative student assessments, as well as to respond to the feedback they offer. Give your students at least one chance, if not more, to speak with you directly about their experiences in the course before the end of the term. You can adjust based on this early feedback.

With formative feedback, you can take the initiative to address or mitigate issues that might otherwise become a record of student complaints and unfavorable remarks on course evaluations. Furthermore, students find that asking for feedback directly is generally a satisfying activity, regardless of the results of these preliminary surveys: They will have proof you actually care about what they have to say, since you have asked them personally and you're not just going through an institutionally-mandated exercise. Plus, it'll show that you're willing to address their needs and suggestions in a way that could benefit their own classroom experience.

Admit bias on the part of students and teachers.

To improve course survey results, consider using the survey as an opportunity to teach your students. Inform your students, prior to the survey, of the scientific data demonstrating that male, Caucasian professors tend to receive higher ratings on college course evaluations³. Discuss the reasons behind this observation.

Discuss the part that grade expectations play in the assessment of the course. Assist students in thinking through the relationship between their evaluation of the course and their interest in the subject matter. Find out from them which variables have legal bearing on a course grade.

Although the results of your course survey may worry you, your students frequently have little to no understanding of its significance.

The idea is to engage them in some critical reflection about judgment.

Regarding the specific, practical objective of raising your course survey scores, you're setting up the assignment so that students will be more prepared to provide thoughtful and thorough feedback.

Make your level of expertise clear.

Provide information to students prior to the survey so they can assess your abilities in an objective (or less biased) manner. If not, they might only have hazy or transient impressions to go on when they are questioned about important things like your "knowledgeability of the subject area." or even worse, the preconceptions alluded to previously. (Yes, they have been attending some classes, but don't assume that your students can understand what you are teaching them.)

Speaking about your achievements, qualifications, or publications to a captive audience can feel awkwardly like self-promotion. Encourage yourself to consider it from the viewpoint of the student, who is eager to learn as much as possible about the person entrusted with their education. Thus, don't be afraid to inform them of your expertise in a sincere and factual manner.

Media Setting for instruction is at the higher level, and have the highest value of the item ($\bar{x}=4.46$, $SD=.62$) the guideline for the development as follow:

(1) Begin modestly. Choose one film, song, or news article and use it in your lesson. Once you're at ease, expand.

(2) Make a direct connection between the media and the lessons you want your students to learn. It's important to give the right learning environment.

(3) For visual media, make use of the subtitles feature. This is particularly helpful in getting students to pay attention to what is being said.

(4) Get ready. Because technology is not perfect, it's important to have a backup plan. In the event that the media equipment malfunctions, switch to backup plans and carry on with your lesson uninterrupted.

(5) Assess the comprehension of the pupils. Pupils react well to rewards.

(6) Remain lawful. Check out the copyright details on the warnings page.

Research for development the quality of class is at the higher level ($\bar{x}=4.37$, $SD=.60$) the guideline for the development as follow:

(1) Make your expectations clear. People should express what they want.

(2) Make eye contact and address students by name. Teachers need to know what their students think.

(3) Supplement lectures with hands-on activities.

(4) Recognize students' accomplishments and respond appropriately to their concerns. Teachers should meet students' appropriate needs.

(5) Draw connections between the course material and its real-world applications. Students need to know the connections between the theory and practice.

What would it take, then, to actually enhance instruction? I'll make five recommendations.

Start a methodical process of redesigning the course. With assistance from a team of experts in teaching and learning, instructional designers, educational technologists, and assessment specialists, assign faculty teams to rework the approximately twenty-five most popular courses.

Encourage departmental dialogue. Encourage departments to reevaluate their major requirements, pedagogy, learning outcomes, curriculum, and credit transfer policies as a group.

Provide each faculty member with the assistance they require so they can be creative in their teaching. To improve an existing class using technology and other means, pair individual instructors or faculty teams with educational professionals, suitable graduate students, or gifted undergraduates.

Conduct an audit of each class's outcomes and equity. Few of us are aware of the disparities in equity that exist in our classes or the percentage of students who drop out or perform poorly. Furthermore, we have no idea how our students perform in courses that follow. Given the ease of access to this data, department chairs may schedule meetings with individual instructors to discuss pertinent information.

Start a dialogue about transformational teaching on campus. At Columbia, I was able to transform teaching and learning from a matter of presentation and communication skills into a translational research problem by bringing together top cognitive and

developmental psychologists as well as other learning and assessment specialists from Barnard, Teachers College, and Columbia thanks to the Teagle Foundation. This created a campuswide collegium on psychological science and student learning. As a result, it became evident that teaching was about more than just imparting knowledge and developing students' cognitive and application skills. In the end, it was about developing students' emotional, ethical, intra- and interpersonal, executive functioning, memory, and metacognition, among other skills.

Recommendations

1. Recommendations of the research for implement

Based on the study's findings, the researchers discovered that while academic administration in Chinese high schools is currently generally at a higher level, there are still a number of areas that require improvement. These areas include curriculum management, the teaching process, measurement and evaluation, coordination and cooperation all of which play a significant role in academic management. The general level of academic administration in Chinese high schools will be higher if these issues are resolved in accordance with the guidelines. As a result, the researcher recommended the following guidelines to all Chinese high schools for the growth of academic administration:

2. Curriculum management

(1) Decide on specific objectives. Clear goals should guide the curriculum's design.

When creating your curriculum, what goals are you trying to achieve? Do you want your pupils to perform better on standardized tests? Do you wish to cultivate a love of learning in your students? Do you want to add activities that are more differentiated and interactive? Is it enough to just have a system in place so you can instruct the students on a daily basis? Setting goals for yourself will help you plan with direction and concentration.

(2) Get to know your target. Instructors ought to be well-informed about their pupils.

Observe the word "focus." It goes without saying that you must have a plan for each class period if you are designing your entire curriculum from scratch.

However, you don't have the time or energy to pour into making every subject great all at once. Instead, choose one area to really hone in on.

(3) Verify that the data is current. Students should receive the most recent information from their teachers.

To find out what kind of information and resources are available for the material you'll be teaching, check your library and the internet. Textbooks, novels and nonfiction, fact sheets, exercises, images, diagrams, PowerPoints, flashcards, and lesson plans are among the resources you might find.

You could even inquire about the plans of your school's other teachers. With these finished plans in hand, you can either use them as written or as a framework and resource that you can modify to fit your needs. Are you trying to find ways to inject some fun into your lessons?

Check out Classcraft's lesson plans, created by teachers like you.

(4) Prioritize using new technology. New technology such as ICT should be applied in class so that the teaching would be more visual.

While researching the existing literature, keep a list of your preferred resources and make notes about them. Put three to five of your favorites for each concept on your curriculum outline. When you do this at the start of the year, it saves a ton of time. This way, you'll already know where to find the materials and activities you need when you're creating your lesson plan and getting ready to teach it.

Personally, I went through this process of getting ready while homeschooling my first child and expecting my third. All I had to do for our school time after the baby was glance at my notes and click on or navigate to the relevant resource.

(5) Tailor curriculum to meet virtual or in-person needs. Curriculum should be tailored according to every student's characteristics.

It's funny how student groups tend to develop distinct personalities. I used to teach a class full of motivated go-getters who were mostly firstborn children. All I had to do was bring up a project idea, and they would get right to planning it. The majority of my other classes required more direction and guidance. While some classes seemed to be more at ease with quieter seatwork activities, others seemed to prefer and thrive

on discussions. Your class will be more engaged if your lessons better suit the interests of your students.

Naturally, it might be easier said than done. You will also need to take into consideration the different intelligences and learning styles of your students.

(6) Be deliberate with your time. Teachers should pay attention to the time he establish the curriculum.

Every new task must be taught, which naturally takes time. Both how to complete the task and how to conduct themselves during it should be clear to your students. You can cut down on class time and avoid spending extra time finding and organizing new activities by repurposing activities that your students are already comfortable with. You can always add new ones or edit some of the old ones as you and the students get used to the school year, of course, but don't try to come up with a ton of entirely unique teaching strategies and activities for every goal right away.

In your basic set of three to five, try to find activities that utilize the three basic learning styles: visual, auditory, and kinesthetic. Student-directed and project-based learning activities are also great methods to include in your rotation.

(7) Don't expect it to be perfect

Curriculum development is an ongoing process. It's full of failure and success as well as trial and error. A teacher's successful methods may not be a good fit for another teacher, and what works well for one group of students may fail miserably with another. You, though, are the one thing that never changes.

When a teacher is passionate about the subject matter they are teaching, students can tell. Even if they don't react to the lesson, they will respond to your heart. Proceed with grace for yourself and love for your students. Make the most of the time and effort you have to develop the curriculum. Everything will fit together. And the more you engage in the process, the easier and faster it will become.

3. Director support

(1) Reframe it as a positive. Teacher should be brave to ask for support from their leaders instead of feeling embarrassed.

Consider asking for advice and making use of the resources available to you instead of feeling ashamed about asking for assistance. Both parties gain from your "ask" since it gives others a chance to share their knowledge and abilities.

(2) Give Details. Clearly state your query and the precise advice or comments you're looking for.

(3) Clearly state your motivation for asking the leader.

Which abilities or strengths do you see in them? Instead of saying something like, "I'm completely out of my league and don't know how to solve this problem," Try this instead: Since you are well-versed in mergers and acquisitions, I would value your opinion on this matter.

4. Teaching Process

(1) Communication teachers should communicate with their students.

Information communication is an essential component of teaching. Teachers and students develop relationships through communication, whether it takes the form of artistic interpretation, written or spoken instruction, or practical demonstration. A teacher can improve their communication skills by taking part in student council, debating society, or any group. In addition to discussing academics, a teacher can engage students in other subjects if they are in charge of their magazine. Communication and self-assurance skills can be developed through volunteering and peer support.

(2) Creativity and patience. In order to solve the problems in the classroom, teachers need to have patience. Students should be exposed to creative thinking by their teachers.

Patience is a superior skill that anyone who wants to become a teacher must master.

Everyone has different problems at home but remember, a teacher's job is to solve problems in the student's life. So a teacher needs to separate the self-problems from the problems of the pupils. All have different rates of learning. If a teacher has to make a student understand a subject in ten different ways, he must stay calm and not lose his temper. Patience is one of the best skills for any teacher.

(3) Identify student's learning technique. Different students have different leaning strategies. Teachers should give them appropriate technique.

Every student has a unique capacity for learning, and a teacher can accommodate these variations by employing various strategies. One tool that helps parents, teachers, and coaches get to know their students better is the student strength report. Teachers can enhance their teaching abilities and ensure that students learn effectively by utilizing appropriate tools and techniques.

(4) Continue to be confident and enthusiastic. For their students to feel comfortable studying, teachers need to exude confidence.

Enthusiasm and confidence are infectious. A teacher can engage his students if he has a strong passion for the subject matter they are teaching. He can work on some projects to hone his ability to draw in students.

Reading books that are not on the list is also helpful in developing enthusiasm. Building confidence is another trait that gives more creative thinking and enthusiasm in the teaching field. Setting new challenges with ownself and trying not to please but to be determined about right and wrong gives immense development in personal skills.

(5) Work for the organization with commitment. Organizations can be established to facilitate mental exchange and cooperative problem-solving. People are able to complete the assignment on time.

Every profession experiences ups and downs. Hard work must not lead to discouragement. Working with empathy among educators resolves a lot of unwelcome ego issues. When an educator is committed to their organization and vocation, problem-solving becomes effortless.

(6) Use cutting-edge technology. Modern technology can advance the educational process. It can assist educators in managing additional issues.

Throughout the course of a teaching career, one must be able to adapt to numerous obstacles. Instructors should have excellent lesson plans, but they should also be willing to make adjustments as needed.

Mistakes make a human being more mature, and just like students, teachers can also make mistakes. They need to learn from those mistakes and not let their focus be de-railed.

(7) Observe other educators. Another way to get better at teaching is to imitate the lessons of other educators. Additionally, exchanging ideas with other educators can be facilitated by communication.

Teachers occasionally require motivation and inspiration. Meeting other teachers or peers will enable him to carry out his duties and hone his microteaching abilities. The teacher may find it easier to see the holes in their instruction and become more effective as a result of this. Never give up the opportunity to communicate with other educators. The skills of an effective teacher can be enhanced through the sharing of advice and personal experiences. It is possible to make new skill developments by comparing lesson plans and teaching methods with those of others.

(8) Choose a course design that is systemic. The management and development of the curriculum can be guided by systematic course design.

Teachers opt for it can help arrange proper class schedule.

Get help from professionals like teaching and learning experts, educational technologists, instructional designers, and assessment specialists. A proper course design will help the teacher be up to date about the learning process and future enhancement of teaching skills.

(9) Evaluate your performance. Teachers evaluate their performance can help understand what their weakness, which can help improve themselves. Moreover, evaluation can help teachers reflect.

Conducting ongoing self- and student-evaluations is a crucial part of being a teacher. Learning different subjects and performing well on different tests will significantly enhance the ability to vary stimuli.

(10) Request input from instructors and students. Feedback can help educators better themselves by letting them know what other people think of them.

A teacher in an institution typically works with both students who are more prepared and those who are less so. By getting input from the students on their difficulties encountered during the course, a teacher can enhance their teaching abilities. Instructors are also free to inquire about any modifications that need to be made to their pedagogy. If these comments are insufficient, the faculty of the school

has access to sophisticated resources and experts who can enhance the caliber of instruction and the abilities of the teachers.

Classroom exercises and assessments frequently aid in enhancing instructional strategies and reinforcement techniques. But it does make a big difference to get assistance from other resources and experts like Class plus, who are masters at improving classroom engagement. They notify to keep everything on track and simplify the teacher's tasks and skill development.

5. Media Setting for Instruction

By encouraging students to watch documentaries or movie clips, read print materials, or listen to music, media enhances instructor-led learning. This method's main benefit is that the teacher acts as a facilitator, assisting students in making sense of what they are reading, hearing, and seeing. Students may also produce their own media. With this method, students are asked to take on the role of the teacher and produce engaging content that will aid in concept mastery. Finally, social media, which consists of a variety of online technology tools that make it simple for people to communicate online and share resources and information, can also be used to improve teaching and learning.

6. Measurement and Evaluation

(1) Improving the assessment tool. Assess teachers' evaluation can help improve themselves.

(2) Making it work better.

(3) Goal setting for teachers. Setting goals can make them clear about what they want.

(4) Coaching and training. Teachers need training to improve themselves and get more knowledge.

(5) Identify intended users and intended uses of the evaluation early on

Those who are new to evaluation frequently jump right into selecting data collection techniques; however, seasoned practitioners and those who are knowledgeable about the wealth of research on evaluation use understand the significance of early identification of intended users and uses. This approach is mandated by many organizations when preparing an evaluation, and the Better

Evaluation Generator incorporates it into the instructions for creating an evaluation's Terms of Reference.

Be as specific as you can when identifying intended users, be clear about who the main intended users are, and think about whether and how findings could be used to publicize the information for instance, to persuade public officials to take appropriate action.

When an evaluation is meant to support a specific decision whether it be one of continuation or expansion it is usually easier to identify intended instrumental use. However, it can also be useful to take into account whether there is intended conceptual or enlightenment use which modifies participants' perspectives of an intervention or program in general process use which modifies participants' perceptions of relationships, understanding, and/or practices and symbolic use which could be used to indicate that an intervention is successful or that it is being managed skillfully.

This process might be done before an evaluation starts, by the commissioners of an evaluation as part of developing a Terms of Reference. It can also be done as a process led by the evaluator or evaluation team and reported in an inception report. It should be reviewed throughout an evaluation, especially a multi-year evaluation, to check if there have been changes in users and uses over time that mean the evaluation should change.

(6) Anticipate barriers to use

The legitimacy and perceived relevance of the evaluation report(s), the resources and authority to make changes in response to findings, and the receptivity to negative findings (that a program doesn't work or isn't being implemented as intended) are just a few of the many obstacles to use that have been identified.

In certain instances, it will be feasible to arrange the assessment in a manner that will get around or lessen these obstacles. When the evaluation is being designed, for instance, the data rehearsal technique can be used to determine what would be considered credible evidence. This involves going over tables, graphs, and quotes with the primary intended users that contain hypothetical data that the evaluation could produce.

(7) Identify key processes and times when findings are needed-and consider a series of analysis and reporting cycles

Keeping all the reporting to the end of an evaluation risks missing the time when decisions need to be made. And it misses the opportunity to iteratively build understanding of and commitment to use findings. Many evaluations are set up to fail because they are designed to deliver findings too late to inform key decisions.

(8) Choose appropriate reporting formats and ensure accessibility

The results of evaluations can now be reported in a variety of fascinating new ways. Making the appropriate decisions can improve the chances that they will be aware of the results and comprehend their significance.

During and after the evaluation's official conclusion, a wide range of knowledge products and reporting procedures are probably going to be required.

Evaluation managers, for instance, may require a lengthy report with extensive technical appendices to prove the validity of an evaluation if it is being used for symbolic reasons. To facilitate discussions about the implications of findings for modifications to procedures and policies or the distribution of resources with non-technical stakeholders, such as members of the community, a succinct, easily understandable synopsis of the findings may be useful.

(9) Actively and clearly monitor the outcomes of the evaluation

Several tactics can be incorporated into organizational procedures to guarantee that the process of conducting an assessment or commissioning one ends with the dissemination of results. A few of these consist of:

Creating a management response to the results so that it can be incorporated into a report for assessment

Keeping track of recommendations' responses, including whether they were adopted and how they were put into practice

(10) Ascertain that sufficient resources are available to facilitate follow-up initiatives and the creation of new knowledge products.

How feasible or reasonable it was for evaluators to take on extra work after accepting the final deliverable such as creating more reports or participating in other processes was one of the most animated debates during the AEA conference session.

Among the approaches to lessen this problem could be:

Including a hypothetical number of days in the final report for the evaluator's engagement, to be used for specific processes or the creation of extra material as needed - or the money that wasn't used

Funding a subsequent project that produces additional knowledge products and/or works with people to think through specific implications of findings for their practice

Allocating the time of internal people to undertake these activities as part of their role in the evaluation

(11) All of this should be documented in a formal communication and dissemination plan, which you should update as necessary.

Evaluation plans now have to include a strategy for sharing and disseminating the results, including interim findings, according to some organizations.

7. Research for Developing the Quality of Class

Build a safe environment. A safe environment help make students feel calm and confident.

(1) Be open to feedback. Feedback can help teachers know how to improve their work.

(2) Encourage collaboration among students. Cooperation can help students exchange their mind and accomplish their goal together.

(3) Reinforce positive behaviours. Positive behaviours can make students be involved in hard work.

(4) Up to date curriculum/ Teaching methods. Teachers uses different teaching methods to help students get knowledge.

8. Coordination and Cooperation

(1) Train teachers constantly. Teachers should get training to improve themselves.

(2) Pick the team leaders wisely. Leadership is important and teachers need to work under a right guidance.

(3) Identify the workers' strengths and weaknesses. Teachers need to know the characteristics of their co-wokers.

(4) Centralize and simplify internal communication. Teachers need communication to learn more new knowledge.

(5) Feedback is important. Teachers need to know the reaction of other aspects.

(6) Improve teachers' relations. There is a good atmosphere in the good relationship.

Suggestion for further research

The recommendation for this paper are: (1) At present, the development of academic management is moving forward steadily, but there are many problems in the academic management in high school, such as lack of financial means to organize such activities, lack of willingness in the staff to attend such meetups, poor organization and conduction of training sessions, poor quality of training material and training fatigue in the staff because of continuous training sessions. The academic management system of high school has developed late, and the social support is not enough. (2) The academic management method of high school is single, the public responsibility situation is relatively severe, and the pressure from the society is large. Education academic management should not only be carried out in accordance with government policies, but also make necessary adjustments under the guidance of public opinion. At this stage, it is necessary to further introduce advanced academic management concepts such as PDCA cycle method and total academic management, in line with international standards, and further strengthen the exchange of experience. (3) The academic management process needs continuous improvement and needs to be more scientific and refined under the guidance of practice. This paper analyzes the current situation of academic management in high school, and puts forward the guideline for academic management in Fuzhou high school. Although there are general ideas in some areas, more concrete and feasible designs and examples are lacking, it is hoped that the above points can be further studied and revised in the future.