

The School Management and Teaching Performance in Selected University in China: Basis for Enhanced Professional Development Program



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ABSTRACT: The study explored the school management and teaching performance of teachers in a specific educational setting. It involved 239 teachers from a Mechanical Electrical Polytechnic University in China. The result showed a weak negative correlation between teacher assessment of school management and teaching performance. Therefore, the correlation coefficient also showed that the relationship between assessment of school management and teaching performance is not the same, suggesting that as assessment increases, it may decrease. This research provides valuable insights into the education sector's challenges and opportunities.

KEYWORDS: school management, teaching performance, enhanced professional development program

1. INTRODUCTION

The administration of schools and the performance of teachers are vital components of the education system that have a direct influence on the quality of education and the achievements of students. Effective school administration may significantly influence the achievement of a school. Therefore, it is important to guarantee that teachers are well-prepared for leadership roles in order to establish a competent group of teacher leaders. Teachers are not just responsible for imparting knowledge, but they also serve as influential figures for young learners.

School management plays a crucial role in molding the educational landscape. In Kazakhstan, Nurmukhanova (2020) discussed leadership roles and challenges in school development, emphasizing the need for more a comprehensive research in the field in order to establish an empirical data for educational institutions. In like manner, Rini et al. (2014) explored school-based management challenges in Indonesia by proposing strategies to address issues such as parental participation, coordination, financial management skills, decision-making, and resource constraints.

In South Africa, Bush (2016) conducted a systematic review highlighting the development of school leadership and management, but also the ongoing challenges including sub-standard learner outcome, disagreements among teachers' labor unions, and poor pedagogic management among school administrators. McCarley et al. (2016) examined the relationship between teacher perceptions of principal leadership and school climate in a large urban school district in Texas, finding a correlation between transformational leadership and a positive school climate. Crawford et al. (2017) investigated how school leaders in Texas enhance receptiveness for undocumented students through leadership practices.

Yusoff (2021) found a link between instructional leadership and school climate in Malaysia. Therefore, this suggests that the leadership practices employed by school leaders in Malaysia may have an impact on the overall climate within the context of the country. The data can used as a springboard to enhance the instructional leadership skills of their school leaders for them to achieve the vision and mission of the school. Cimen et al. (2016) assessed the management skills of school directors and their impact on teachers in Turkey, while Mulawarman et al. (2021) examined leadership characteristics in Indonesia.

Online assessment methods have gained prominence, particularly during the COVID-19 pandemic. Although Lukas & Yunus (2021) proved the value of e-learning among ESL teachers, they were also faced with challenges in adapting to e-learning pedagogy, including technological barrier, students' low participation, and evaluation of student performance.

The difficulties in assessing the skills and achievements of students through online assessment in Nigeria were identified by Ebohon et al. (2021). LaPointe-McEwan et al. (2021) examined the transition from conventional to digital evaluation in Canadian education, emphasizing the necessity of enhancing expertise in online teaching methods and assessment procedures.

Hence, this research dealt with the important aspects of school management and teaching performance in a specific educational setting. This study provided valuable insights into the challenges and opportunities within the education sector, guiding efforts to enhance the quality of education and support educators in China.

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Research Questions

This study aimed to explore school management and the teacher's performance as basis in crafting a proposed professional development program. Specifically, the study it sought to answer to the following questions:

- (1) What is the assessment of teacher respondents on the school management in terms of: educational leadership and management, learning and teaching, and school climate?
- (2) What is the teaching performance of teachers in terms of: teaching methodology, classroom management, knowledge and skills in using technology, and developing and conducting online assessment?
- (3) Is there a significant relationship between school management and the teaching performance of teachers?

II. RESEARCH METHODOLOGY

The descriptive-correlational study aimed to describe the school management and teaching performance of teachers at a Mechanical Electrical Polytechnic University in China. The research used random sampling with a 5% margin of error and the Qualtrics calculator for sample size. The study involved 239 teachers from 628 faculty members.

The researchers used questionnaires to collect data on school management and teaching performance. The first questionnaire assessed school management by measuring age, educational attainment, and years of teaching experience, while the second assessed teaching performance in terms of teaching methodology, classroom management, technology knowledge, and online assessment. The scales were scored using a Likert four-point scale.

Data was then collected, tallied, and processed using SPSS. Statistical analysis was performed using IBM SPSS software. Pearson correlation coefficient to determine the differences in school management and teaching performance was also utilized. The null hypothesis was accepted if the computed significance value was greater than or equal to the 0.05 level of significance.

III. RESULTS AND DISCUSSION

1. Assessment of Teacher Respondents on the School Management in terms Educational Leadership and Management

The assessment of teacher respondents on various aspects of school management, particularly in terms of educational leadership and management, provides valuable insights into the overall perception of the school's effectiveness in these areas. The findings indicate that the school management generally performs well, with an overall mean rating of 3.44 or Good.

The highest-rated item, effective school policies (Item 19), received a mean rating of 3.64, indicating that teachers strongly agree that existing school policies are effective. These policies play a pivotal role in maintaining a disciplined and conducive learning environment. They provide clear guidelines and expectations for student behavior, contributing to a sense of order and mutual respect. The effectiveness of these policies reflects the school management's commitment to educational leadership and excellence in management.

However, while teachers agree that the senior management team monitors teachers' records of assessment (Item 8) and feel involved in the school's self-evaluation process (Item 10), the ratings of 3.40 for both items suggest that there may be room for improvement. Monitoring assessment practices is essential for maintaining educational standards and ensuring that assessments align with the school's objectives. Enhancing this aspect of management could further support teachers in their roles. Additionally, involving teachers more actively in the self-evaluation process can lead to a deeper understanding of the school's strengths and areas for improvement.

2. Assessment of Teacher Respondents on the School Management In terms of Learning and Teaching

In the assessment of teacher respondents regarding school management for learning and teaching, it is evident that the school receives favorable feedback. Notably, the school excels in addressing cross-curricular themes effectively, such as literacy, digital literacy, learning to learn, cooperative learning, education for sustainable development, education for entrepreneurship, creativity, and innovation, along with education for diversity. This achievement is highlighted by the highest mean score of 3.59, with teachers strongly agreeing that the school's approach to these themes is excellent. The school's commitment to integrating these critical aspects into the curriculum demonstrates its dedication to providing a holistic and relevant education that equips students with essential skills and knowledge across various domains.

Furthermore, the assessment indicates that the school is successful in supporting the development of lifelong learners, as reflected in a mean score of 3.43, indicating agreement. Teachers acknowledge the school's efforts in fostering democratic citizenship among learners, enhancing learning through co-curricular activities, establishing connections with the community, and promoting a culture of resource-sharing among colleagues, all of which receive agreeable mean scores, ranging from 3.43 to 3.48. This collective feedback underlines the school's commitment to creating a positive and inclusive learning environment that extends beyond the classroom and engages both learners and the broader community.

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Moreover, the assessment demonstrates that teachers feel confident in implementing differentiated teaching methods, with a mean score of 3.41 indicating agreement. Learners' active participation in lessons is highly recognized, with a strong agreement mean score of 3.58, indicating that the school effectively engages its students in the learning process. Additionally, learners' engagement in child-centered learning is affirmed with a mean score of 3.42, further reinforcing the school's dedication to adapting instructional approaches to meet individual student needs.

Despite these strengths, there is room for improvement in two specific areas. The mean scores of 3.38 for items 10 and 14 indicate agreement but suggest that the school can enhance its efforts. Teachers believe that learners have the potential for self-assessment and that the school can set more realistic performance improvement targets based on national mean marks. These areas represent opportunities for growth and development, where the school can further empower students to take ownership of their learning journey and refine its approach to goal-setting for academic improvement.

3. Assessment of Teacher Respondents on the School Management In terms of School Climate

In the assessment of school management's impact on the school climate, it is evident that teachers hold a positive view overall. The highest mean score of 3.55, with teachers strongly agreeing, indicates that the school excels in promoting the confidence and self-esteem of learners. This achievement underscores the management's commitment to creating a supportive environment that values and acknowledges each student's unique strengths and achievements. By celebrating successes, providing diverse opportunities for personal growth, and fostering a growth mindset, the school management empowers students to believe in themselves and tackle challenges with confidence.

Additionally, the assessment reveals that the school effectively addresses the needs of gifted and talented learners, learners with special educational needs, learners from disadvantaged social backgrounds, and learners from diverse cultural and linguistic backgrounds, as indicated by a mean score of 3.41, signifying agreement. This reflects the management's dedication to inclusivity and equity, ensuring that all students have access to the necessary resources and support to thrive.

Furthermore, the school management's focus on resource allocation and the provision of effective personal and career guidance receives agreeable mean scores ranging from 3.41 to 3.48. This demonstrates their commitment to distributing resources fairly among staff and offering valuable guidance to students, contributing to a positive and well-supported school environment.

Moreover, the assessment highlights the school's effectiveness in behavior management and discipline, with mean scores of 3.43 and 3.41, respectively, indicating agreement. This suggests that the management successfully maintains a school climate where good behavior is promoted, disciplinary issues are addressed firmly yet compassionately, and cases of bullying are dealt with immediately and effectively, creating a safe and respectful learning environment.

The assessment also reflects teachers' satisfaction with their roles and interactions within the school community, with mean scores ranging from 3.37 to 3.55, indicating agreement. These scores affirm that teachers feel valued, supported, and fulfilled working in their school, which contributes to a positive and harmonious school climate.

4. Assessment of Teacher Respondents on their Teaching Performance in terms of Teaching Methodology

The assessment of teachers' teaching performance regarding teaching methodology reveals a positive overall evaluation by teacher respondents. The highest mean score of 3.45, indicating agreement and interpreted as good, is found for item 1, which assesses whether teachers effectively employ strategies that engage students actively in the learning process. This suggests that teachers excel in utilizing innovative and interactive teaching methods to involve students in their education. They achieve this by incorporating multimedia presentations, hands-on activities, and group discussions, creating a dynamic and engaging learning atmosphere that sparks students' curiosity and encourages their active participation.

Moreover, teachers also excel in differentiating instruction based on students' learning styles and needs, as indicated by a mean score of 3.36, signifying agreement. This approach ensures that all students can access and engage with the subject matter, thus maximizing their engagement and inclusion in the learning process.

Furthermore, teachers actively promote student-centered learning, fostering critical thinking, problem-solving, and independent learning skills, as suggested by the mean score of 3.36. They do so by encouraging students to take an active role in their education through thought-provoking questions and facilitating meaningful discussions.

Additionally, teachers are successful in making lessons relevant and relatable by using real-world examples, as indicated by a mean score of 3.37. This practical approach enhances student motivation and interest, leading to a deeper understanding of the content.

On the other hand, the lowest mean score of 3.32, still indicating agreement and interpreted as good, is found for item 6, which assesses whether teachers demonstrate growth in teaching strategies to benefit from current research and practice. This suggests that while teachers exhibit a commitment to professional development, there may be opportunities to further enhance their adaptability to the latest educational trends and theories.

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5. Assessment of Teacher Respondents on their Teaching Performance in terms of Classroom Management

Data presents the assessment of teacher respondents regarding their teaching performance in terms of classroom management. The highest mean score of 3.62, indicating strong agreement and interpreted as excellent, is attributed to item 1. This item evaluates whether teachers consistently model effective communication skills and maintain records of their communications with students. Teachers excel in this aspect by setting a positive example of clear and respectful communication. They actively listen to students, respond promptly, and provide constructive feedback, fostering a classroom environment built on mutual respect and trust.

Furthermore, the assessment reveals that teachers are proficient in encouraging interaction, cooperation, and active learning among students (item 2), persisting until students succeed (item 3), establishing ongoing teacher-student, student-student, and teacher-parent interactions (item 4), providing clear expectations and guidelines for class interactions (item 5), and using student data to inform instruction and monitor progress (item 6). These aspects are rated as good, with mean scores indicating agreement.

Moreover, teachers are recognized for providing timely, constructive feedback to students about assignments and questions (item 7), earning a mean score that signifies strong agreement and is interpreted as excellent.

The lowest mean score of 3.31, still indicating agreement and interpreted as good, is associated with item 8, which assesses whether teachers give students clear expectations about teacher response time. Teachers demonstrate their commitment to good classroom management by clearly communicating to students when they can expect responses to their inquiries or concerns.

6. Assessment of Teacher Respondents on their Teaching Performance in terms of Knowledge and Skills in Using Technology

This summarizes the assessment of teacher respondents regarding their proficiency in using technology for teaching. The highest mean score of 3.46, indicating agreement and interpreted as good, is associated with item 7, which assesses whether teachers encourage collaboration and interaction among all students. Teachers are recognized for their skill in leveraging technology to create a collaborative learning environment. They use digital platforms and tools to facilitate group discussions, virtual teamwork, and interactive activities, enhancing student engagement, communication, and critical thinking.

Furthermore, the assessment reveals that teachers demonstrate the ability to anticipate challenges and problems in the online classroom (item 2), understand the perspective of online students (item 3), acknowledge the diverse talents and skills of students (item 4), provide relevant activities for all students (item 5), adapt instruction to create multiple learning paths (item 6), and exhibit the ability to assess student knowledge and instruction in various ways (item 8). These aspects are rated as good, with mean scores indicating agreement.

Moreover, teachers are acknowledged for providing student-centered lessons and activities based on active learning concepts and real-world applications (item 9), earning a mean score that signifies agreement and is interpreted as good.

The lowest mean score of 3.30, consistently indicating agreement and interpreted as good, is associated with item 1, which assesses whether teachers apply their experiences in using technology to develop and implement successful strategies for online teaching. Teachers are recognized for their ability to draw from past experiences and expertise in technology to navigate the digital learning landscape confidently.

7. Assessment of Teacher Respondents on their Teaching Performance in terms of Developing and Conducting Online Assessment

This presents the assessment of teacher respondents regarding their performance in developing and conducting online assessments. The highest mean score of 3.42, indicating agreement and interpreted as good, is associated with item 3. This item assesses whether teachers create assignments, projects, and assessments that cater to different learning styles (visual, auditory, and hands-on). Teachers are recognized for their ability to design assessments that accommodate varied learning preferences, ensuring inclusivity and equal opportunities for all students.

The assessment further reveals that teachers create or select fair, adequate, and appropriate assessment instruments with content validity, reliability, and consistency (item 1) and implement online assessment measures in ways that ensure validity and reliability (item 2). These aspects are rated as good, with mean scores indicating agreement.

Teachers are also acknowledged for assessing each student's background and content knowledge to plan instruction (item 4), reviewing student responses to identify issues related to test validity or instructional effectiveness (item 5), and using observational data to monitor course progress and effectiveness (item 6). These elements are rated as good, with mean scores indicating agreement.

Moreover, teachers create opportunities for self-reflection or assessment of teaching effectiveness within the online environment (item 7), earning a mean score that signifies agreement and is interpreted as good.

The lowest mean score of 3.32, still indicating agreement and interpreted as good, is associated with item 6, which assesses whether teachers demonstrate growth in teaching strategies to benefit from current research and practice. Teachers are recognized for their commitment to staying informed about current research and best practices in online assessment, applying this knowledge to improve their instructional strategies.

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8. Relationship Between School Management and the Teaching Performance of Teachers

The R-value indicates a very weak negative correlation between the assessment of teacher respondents on the school management and assessment of teacher respondents on their teaching performance (computed R-value of -0.01 and a significance value of 0.77). A significance level of 0.77 is considered "Accepted" and implies that there is no statistically significant correlation between the assessments of School Management and Teaching Performance. In other words, the assessments of how well a teacher manages the school and their actual teaching performance do not appear to be closely related. Overall, the data suggests that the assessment of a teacher's ability to manage the school is not significantly associated with their teaching performance. Other factors may play a more crucial role in determining a teacher's effectiveness in the classroom.

9. Proposed Professional Development Program

The proposed professional development program aims to enhance school management and teaching performance by preparing teachers for leadership roles. Effective school management and teacher excellence are crucial for creating a conducive learning environment that promotes student success. The program recognizes the importance of continuous professional development for teachers, providing opportunities for ongoing learning and skill development. It also emphasizes the importance of teacher collaboration, fostering a culture of collaborative inquiry and a growth mindset. By equipping school leaders and teachers with the necessary knowledge, skills, and support, the program aims to create a transformative educational ecosystem that nurtures academic excellence and fosters student achievement. By empowering school management to lead with vision and efficacy, the program aims to create a school that engages all school members with the same purpose and direction.

IV. CONCLUSION

The assessment of teacher respondents on various aspects of school management and teaching performance provides valuable insights into the strengths and areas for improvement within the educational institution. In terms of school management, the highest mean scores were observed in areas related to effective school policies and proactive monitoring of teachers' records of assessment. These findings reflect the commitment of the school management to creating a disciplined and conducive learning environment while supporting the professional growth of teachers.

Similarly, in the context of teaching performance, teachers were praised for their use of effective teaching methodologies and classroom management techniques. These results highlight the importance of engaging and interactive teaching methods, as well as clear communication and record-keeping practices, in ensuring a positive learning experience for students.

Furthermore, the assessment of school climate indicated that the school management excels in promoting confidence and self-esteem among learners, while also encouraging active student participation in extracurricular activities. This positive school climate is essential for nurturing students' personal and academic development.

The assessment of teachers' skills in using technology and conducting online assessments showcased their proficiency in integrating technology into the learning process and creating assessments that cater to diverse learning styles.

However, it is worth noting that there was a very weak negative correlation between the assessment of school management and teaching performance. This suggests that there may be some areas where improvements in school management could potentially lead to better teaching performance, and vice versa. It's important for educational institutions to analyze these relationships further to identify areas for holistic improvement.

Thus, the overall assessment indicates that the school management and teachers are doing a commendable job in various aspects of education. Continuous evaluation and improvement efforts can further enhance the overall educational experience for students and contribute to the school's continued academic success.

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