

# Factors Affecting School Administration Effectiveness in Public Upper Secondary Schools of Heze City, Shandong Province, the People's Republic of China

---

Shuyao Zhang and Kitpinit Usaho

Master of Education Program, Eastern Asia University

Received: June 11, 2018

Revised: July 13, 2018

Accepted: July 16, 2018

## Abstract

The research aims to identify factors affecting school administration effectiveness in public upper secondary school of Heze City, Shandong province, the People's Republic of China and to put forward relevant guidelines to improve the effectiveness of the school administration. This research used a mixed methods design of quantitative and qualitative analysis. The results describe four categories which affect school administration effectiveness from high to low levels. These are effective school leadership, teacher effectiveness, educational resources and organizational communication. The guidelines based on the research results are provided for the reference and use of the principals and teachers. The guidelines contain the following four aspects: (1) Effective school leadership - to communicate with each other and between school administrators and teachers (2) teacher effectiveness - to actively try to use a variety of ways to continuously strengthen the interaction with students in the teaching process, with timely feedback (3) organizational communication - the ability to design a reasonable school organization structure and focus on division of labor (4) educational resources - to actively focus on the improvement of the school's hardware equipment and software programs to find ways to make the school funds sustainable and prosperous.

**Keywords:** school administration effectiveness, affecting factors, public upper secondary school



## Introduction

Heze city of Shandong province, is one of the pilot cities for national college entrance examination reform. In order to cope with the new situation in the new environment, researchers have studied factors that affecting school administration effectiveness in public upper secondary schools of Heze city of Shandong province, the people's republic of China. Shandong province is recognized as a major province for examinations, and its provincial and national conditions are similar. Differences between eastern and western and differences between urban and rural areas are all obvious in Shandong province. Heze city, as a pilot city in southwestern Shandong province, ranks among the top three in terms of the number of public upper secondary schools and the number of students in the Shandong province. The comprehensive reform of college entrance examination in Heze city of Shandong province has a strong representation and special significance.

## Objective

1. To identify the factors affecting school administration effectiveness in the public upper secondary schools of Heze city, Shandong province, the people's republic of China.

2. To develop the school administration guideline for effectiveness in the public upper secondary school's administration of Heze city of Shandong province, the people's republic of China.

## Literature review

### Related Research of School Administration Effectiveness

School administration effectiveness (Miantao & Zhe, 1994, p.24) means that schools should rationally use educational resources to achieve their educational goals and meet the requirements

of all aspects of the system so that schools and their members and society can be developed accordingly characteristics and effective role.

Effective schools' administration (Jin-kuan, 1994, p.62) that are considered valid are those in which students have achieved excellent results in the standardization examinations.

School administration effectiveness (Xinru & Wen, 1997, p.17) means giving full play to the role of human and material resources in all aspects so that they all produce good performance and are effective in education output, in order to achieve the school's desired goal.

School administration effectiveness (Qiong, 2003, p.35) refers to the rational use of educational resources by schools to achieve educational goals and to meet the needs of other so as to make the school, its members and society get correspondingly developed, characteristic and effective functions.

School administration effectiveness (Xiaobin, 2008, p.79) is regarded as a ability of school administration to play some positive role and its actual result.

In researcher's summary, school administration effectiveness is a result of measuring student achievement in learning conditions. The school administration effectiveness means the leader follows the predetermined goals and uses scientific methods to give full play to the enthusiasm of various factors within a limited period of time and under specific conditions, and obtain the best results with the lowest consumption and the fastest speed in the administration work. The work of school administration is to cultivate people's work. In the limited human resources, material resources, financial resources and time, the administration effectiveness is fully exerted to achieve the best educational results. Therefore,

the researcher thinks its measurement standard is the student's achievement.

### **Related Research of Factors Affecting School Administration Effectiveness**

Classify the variables that affect school performance into six groups (Clark, Lotto & McCarthy, 1980, p.467) leadership - Individuals or groups, teachers and other teaching staff, funding, curriculum and teaching, resources and equipment, communities.

Factors that affecting effective school administration (QingShan, 1992, p.76) contains a strong executive leadership, harmonious school atmosphere and good school culture, emphasis on students' basic ability acquisition, have high expectations to students, teachers effective teaching skills, always supervise the progress of students, staff training and development, proper school environment, community, parental participation and support.

Factors affecting the school administration effectiveness (Yanxiang, 1999, p. 340) contains principal effectiveness, teacher effectiveness, student effectiveness, learning situations, teaching situations and organizational context.

School administration and summarized six factors that affect effective school administration (Limin, 2002, p.47) effective administration, excellent school environment and positive school atmosphere, attaches great importance to teaching and learning, effective teaching, consensus and cooperation, accurate assessment and timely feedback.

The impact of high effectiveness school administration factors (Minghe, 2003, p.52) are the following:

1. The school has its own clear development goals.
2. The school has a curriculum plan to

promote the all-round development of students.

3. The school has a scientific decision-making process oriented to education needs and development priorities.

4. Students love to learn, and the school places on students' actual educational expectations.

5. Teachers have a positive attitude, work together, and have a high degree of cohesion.

6. Schools pay attention to the professional development of teachers, give full play to teachers' initiative and creativity.

7. A scientific measurement and evaluation system and information feedback mechanism.

Based on the above literature review, the researcher draw the following summary on factors affecting school administration effectiveness, which is mainly contains the following four categories:

1. Effective school leadership: The performance of principal's leadership ability (communicative ability, decision-making ability, execution ability, resilience, etc.), management communication coordination, administrative work efficiency, curriculum arrangements and other aspects. The principal with a high administrative level who have the right education concept, good decision-making and execution ability, and the principle can effectively deal with the crisis. Communicating well among the various departments of the school, cooperate with each other, and have a clear division of labor, the school curriculum is arranged in a reasonable and orderly manner and can effectively achieve the intended goals.

2. Teacher effectiveness: The extent to which teachers perform in terms of teaching performance, job satisfaction, teacher-student interaction, and professional development. In schools with high teacher effectiveness, teachers have a teaching serious attitude, work is responsible, have a high sense of teaching achievement,

can pay attention to the progress of students, can correctly use professional knowledge to build a good teaching situation, and actively participate in training, and constantly improve professional knowledge.

3. Organizational communication: The school organization communicates through the elimination of all kinds of uncertainties in the process of school information transmission and exchange that make the information missing, so that all kinds of school information can be effectively communicated and the school organization can more smoothly achieve its goals and improve its effectiveness. There are few strict rules for teachers' behavior, teachers can take education and teaching behavior according to their own

background and students' background. Bottom-up communication channels, and to encourage teachers to participate in school management and formulate school policies.

4. Educational resources: The school's performance in campus environment planning, facilities, teacher level, and parent relationship processing. High-performance schools can properly arrange the campus environment, effectively manage the school's facilities, provide a high-quality and safe working environment and learning environment, and can correctly handle communication and coordination with parents. At the same time, parents have a higher degree of school match and satisfaction.

### Conceptual Framework

Independent variables	Dependent variables
<p>Factors Affecting School Administration Effectiveness are as follows:</p> <ol style="list-style-type: none"> <li>1.Effective school leadership</li> <li>2.Teacher effectiveness</li> <li>3.Organizational communication</li> <li>4.Educational resources</li> </ol>	<p>The specific performance of school administration effectiveness is as follows:</p> <p>Student's achievement</p>

### Methodology

This research used a mixed methods of quantitative and qualitative research. In the mixed method approach, quantitative research assigns questionnaires and collect data according to question 1. Qualitative research conducted relevant interviews based on questionnaires according question 2.

### Population and Sample

There are 24 public upper secondary schools which identify factors affecting school administration effectiveness in Heze city of

Shandong province, the people's republic of China. The population contains the number of schools, the number of principals and the number of teachers, which are 24 schools, 24 principals, and 4775 teachers respectively. According to Yamane's formula, the sample contains the number of schools, the number of principals and the number of teachers, which are 22 schools, 22 principals, and 369 teachers respectively. Principals are purposive sampling and teachers are sample random sampling.

## Research Tools

This research used questionnaires and interview on research instrument. There are two sections of questions in the questionnaire as follows:

Section 1: Questions about the informants' demographic data. The informants can use a checklist to answer questions about his/her gender, age, qualification, position and experiences.

Section 2: Questions about factors affecting school administration effectiveness in the public upper secondary schools of Heze city of Shandong province, the people's republic of China. The informants can answer questions by selecting a number from a rating scale of 5 to 1; each number represents different level.

The rating scale of 5 to 1 in the current state refers to different level as follows:

5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree

The questionnaire also set two open questions with interview.

## Data Collection

The researcher collected questionnaires in the public upper secondary schools in Heze city, Shandong province. The questionnaire together with the letter of cooperation for tryout of the research tool from the Graduate School, Eastern Asia University are sent to public upper secondary schools of Heze city which belong to the sample schools. This research conducted a questionnaire survey of 391 school educators randomly selected from 22 public upper secondary schools in Heze city, Shandong province according to their gender, school size and other factors, and obtained 356 valid questionnaires, the valid questionnaire rate is 91%.

The researcher conducted interviews with 22 principals of public upper secondary schools in Heze city, Shandong province, and conduct in-depth research on relevant questions.

## Statistical Analysis

**Table 1**

*Mean and standard deviation of each independent variable on factors affecting school administration effectiveness*

Independent variable	Number of questions	Mean	Standard deviation	Sorting
Effective school leadership	22	3.37	0.552	1
Teacher effectiveness	10	3.36	0.520	2
Educational resources	8	3.21	0.559	3
Organizational communication	10	3.16	0.591	4
Total	50	3.29	0.508	

The questionnaire contains four categories: effective school leadership, teacher effectiveness, organizational communication, educational resources. According to Table 4-1, the total of factors affecting school administration effectiveness is 3.29, with a standard deviation of .508. From the perspective of various factors affecting school administration effectiveness in the public upper secondary schools, the mean of effective school leadership is 3.37, the standard deviation is .552, which is the highest score, followed by the

mean of teacher effectiveness which is 3.36, the standard deviation is .520. The mean of educational resource is 3.21, the standard deviation is .559. The lowest score is organizational communication, the mean is 3.16 and the standard deviation is .591. From the data, it can be seen that the mean of organizational communication is the lowest, but it is still higher than 3, that is above average, so the public upper secondary school in Heze city has medium-high school administration effectiveness and has considerable consistency.

**Table 2**

*Effective school leadership for each question's score ordering*

Questions	$\bar{X}$	SD	Sorting
1. The principal has clear goals for the administration of the school.	3.64	0.602	1
2. The principal sets a timetable for the work to be done.	3.44	0.69	5
3. The principal clearly assigns the tasks of each teacher.	3.35	0.787	8
4. The principal asks the teacher to consciously complete their own task.	3.32	0.738	10
5. The principal has a clear plan for the future of the school.	3.38	3.38	7
6. The principal asks all teachers to understand their duties at school.	3.19	0.842	15
7. The principal uses strict means to administer the school.	3.45	0.691	4
8. The principal emphasizes that teachers finish their work on time.	3.31	0.786	11
9. The principal asks teachers to follow the standardized rules and regulations.	3.25	0.829	13
10. The principal follows the corresponding rules and regulations to administer the school.	3.49	0.609	2
11. The principal establishes clear rules and regulations to administer the school.	3.46	0.59	3
12. The principal rewards outstanding teachers.	3.38	0.691	7
13. The principal advises severe criticisms to teacher who do not perform well.	3.37	0.719	8

**Table 2 (Cont)***Effective school leadership for each question's score ordering*

Questions	$\bar{X}$	SD	Sorting
14. The principal treats each teacher equally.	3.31	0.713	11
15. The principal explains to teachers the reason for his decision.	3.22	0.78	10
16. The principal ensures that teachers can maximize their ability to perform.	3.33	0.695	9
17. The principal gives each teachers' opportunity to express their opinion.	3.32	0.708	10
18. The principal feels comfortable when talking to teachers.	3.43	0.578	6
19. The principal accepts the teacher's new ideas.	3.38	0.615	7
20. The principal keeps his promise.	3.30	0.775	12
21. The principal accepts the teacher's advice and puts it into action.	3.06	0.781	16
22. The principal cares and protects the welfare of teachers.	3.24	0.626	14

The mean of public upper secondary school educators in Heze city is 3.37 at effective school administration effectiveness level, with a standard deviation of .552. In this category, the highest score is given in the first question "The principal has clear goals for the administration of the school", the mean is 3.64, followed by 10th

question "The principal follows the corresponding rules and regulations to administer the school." The mean is 3.49, and the 21st question "The principal accepts the teacher's advice and puts it into action.", the mean is 3.06 which is the lowest score. The scores for each question this category are shown in Table 4-2.

**Table 3***Teacher effectiveness for each question's score ordering*

Questions	$\bar{X}$	SD	Sorting
23. Teachers have the ability to promote student learning.	3.38	0.674	4
24. Teachers help students improve themselves.	3.35	0.607	5
25. If the student does not master the knowledge, which has learned for the first time, the teacher will try other ways.	3.35	0.643	5
26. Teachers are confident that they can motivate students' enthusiasm for learning.	3.26	0.772	7
27. Teachers are sure that each student can learn.	3.42	0.672	3
28. If the students do not want to learn, the teacher will help them.	3.30	0.775	6

**Table 3 (Cont)***Teacher effectiveness for each question's score ordering*

Questions	$\bar{X}$	SD	Sorting
29. Teachers have teaching skills to enlighten students to meaningful learning.	3.25	0.768	8
30. Teachers are fully prepared for the arranged curriculum.	3.38	0.615	4
31. Teachers can use skillfully different teaching methods.	3.43	0.657	2
32. Teachers have the skills to deal with student disciplinary problems.	3.44	0.597	1

The mean of public upper secondary school educators in Heze city is 3.36 at teacher effectiveness level, with a standard deviation of .520. In this category, the highest score is the 32nd question “Teachers have the skills to deal with student disciplinary problems.”, the mean is 3.44, followed by the 31st question “Teachers

can use skillfully different teaching methods.”, the mean is 3.43, and the 29th question “Teachers have teaching skills to enlighten students to meaningful learning”, the mean is 3.25 which is the lowest score. The scores for each question this category are shown in Table 4-3.

**Table 4***Organizational communication for each question's score ordering*

Questions	$\bar{X}$	SD	Sorting
33. The school leaders understands the teachers' hard work.	3.19	0.695	3
34. The teachers and other staffs of the school are in harmony.	3.25	0.626	2
35. The relationship between teachers and students is harmonious.	3.09	0.906	7
36. The function of work among the various departments of the school is clear.	3.06	0.781	8
37. The spirit of mutual assistance and cooperation between the various departments of the school are played.	3.12	0.764	5
38. The school's administrative work fully cooperates with and supports teaching.	3.26	0.69	1
39. Teachers can communicate with students on an equal basis.	3.17	0.699	4
40. Teachers focus on the interaction with students in the teaching process.	3.11	0.725	6



**Table 4 (Cont)***Organizational communication for each question's score ordering*

Questions	$\bar{X}$	SD	Sorting
41. Teachers can actively interact with students in a variety of ways (heuristic, inquiry, discussion, participatory, etc.).	3.19	0.688	3
42. Teacher-student interaction can effectively achieve the expected teaching goals.	3.17	0.775	4

The mean of public upper secondary school educators in Heze city is 3.16 at organizational communication category, with a standard deviation of .591. In this category, the highest score is the 38th question "The school's administrative work fully cooperates with and supports teaching.", the mean is 3.26, followed by the 34th question

"The teachers and other staffs of the school are in harmony.", the mean is 3.25, and the 36th question "The function of work among the various departments of the school is clear.", the mean is 3.06 which is the lowest score. The scores for each question this category are shown in Table 4-4.

**Table 5***Educational resources for each question's score ordering*

Questions	$\bar{X}$	SD	Sorting
43. Campus environment planning meets teaching needs.	3.23	0.761	4
44. The school's environmental planning takes into account the school's future development needs.	3.28	0.697	2
45. The school has perfect teaching equipment and facilities.	3.20	0.690	5
46. The school regularly maintains equipment and facilities.	3.26	0.728	3
47. The school timely updates old facilities or equipment.	3.13	0.776	6
48. The school fully provides the resources needed for teachers' teaching.	3.06	0.642	7
49. The school has sufficient funds for running schools.	3.04	0.772	8
50. The school has a good teaching team and good teachers.	3.33	0.629	1

The mean of public upper secondary school educators in Heze city is 3.21 at educational resource category, with a standard deviation of .559. In this category, the highest score is the 50th question "The school has a good teaching team and good teachers.", the mean is 3.33, followed by the 44th question "The school's environmental

planning takes into account the school's future development needs.", the mean is 3.28, and the 49th question "The school has sufficient funds for running schools.", the mean is 3.04 which is the lowest score. The scores for each question this level is shown in Table 4-5.

1. Analysis on factors affecting school administration effectiveness by open questions In an interview with the researcher, the researcher recorded the opinions of the 22 principals on develop school administration guidelines for effectiveness based on the above four factors. Among them, 21 school principals believe that effective school leadership are crucial in school administration effectiveness, accounting for 95.5%. There are 19 principals who believe that teacher effectiveness is crucial in school administration effectiveness, accounting for 90.4%. There are 17 principals who believe that educational resources are critical in school administration effectiveness, accounting for 77.3%. There are 14 principals who believe that organizational communication is crucial in school administration effectiveness, accounting for 63.6%.

## Findings

Factors affecting school administration effectiveness in the public upper secondary are divided into four categories: effective school leadership, teacher effectiveness, organizational communication, and educational resources.

For all categories, the highest scores are for effective school leadership, which indicates that the current effective high school leadership in public schools belong to the medium to high degree. The reason for this due to the fact that the principals have the correct educational philosophy and can effectively play subjective initiative. Therefore, the school administration effectiveness is relatively high. The second highest level is the teacher's effectiveness. The reason due to the fact that teachers actively participated in the training in recent years, continuously improved their professional development, constantly improved education and teaching methods and means,

and focused on class management. The lowest category is organizational communication. The reason due to the fact that the division of labor between schools is not clear.

From the above research, the researcher get the guidelines on the four category of factors affecting school administration effectiveness in public upper secondary school of Heze city, Shandong province, the people's republic of China. The researcher summarized the following points on guidelines to develop school administration effectiveness.

1. At effective school leadership, to communicate with each other between school administrators and teachers.

"The principal accepts the teacher's advice and puts it into action." and "The principal asks all teachers to understand their duties at school." The two questions get the lowest score, it shows that school administrators do not attach importance to teachers' opinions and do not adopt them. Over time, they will reduce the teachers' enthusiasm for participating in school administration. Therefore, in the future, the public upper secondary school principals should do this in school administration activities, maintain consistency and commonality in understanding, and study and discuss more than one case, agree on goals, and reach a psychological agreement. To guide school teachers to continue their efforts with correct concepts, at the same time, The teacher also has to take on as much responsibility as possible to clarify their own task.

2. At teacher effectiveness, actively try to use a variety of ways to continuously strengthen the interaction with students in the teaching process, and timely feedback.

From the research, public upper secondary school educators perceive the teacher's

effectiveness category with the highest score in 52th question “Teachers have the skills to deal with student disciplinary problems”. It shows that most teachers now recognize the importance of students as subjects of teaching. Apart from solving students’ problems in learning, they have to also help students establish correct values in their daily learning and life, and have skillful solutions to students’ disciplinary problems. At the same time, the 29th question “Teachers have teaching skills to enlighten students to meaningful learning.” The score is obviously too low, indicating that although public upper secondary school teachers are now paying attention to teaching methods in the teaching process, they have little effect. Therefore, in the future, teachers should try to use different ways to inspire students to learn from different aspects. At the same time, teachers should also strive to continue learning, try different teaching methods, and keep up with the times so as to successfully achieve teaching goals.

3. At organizational communication, to design reasonable school organization structure and focus on division of labor.

From the results of the research, the perception of the organizational communication level among public upper secondary school educators is the lowest in the 36th question “The function of work among the various departments of the school is clear.” It shows that most teachers think that the school’s organizational structure is not clear, and the division of labor among various departments is not clear, resulting in low work efficiency. Therefore, in the future, the school should design a reasonable organizational structure, rational division of labor, increase teamwork and communicate effectively with colleagues and school departments.

4. At educational resources, actively focus on the improvement of the school’s hardware and software equipment and to find ways to make the school fund abundantly.

In the questionnaire on factors affecting school administration effectiveness, at educational resources, the score of item 49th “The school has sufficient funds for running schools.” is the lowest, followed by item 48th, “The school provides provide the resources needed for teachers’ teaching.” It shows that in the process of running schools, public upper secondary schools are facing shortages of software and hardware equipment and uneven distribution of resources, which restricts school administration effectiveness to a certain extent. Therefore, in the future, the school principals should focus on continuously improving the school’s hardware and software equipment, and actively attracting more talents and resources by actively developing brand features, maintaining and developing public relations, and actively seeking support from government officials. So as to improve continuously school performance.

## Result

In this research, the researchers reached the following conclusions after long-term research and analysis:

On the one hand, it has been made clear that factors affecting school administration effectiveness in public upper secondary school of Heze city, Shandong province, the people’s republic of China contains the flowing four points: effective school leadership, teacher effectiveness, organizational communication and educational resources. In particular, effective school leadership have the greatest impact on school administration effectiveness, and organizational communication has less impact on school administration

effectiveness.

On the other hand, according to the research results and interview records, the researcher get guidelines to develop school administration effectiveness based on the above four factors. The first is to communicate with each other between school administrators and teachers at effective school leadership. Secondly, actively try to use a variety of ways to continuously strengthen the interaction with students in the teaching process, and timely feedback at teacher effectiveness. Thirdly, to design reasonable school organization structure and focus on division of labor at organizational communication. The last one is actively focus on the improvement of the school's hardware and software equipment and to find ways to make the school fund abundantly at educational resources.

## Discussion

### 1. At the effective school leadership

This factor accounts for the highest proportion of the four categories of factors. Taiwan's Qingshan (1992, p.76) also thinks the most important affecting factor is effective school leadership in school administration effectiveness. According to the questionnaire and interview results, the researcher believe that the principal's function in school administration is more significant. The higher the principal's level of leadership, the more able the teacher is to positively affirm the organizational effectiveness of the school. The teacher also feels more strongly about the principal's enthusiasm and friendliness, respect for the teacher, and care for the teacher. At the same time, the teacher can also understand the principal's hard work. The attitude and principals of the school prompted teachers to work harder and harder. In addition, the better the performance

of the principal, the better the teaching and administration of the school, and the greater the ability to establish a common sense of mission and values among faculty and staff, and more interactions, cooperation, and sharing of behavior and overall performance at work. The more opportunities for teachers to participate in decision-making in schools, the better the communication and parallel communication within the school, and the better the conflicts among employees can be solved, and promote the efficiency of the school work.

### 2. At teacher effectiveness

Teacher effectiveness is also an important factor influencing school administration effectiveness. From Limin (2002, p.47) research, the research found effective teaching is his one of the opinions of six characteristics of effective school administration. About this category, the teacher can not do have teaching skills to enlighten students to meaningful learning. It shows that teachers have some deficiencies in teaching methods. Teachers can adjust the enthusiasm of students' voluntary learning when the teacher can flexibly adjust the teaching speed according to the students' ability, development level and the nature of the subjects. Teachers attach importance to stimulating and maintaining students' attention and try their best to arrange personalized and interesting assignments for students. They can also use their keen observation power to predict students' needs and potential classroom problems. This will make teachers perform better in the smooth transition between teaching preparation, teaching organization and activities.

### 3. At educational resources

Educational resources ranked third among these four category factors. It is also an indispensable factor that affecting school administration.

Edmonds (1979, p.15) also proposed that educational resources have a great influence on school administration. If resources are not sufficient, they will inevitably affect teaching results. The research results also show that the lack of education funds has the greatest impact on school administration effectiveness. Therefore, school administration cannot wait for the support of government funds. It should try its best to manage the school by itself and break the stalemate without capital development.

#### 4. At organizational communication

This kind of factor ranks the lowest, therefore, among these four kinds of factors, these kinds of factors reflect the most serious problems. The biggest problem at this category is that the division of work among departments is not clear and the work efficiency is not high. It shows that “people” is the difference between organizational elements and other elements. Each organization member has its own needs, desires, passions, and acts according to the individual’s will. If we want to improve organizational communication through administration, we must not only attach importance to the material technologies and rules and regulations in the organization and administration, but should also regard administration as being linked to the social, cultural, and human spiritual traits. In order to change the shortcomings of the traditional level structure, both scientific management and humanistic management should be taken into consideration in order to respond to the development of the times and the diverse needs of different entities within and outside the school. With the help of active communication, cooperation, power sharing, participation in decision-making, etc., we will develop common emotions, attitudes, beliefs, and values among the members of the organization to enhance the

cohesion of the entire staff, so as to create a quality environment where teachers and students can jointly learn to develop together.

### Recommendation

Based on the research results and discussion, this research proposes relevant recommendations as a reference for public upper secondary school principals and teachers.

As a school administrator, positive suggestions can be implemented for research according to the actual situation of the school. At effective school leadership, if teacher participation is low in school administration, and it is best for schools to organize as much collective activities as possible. For example, outdoor development training (outdoor adventure), mission construction, fun games, reality CS and other list activities.

As a public upper secondary teacher, this research shows that if the teacher can not heuristic teaching, the student’s enthusiasm for learning is not high, the two are interrelated each other. Therefore, according to the teaching task and the learning objective law in their own teaching, the teacher should adopt a variety of methods from the students’ actual conditions to inspire the students’ thinking as the core, to mobilize the students’ learning initiative and enthusiasm, they are motivated to generate a kind of instructional ideas for learning lively.

At organizational communication, it is necessary to clarify the functions of the various departments of the school for school administrator in order to improve work efficiency. All departments have their own job responsibilities. Only by clarifying the responsibilities of each department can promote normal operation of school administration and promote the schools’ normal development.

At educational resources, if school funds

are insufficient, school-industry cooperation may be implemented. The school cooperates with enterprises through a number of invention patents and to get infusion of education funds.

In short, school administration effectiveness will enhance with the improvement of these four category of factors.



### References

- Clark, D. L., Lotto, L. S., & McCarthy, M. (1980). Factors associated with success in urban elementary schools. *The Journal of Phi Delta Kappan*, 61(1), 467-470.
- Edmonds, R. (1979). Effective schools for the urban poor. *The Journal of Educational Leadership*, 37(1), 15-24.
- Jin-kuan, C. (1994). Theory and practice of effective schools' administration in the united states. *Journal of Foreign Education Materials*, 3(1), 62. (in Chinese)
- Limin, Y. (2002). *Six characteristics of effective school administration*. Beijing: Education Science. (in Chinese)
- Miantao, S., & Zhe, H. (1994). The initial exploration of school administration effectiveness. *Journal of Education and Economy*, 3(1), 24. (in Chinese)
- Minghe, J. (2003). *An effective tool for improving school administration: An introduction to multiple measures*. Beijing: Higher Education. (in Chinese)
- Qingshan, W. (1992). *School administration effectiveness research*. Taipei: Wunan Book. (in Chinese)
- Qiong, Y. (2003). School effectiveness and school Reform: A commentary on the latest research achievements in Britain. *The Journal of Foreign Education Research*, 12(1), 35. (in Chinese)
- Xiaobin, C. (2008). *Education administration science and management*. Beijing: Beijing Normal University. (in Chinese)
- Xinru, W., & Wen, Z. (1997). Talk about school organizational culture and school administration effectiveness. *The Journal of Education Science*, 3(1), 17. (in Chinese)
- Yanxiang, Z. (1999). *The function and effectiveness of education*. Hong Kong: Guang Jiaojing. (in Chinese)

