

MANAGEMENT FACTORS AFFECTING EFFECTIVENESS OF QIHE NO. 1 SENIOR HIGH SCHOOL

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ABSTRACT

This study examines the management aspects that influence the effectiveness of Qihe no. 1 Senior High School, a prestigious institution in Shandong Province, China. The study's objectives are to investigate the levels of perceived management variables among school workers, assess the school's efficacy, and analyze the relationship between these management elements and institutional effectiveness. Leadership, organizational culture, administrative procedures, people development, curriculum and learning management, organizational structure, and budgeting are some of the management elements examined. Budget planning, operational reporting, internal auditing, resource mobilization, material and asset management, financial administration, and accounting methods are all used to assess effectiveness. A structured questionnaire was distributed to 222 staff members selected by stratified random sampling from a population of 498. The study interprets its findings using descriptive and inferential statistics. Key findings show that all management characteristics are positively and significantly connected with school effectiveness, implying that better management practices can improve educational performance and administrative efficiency. The findings highlight the relevance of leadership and strategic planning in improving institutional functions. This study adds to the current literature by providing a realistic framework for school administrators to evaluate and improve management systems in secondary education institutions. It also advocates for ongoing professional development, sound budgeting techniques, and data-driven decision-making to maintain school effectiveness. The findings can help policymakers and educational leaders plan focused initiatives for long-term success and quality improvement in the education sector for sustainable future development.

Keywords: Management Factors, School Effectiveness, Educational Administration, Qihe no. 1 Senior High School

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INTRODUCTION

Their management heavily influences educational institutions' overall effectiveness and performance. As students, parents, and society have higher expectations of schools, educational management must change to guarantee that resources are used efficiently, learning environments remain supportive, and administrative systems are maximized. In this setting, leadership, organizational culture, staff development, curriculum design, budgeting, and internal evaluation are increasingly regarded as critical to meeting educational objectives (Deal and Peterson, 2009; Weerasak, 2020). These characteristics have an impact not just on a school's day-to-day operations, but also on long-term plans for maintaining high-quality teaching and learning.

Qihe no. 1 Senior High School, located in Shandong Province, is an important case study due to its large-scale activities and contemporary facilities. With almost 500 academic members serving over 6,000 students on a cutting-edge campus, the school provides a comprehensive setting in which to assess how management practices influence institutional outcomes. Previous study in China and Thailand has found that successful administrative methods are highly linked to higher academic achievement, resource utilization, and staff performance (Waritsara, 2019; Suwanida, 2020). These findings highlight the necessity of developing leadership skills, improving organizational culture, and creating organized financial processes to ensure institutional performance.

This study examines how certain management elements affect school effectiveness at Qihe no. 1 Senior High School. This study provides insights into the relationship between administrative components and measurable indicators such as budget planning, internal audits, and financial reporting, which may be used to improve both practice and policy. The findings are designed to help school leaders, educational planners, and policymakers improve administrative achievement in the secondary education sector.

LITERATURE REVIEWS

Relationship between Management Factors and School Effectiveness

Leadership, organizational culture, administrative administration, and staff development are all critical components of a school's effectiveness. Bass and Riggio (2018) define transformational leadership as inspiring, visionary, and guiding institutional reform. Northouse (2021) adds on this, highlighting how strong leaders engage employees and foster creativity in practice. According to Dugan and Komives (2017), leadership is important in identity development, especially in how people perceive their responsibilities within an institution. Following these beliefs, leadership has a direct impact on how school communities run and thrive. Avolio, Walumbwa, and Weber (2020) emphasize that leadership must be adaptable and connected with the school's goals, particularly when responding to changing educational demands.

The atmosphere and administrative methods add to the overall environment and functionality of a school. Kim and Lee (2020) discovered that a strong organizational culture increases employee involvement and collaboration, whereas Drucker (2017) underlined that good time management and decision-making boost productivity. Kaplan and Norton (2018), who emphasize the importance of performance tracking and evaluation in staying on track with school goals supports this. Personnel development, as mentioned by Juthamas (2019), is also important, allowing employees to advance through training and skill upgrading. Together, these management elements contribute to a sustainable framework that improves both academic attainment and institutional performance.

H1: Core management factors have a positive relationship with school effectiveness.

Relationship between Curriculum, Instructional Management, and Resource Use

Curriculum and learning management are critical components of how schools allocate resources and respond to changing educational needs. According to Harden and Stamper

(2017), curriculum design is an organized process that involves aligning learning objectives with instructional methodologies, content, and student requirements. According to Almekhlafi and Almeqdad (2020), digital learning platforms enable schools to more easily track student progress and manage educational content, resulting in increased resource efficiency. Seels and Richey (2019) also advocate for a systematic approach to instructional planning that involves explicit sequencing, relevant material selection, and continual assessment to ensure content delivery corresponds with desired goals. These ideas assist schools make better use of their time, resources, and personnel.

The organizational structure has a significant impact on how effectively resources are dispersed and managed among educational and administrative departments. Daft (2018) describes how clear reporting lines and defined duties facilitate easier communication and more efficient work distribution. Laloux (2014) and Harrington (2017) emphasize the need for flexible team structures and adaptive models in schools, which help them respond to both internal and external changes. When instructional planning, curriculum design, and school structure are linked, institutions can make greater use of their teaching resources, technology, and support systems.

H2: Curriculum, instructional management, and organizational structure influence resource use and adaptability.

Relationship between Budgeting and Administrative Performance

Effective budgeting is crucial to the financial health and operational stability of educational organizations. Smith and Johnson (2021) emphasize that organized budgeting enables strategic planning, precise cost forecasts, and responsible spending. Lee et al. (2022) distinguish between operational budgets that support everyday needs and capital budgets that fund long-term investments, both of which must be aligned with institutional aims. The Ministry of Education (2013) emphasizes that budget planning must be collaborative and data-driven to ensure that resources are distributed efficiently and changed as needed. These budgeting strategies help maintain financial discipline and promote institutional growth.

Internal auditing, financial management, and asset control are all critical components of administrative effectiveness. Arens et al. (2019) emphasize the importance of internal audits in ensuring compliance and risk management, whereas Knechel et al. (2020) stress the expanding significance of technology in improving audit accuracy and early detection. According to Chopra and Meindl (2019), good material and asset management decreases waste while also ensuring the continual availability of instructional tools. Together, these techniques promote transparency, reduce operational risks, and enable administrators to track and enhance institutional effectiveness over time.

H3: Budgeting and financial practices influence administrative performance.

Relationship between Resource Investment and Educational Quality

Resource mobilization and investment methods have a direct impact on educational quality and institutional growth. UNESCO (2019) defines resource mobilization as the process of securing financial, human, and material resources to increase access, improve quality, and promote educational justice. The World Bank (2020) emphasizes that investment in education promotes broader social and economic growth, making judicious allocation critical. Effective resource mobilization ensures that schools are equipped to provide inclusive and high-quality education while also preparing for future difficulties in a sustainable manner.

Accounting management facilitates this process by ensuring accurate financial tracking and reporting. According to Drury (2018), accounting management connects financial data to corporate decision-making, hence facilitating planning, monitoring, and assessment efforts. Warren, Reeve, and Duchac (2019) state that reliable, timely financial information enables institutions to foresee needs, respond to changes, and sustain fiscal health. When schools

effectively mobilize resources and maintain transparent financial processes, they lay a solid basis for academic improvement and institutional stability.

H4: Resource mobilization and accounting management influence educational quality and long-term success.

Figure 1.

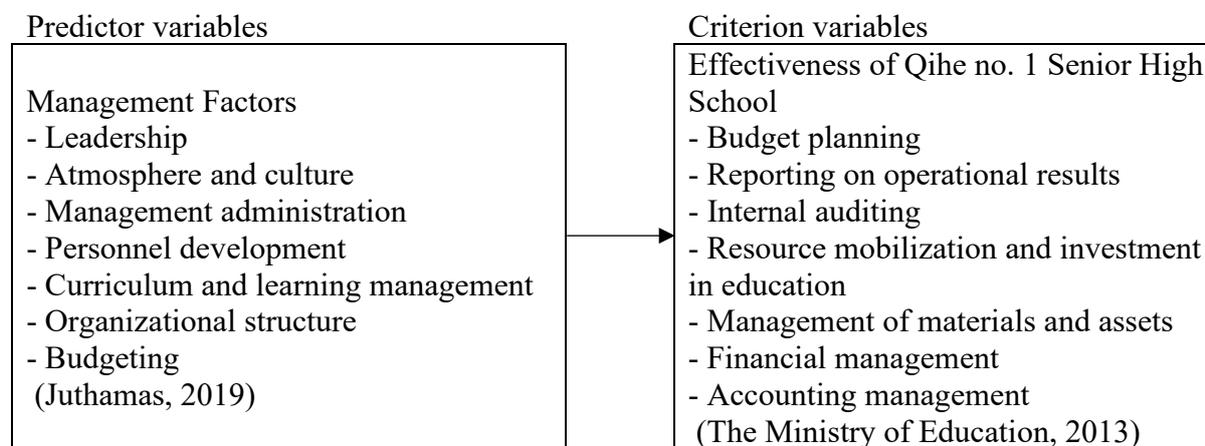


Figure 1 Conceptual Framework

RESEARCH METHODOLOGY

This research utilised a quantitative survey methodology to evaluate the correlation between fundamental management variables and the efficacy of Qihe no. 1 Senior High School. The use of a purely quantitative approach was predicated on the aim of discerning statistical correlations among variables within a substantial respondent population in a systematic and reproducible fashion. This technique facilitates extensive measurement and generalisability within the institutional framework, although it fails to encompass the nuanced opinions of individuals. Future study should integrate qualitative methodologies, such as interviews or focus groups, to yield profound insights into the perspectives of teachers and administrators.

The overall population comprised 498 persons presently employed at Qihe no. 1 Senior High School. The sample size was calculated using Yamane's formula (1973) at a 95 percent confidence level and a 5 percent margin of error, yielding a required sample size of 221.82, which was rounded to 222 for statistical validity. Stratified random sampling was employed to guarantee proportional representation according to the distribution of personnel across different grade levels and departments. The sample's demographic composition was a blend of teaching and administrative personnel, exhibiting diversity in gender, age categories, educational credentials, income brackets, and years of professional experience. This guaranteed a variety of viewpoints and enhanced the representativeness of the results.

A structured questionnaire with three principal sections was devised to gather primary data. The initial portion gathered demographic data, encompassing gender, age, educational qualifications, monthly income, and employment duration. The second component assessed perceptions of seven essential management factors: leadership, environment and culture, administrative management, personnel development, curriculum and learning management, organisational structure, and budgeting. The final segment assessed school effectiveness in seven domains: budget planning, operational outcomes reporting, internal auditing, resource mobilisation and investment, material and asset management, financial management, and accounting standards. Each item was evaluated on a five-point Likert scale from 1 (lowest) to 5 (highest), and mean scores were analysed utilising Kanya Wanichbancha's (2011) class interval method.

Before data collection, instrument reliability was verified using Cronbach's Alpha, with all variables exhibiting reliability coefficients exceeding 0.70. The reliability coefficients varied from 0.713 to 0.995 for the observed variables, with the total instrument dependability assessed at 0.934, indicating robust internal consistency. A total of 222 questionnaires were disseminated using online platforms (Google Forms) and by in-person distribution. Responses were evaluated for thoroughness and accuracy.

Descriptive statistics, comprising frequency, percentage, mean, and standard deviation, were employed to analyse demographic characteristics and assess perceptions of management and effectiveness. Multiple regression analysis was conducted utilising the entry approach to evaluate the primary hypotheses of the investigation. This strategy facilitated the concurrent incorporation of all independent variables in the model to ascertain their individual and collective impact on school effectiveness outcomes.

RESEARCH RESULTS

Perceptions of Management Factors at Qihe no. 1 Senior High School

The results indicated that staff at Qihe no. 1 Senior High School regarded the management factors as exceptionally effective overall. Table 1 indicates that the overall mean score across the seven dimensions was 4.34. The highest ratings were in organisational structure (4.37) and budgeting (4.37), closely followed by leadership (4.36) and environment and culture (4.35). The results indicate that workers perceived internal clarity, financial procedures, and leadership strategies as notably well-established at the institution.

The significance of organisational structure may indicate clearly defined responsibilities and communication channels that enhance administrative efficiency, while elevated budgeting scores imply assurance in resource allocation and financial transparency. Other domains, such as curriculum and learning management (4.32), although still evaluated favourably, may provide potential for further refinement in the alignment of instructional strategies.

The limited variation in ratings across all categories indicates uniformity in the school's management methods and a collective institutional perception of competence within departments. This indicates a well-balanced administrative environment, in which no single factor substantially underperforms relative to others in perceived quality.

Table 1 Show mean, standard Perceptions of Management Factors

Management Factors	\bar{X}	S.D.	mean
1) Leadership	4.30	1.05	Most
2) Atmosphere and culture	4.35	1.01	Most
3) Management administration	4.31	1.03	Most
4) Personnel development	4.31	1.04	Most
5) Curriculum and learning management	4.34	1.01	Most
6) Organizational structure	4.37	0.96	Most
7) Budgeting	4.37	0.97	Most
Total	4.34	0.94	Most

Note: The rating employed a 5-point Likert scale, with 1 indicating "least" and 5 indicating "most." All management factors received good ratings, demonstrating the institution's solid internal management structure.

Effectiveness of Qihe no. 1 Senior High School

The data indicated that school effectiveness was assessed at a comparably elevated level, with a cumulative mean of 4.32 across the seven measures of effectiveness (Table 2). Budget planning earned the highest rating (4.36), signifying that staff acknowledge the significance of organised financial planning as a catalyst for overall school performance. Internal auditing

(4.33), resource mobilisation (4.33), and accounting management (4.32) had good scores, indicating robust institutional structures of accountability and sustainability. While all characteristics of performance were uniformly assessed, material and asset management garnered a marginally lower average rating of 4.29, indicating a potential area for focused enhancement. The uniformity across dimensions highlights that workers recognise not just effective planning but also dependable implementation of essential operational sectors. The descriptive findings corroborate the study's hypotheses, emphasising that robust internal management practices especially concerning finance and structure are pivotal in influencing views of effectiveness. This establishes the foundation for subsequent analysis in the discussion section, when probable causal linkages are examined in greater detail.

Table 2 Show mean, standard deviation Management Factors Leadership

Leadership	\bar{X}	S.D.	mean
1) The school administrator demonstrates a visionary approach to management and accurately anticipates future trends affecting the institution.	4.29	1.15	Most
2) The school administrator exhibits innovation and creativity in developing work processes to achieve organizational goals.	4.29	1.15	Most
3) The school administrator applies professional knowledge and management skills effectively to ensure operational efficiency.	4.30	1.11	Most
4) The school administrator uses data to evaluate teachers' performance accurately and fairly.	4.32	1.10	Most
Total	4.30	1.05	Most

Note: Table 2 displays the mean and standard deviation of personnel attitudes about seven areas of school success. All departments received "most" ratings, indicating high levels of satisfaction with the school's administrative and financial operations.

DISCUSSION & CONCLUSION

This study sought to investigate the statistically significant association between management features and the effectiveness of Qihe no. 1 Senior High School. The findings validated the hypothesis, revealing a robust and significant correlation at the 0.01 level. Participants consistently assessed all seven management factors such as leadership, atmosphere and culture, management administration, people development, curriculum and learning management, organisational structure, and budgeting—as significantly present. Likewise, components of school performance, including budget planning, financial operations, internal audits, and resource mobilisation, received positive evaluations, indicating that an integrated management system significantly enhances institutional effectiveness.

Organizational structure and budgeting earned the highest average grades. The findings indicate that job clarity and budget planning are critical factors that enhance the school's overall effectiveness. Clear reporting structures and efficient resource distribution seem to enhance stability and efficacy. This aligns with the findings of Lopez and Garcia, who determined that clearly defined planning systems directly improve institutional performance. Similarly, Nguyen and Patel established that organisational culture and communication frameworks are fundamental determinants of performance in educational environments.

Despite all management components receiving high ratings, the comparatively superior performance in budgeting and structure may be attributed to the school's focus on transparency and economic responsibility. According to Brown et al., organisations with robust internal control and budgeting systems typically have greater stakeholder trust and long-term viability. The relationship between effective management and institutional success corresponds with the strategic management theories articulated by Barney and Hesterly, who assert that internal

capabilities, such as administrative structure and financial governance, dictate an institution's ability to perform under duress.

This research offers practical and theoretical contributions. School leaders might utilize these results to improve particular administrative areas. Investments in training, performance assessments, and strategic planning are especially crucial. Theoretically, the findings bolster models of organisational effectiveness that emphasise leadership structure, resource distribution, and performance evaluation. These insights can enhance frameworks utilised in both public and private secondary education.

Nevertheless, the study possesses multiple drawbacks. The study depended solely on quantitative data obtained from self-report surveys, which may exhibit response bias. Furthermore, it concentrated on a singular institution, hence limiting the generalisability of the findings. Although stratified sampling guaranteed diverse staff representation, subsequent studies should encompass several institutions across various locations to investigate discrepancies in administrative culture and policy implementation. Employing mixed-methods research, particularly through interviews or focus groups, would augment comprehension by elucidating human experiences and interpretations of management techniques.

Future study should investigate developing domains, like the incorporation of digital technology in educational leadership, the significance of emotional intelligence among administrators, and the influence of professional autonomy on institutional success. Examining various educational institutions, including rural versus urban and public versus private, may enhance the generalisability of the results.

This study confirms that effectively organised and strategically administered schools can realise significant enhancements in both operational and academic performance. Qihe no. 1 Senior High School exemplifies that strong alignment of leadership, administrative planning, staff development, and budgeting may sustain and enhance institutional efficacy. These insights provide a significant reference for educational administrators seeking to establish sustainable and high-performing school settings.

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