

School Administrators' Utilization of the New Media in Teachers' Supervision

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Abstract: This project examines the influence of new media on teacher management in School A, located in S Province. Employing quantitative research methods, data from teachers and administrators at School A are collected through surveys and analyzed using statistical techniques. The study reveals that the use of new media for teacher management fosters collaboration and professional growth between administrators and teachers, providing insights into addressing challenges and optimizing new media utilization in educational settings.

Keywords: New Media; School Administrators; Utilization of the New Media

Introduction

It is impossible to overlook how the development of new media technologies has affected teacher management as it has altered the educational landscape in recent years. "The use of new media technologies has significantly influenced teacher management, reshaping the educational landscape^①". The utilization of new media technologies is crucial for efficient and successful instructional management as educators adjust to rapidly evolving technological contexts.

Background of the Study

This study arises from concerns regarding the use of new media in modern education, which presents both opportunities and challenges in educational supervision, offering innovative support for administrators. In real-world educational contexts, there is a pressing need for educators and school administrators to grasp new media technologies to enhance teaching effectiveness and administrative efficiency. However, due to the novelty of these technologies, many educators and administrators lack the necessary experience and knowledge, requiring further training and support. Therefore, this study seeks to comprehend educators' perspectives on how school administrators use new media technologies and how these technologies impact educational management. The objective is to provide valuable guidance and recommendations for educators and administrators. The study's focus encompasses maximizing the potential of new media technologies while addressing related challenges and issues, such as training, resource development, and facility maintenance.

Research Paradigm

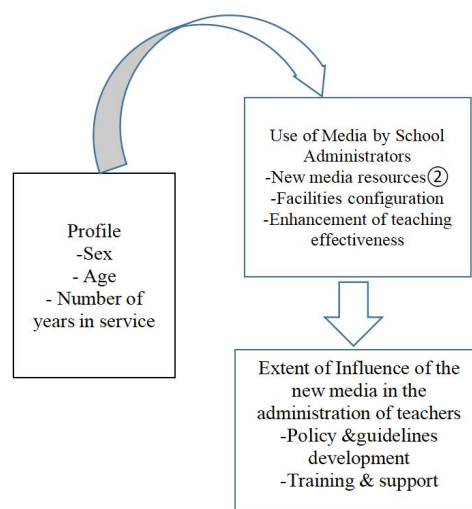


Figure 1: Research Paradigm

The first part involved collecting basic information about the respondents' gender, age, and years of service. This part was used to describe the basic profile of the sample for further analysis and interpretation of the study results. The second part of the survey gathered information about the use of new media resources by school administrators, including data on the use of new media resources, facility configuration, and teaching effectiveness. This section was used to describe the use of new media technologies by school administrators and assess their impact on teacher management. The third section, "Extent of Influence of the New Media in the Administration of Teachers," included questions about the development of policies and guidelines, training, and support related to new media technologies. This part was used to describe the extent of the impact of new media technologies on the administration of teachers and make corresponding policy recommendations and training programs.

Research Design

This quantitative study aimed to assess the impact of new media use on teacher management at School A in Xichang, S. Province. It investigated the correlation between school administrators' new media usage and teachers' perceptions of new media educational resources, facility configuration, teaching effectiveness, policy development, training, and support. A questionnaire was administered to School A's teachers, featuring multiple-choice and Likert scale questions. Independent variables included gender, age, and length of service, while new media use was the dependent variable. The study also examined administrators' use of various new media platforms and assessed their performance through teacher feedback. Statistical analysis, utilizing software like SPSS, was employed to identify significant relationships or differences among variables. The study further explored the impact of new media on teacher management policy development, training, and support.

Population, Sample, and Sampling Technique

The research object of this study is 372 full-time teachers from A School.

The sample was a sample of 189 full-time teachers in School A. The sample size was determined to meet a 95% confidence level. The sample size was based on meeting the 95% confidence level, while targeted sampling was done based on age, length of service and gender. All participants were required to have basic computer skills and actively use new media tools in teaching and management.

The sampling technique used in this study is purposive sampling to ensure that the sample is representative of the use of new media tools. The researcher will purposively select participants based on their experience and use of new media tools.

Reliability Validity Analysis

Cronbach (reliability analysis)

Scale Overall and Dimensions	Number of items	sample size	<u>Cronbach α</u>
Developing New Media Educational Resources	7	189	0.835
Facility Configuration	7	189	0.880
Enhancing Teaching Effectiveness	7	189	0.873
Evaluation Scale for New Media Use	21	189	0.913
Development of Policies and Guidelines	7	189	0.805
Training and Support	6	189	0.812
New Media Use for Teacher Management Scale	13	189	0.882

The reliability of the questionnaire scale data was analyzed using Cronbach's reliability and the results are shown in the table below. The Cronbach alpha coefficients of the Evaluation of New Media Use Scale Overall and the Development of New Media Educational Resources, Facility Configuration, and Enhancement of Teaching and Learning Effectiveness dimensional data are 0.913, 0.835, 0.880, and 0.873, respectively, which are greater than 0.8, which means that the overall data of the scale and the dimensional data have a high quality of reliability, which is suitable for the analysis. The Cronbach's alpha coefficients of the data of the overall and policy and guideline development, training, and support dimensions of the New Media Applications for Teacher Management Scale were 0.882, 0.805, and 0.812, respectively, which were greater than 0.8, which means that the overall and dimensional data of the scale were of high

quality of reliability and were well suited for the analyses.

Correlation Analysis

		The Application of New Media in Teacher Management	Development of New Media Supervision Resources	Facilities Configuration	Enhancing Teaching Supervision Effectiveness
The Application of New Media in Teacher Management	correlation coefficient	1			
	<i>p</i>	-			
	sample size	189			
Development of New Media Supervision Resources	correlation coefficient	0.479**	1		
	<i>p</i>	0.000	-		
	sample size	189	-		
Facilities Configuration	correlation coefficient	0.563**	0.325**	1	
	<i>p</i>	0.000	0.000	-	
	sample size	189	189	-	
Enhancing Teaching Supervision Effectiveness	correlation coefficient	0.654**	0.447**	0.687**	1
	<i>p</i>	0.000	0.000	0.000	-
	sample size	189	189	189	-

* $p < 0.05$ ** $p < 0.01$

From the above table, it can be seen that using correlation analysis to study the correlation between the application of new media on teacher management, the development of new media education resources, facility configuration, and the improvement of teaching supervision effectiveness, the Pearson correlation coefficient is used to represent the strength of the correlation.

Specific analysis shows that: The application of new media has a significant impact on teacher management and the development of new media education resources, facility configuration, and improvement of teaching supervision effectiveness. The correlation coefficient values are 0.479, 0.563, and 0.654, respectively, and the correlation coefficient values are all greater than 0 ($p < 0.05$), indicating a positive correlation between the application of new media on teacher management and the development of new media education resources, facility configuration, and enhancement of teaching effectiveness.

Summary of Findings

The analysis of the gathered data resulted to the following findings:

Respondents had a high and more positive opinion of school administrators' integration of teacher evaluations into the school's learning management system.

Respondents held a very positive view of the school's performance in terms of the configuration of its facilities, particularly in terms of Internet connectivity, broadband speed, network infrastructure and computer equipment.

Respondents held a generally positive view of the school's performance in enhancing instructional effectiveness, particularly in terms of administrators being able to observe teachers online in their natural state and provide advice and support tools.

Respondents were more positive about the school's guidelines for budget allocation, which may help support the use of new media.

Respondents felt that the school's efforts to train administrators in the management of new media instruction demonstrated high quality and effectiveness.

Conclusion

The following conclusions were drawn based on the findings of the study:

The overall level of school administrators in teacher evaluation and incorporating online information into the learning management system is at a moderate level.

The school has provided good facilities for teachers in terms of facility configuration, which is conducive to supporting their educational work and management activities.

School administrators still have room for improvement in enhancing teaching effectiveness, in order to further improve teaching effectiveness.

School managers have room for improvement in the formulation of policies and guidelines, especially in budget allocation, management policies, and evaluation criteria, to enhance the effectiveness and adaptability of policies and guidelines.

The school's training and support measures have a positive impact on improving the application of new media and the effectiveness of teacher management.

Recommendations

Based on the findings and conclusions of this study, the following suggestions are proposed:

Improving the development quality of new media education resources: Schools can further improve the quality and diversity of resources to better support teachers' teaching work. This may include increasing interactivity, multimedia elements, and the development of personalized learning resources.

Continuously providing training and support: Continuing to provide high-quality new media education, training, and support is crucial. This can include regularly updating training content to ensure that teachers and managers are aware of the latest educational technologies and best practices. At the same time, personalized support is provided to meet the needs of different teachers and managers.

Strengthen evaluation and feedback mechanisms: Schools can establish effective evaluation and feedback mechanisms to measure the effectiveness of new media education and make timely adjustments. This can help schools better understand which areas need improvement and make targeted changes.

Promote interaction between teachers and managers: Establish effective communication channels and encourage interaction and cooperation between teachers and school managers. Managers should actively listen to teachers' feedback and suggestions in order to make timely adjustments and improvements.

Encourage teachers to participate in the decision-making process: Encourage teachers to participate in the formulation of new media education policies and plans to ensure that their voices are heard and actively participate in educational reform. This will help establish a more collaborative and participatory educational environment.

These suggestions aim to help school managers better utilize new media to improve the efficiency and quality of teacher management. By comprehensively considering educational technology, policies, training, and communication, managers can better support teachers and promote the improvement of educational quality.

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