

Leadership Skills the Full-Time Teachers' Teaching Strategies the Cooperation of the University and Families on Students' Achievement: Literature Review

Wang Meiping¹, Ali Sorayyaei Azar², Albattat Ahmad¹

¹Post Graduate Centre, Management and Science University, University Drive, Off Persiaran Olahraga, Section 13, 40100, Selangor, Malaysia

²School of Education and Social Sciences, Management and Science University, University Drive, Off Persiaran Olahraga, Section 13, 40100, Selangor, Malaysia

Email address: 012020073305@gsm.msu.edu.my; ali_sorayyaei@msu.edu.my; dr.battat@msu.edu.my

Abstract—This study attempts to investigate how educational management influences students' engagement with financial challenges and, as a result, affects students' achievement in China. In order to investigate the elements that influence educational management of university students in China who face financial issues. In the methodology section, we describe how various techniques were used to implement this study and how data were collected, organized, and evaluated to meet the study objectives and address the research questions. This chapter includes several subsections on research design, ways of collecting primary and secondary data, sample design, research instruments, structural measures, data processing, and data analysis. Findings emphasized that educational managers of poor students in colleges and universities must change their work style and way of thinking, develop a human-centered management model for poor college students, and start with and combine the demands of poor college students. Physical and mental characteristics, dig out management methods that adapt to the physical and mental development of poor college students, improve the management system for poor college students, better help poor students adapt to university life, and promote healthy physical and mental development.

Keywords— Leadership Skills; Teachers' Teaching Strategies; Students' Achievement; Financial Difficulties; Students Engagement.

I. INTRODUCTION

With the advancement of the construction of a harmonious society and the continuous development of the popularization of higher education, the increase in the proportion of poor students caused by the expansion of college enrollment, the difficulty of college students' employment, and other related issues, and the voice of social coordination and cooperation, society and colleges and universities are becoming increasingly concerned. It is especially necessary to provide attention, care, and affection to disadvantaged college students' education management. In recent years, the state, people from all walks of life, and colleges and universities have paid increasing attention to poor college students, establishing national student loans, national scholarships, western student projects, corporate and alumni scholarships, school work-study funds, and so on. Diversify the material

security system and establish psychological counseling rooms for poor students in colleges and universities, as well as carry out a series of activities such as college students' mental health week education, assisting poor students in realizing a dream, and so on, to ensure poor students' spiritual lives. Although these security systems have produced excellent outcomes, many of them are still in the trial and summary stages, and there are issues such as faulty systems and novel working ways. Higher expectations and more severe obstacles necessitate fresh efforts in the education management of poor pupils. (Song Shouhao, Liu Yuefei, and Aihua Qiao, 2008).

The number of disadvantaged students in colleges and universities has increased due to the reform of my country's higher education system and the establishment of the college fee system. The scale is expanding. According to relevant department statistics, the proportion of disadvantaged college students ranges between 15% and 30%. accounted for a substantial number of students. Colleges and universities have implemented some measures for poor college students in terms of tuition collection and school life, such as tuition fee reduction and using social forces to help poor students, to prevent impoverished college students from dropping out due to family financial difficulties. Poor college students exhibit more pronounced personality characteristics than other college students as a special group in colleges and universities. Because of economic constraints, their personality psychology and ideological quality varies greatly, and they are prone to inferiority complexes, are sensitive, delicate, and paranoid. There are numerous ideological and psychological roadblocks in their path to success. The issues raised by poor college students are growing increasingly complex and serious, and they cannot be remedied solely through economic methods. Colleges and universities must promote humane teaching and management in addition to offering financial support to underprivileged students in order to improve management efficiency. Not only to allow students to finish their studies smoothly, but also to guide them on the path of healthy life growth. As a result, the purpose of this article is to investigate ways to manage the education and management of poor

college students based on the two concepts of human-oriented management and management efficiency, as well as the physical and mental characteristics of poor college students. (Jiang Xumei and Yao Zongyu, 2014).

Teachers can provide knowledge learning education, professional skills teaching, and related innovative knowledge and dynamic teaching to students in order to assure their overall growth. This education technique ensures knowledge and technology for students from low-income households seeking jobs and entrepreneurship, and it is critical to encouraging school development and helping students in finding a suitable development path. Furthermore, from the standpoint of university education, the instruction and mentoring of students from low-income households is consistent with the educational goals of traditional institutions of higher learning, which is an essential connotation of higher education reform. To address the issues of a lack of educational resources and a weak professional foundation for students from low-income families, this education system must actively introduce innovation and entrepreneurship teaching work modules, provide adequate educational resources for students from low-income families, and significantly improve students' professional skills. Create favorable employment conditions. (Deng Ke, 2022)

Colleges and universities must deal with a unique set of students right now: underprivileged college students. The number of underprivileged college students is growing year by year, thanks to increased college enrolment and the adoption of the country's poverty alleviation funding program. The figure is gradually rising. Because of the family's poverty, the psychological pressure from life, studies, and interpersonal communication is substantially higher than that of typical students, as is the incidence of mental illness. Poor college students are prone to deviations in cognition, emotion, will, and so on, which will result in a loss in the quality of study and life, as well as a decline in mental health, which will greatly jeopardize their ability to complete their studies smoothly. Although the national society and schools have built a pretty comprehensive finance system in recent years, and disadvantaged college students have gotten maximum financial assistance, attention and education for their mental health is far from sufficient. Some university students also handle educational task education points. This research examines targeted educational management tactics as well as the psychological features of impoverished college students. The goal is to give full expression to human care in educational administration and to support the healthy and happy development of underprivileged college students. (Liu Gang, 2013)

The impact of financing and teaching individuals is not immediately apparent. Subsidy work encompasses a wide range of activities, such as identifying problematic students, work-study, green channels, student loans, various school, and business scholarships, and so on. The subsidy's primary focus is on the subsidy, while the most crucial education is ignored. The development of students' overall ability and core competitiveness is generally inadequate. The funding work concentrates on financial support for students, but ideological,

psychological, and intellectual support is insufficient, as is teaching pupils gratitude, self-reliance, and hard work. Students from low-income homes are more likely to have an inferiority mentality, a weak academic foundation, insufficient social skills, and a lack of planning for studies and work. These are the pressing issues that must be addressed in the process of subsidizing and educating people. Tang Miaoyan and Zhu Ping (2002). The purpose of this study is to investigate how educational management influences students' engagement with financial difficulties and how students' engagement influences students' achievement from the perspective of educational management leaders at Guangdong University of Petrochemical Technology in China.

II. LITERATURE REVIEW

One of the most crucial aspects of conducting research is selecting available resources from resource bases. Recognizing which resource databases could be used during your research is the first step before browsing the Internet. Due to network constraints, there are several phases to researching the literature. References on the issue comprise thoughts, evidence, and information written from a specific aspect or stance to demonstrate the various conclusions and points of view in regard to the suggested research (Hart, 2018,p.13). The reference collection went through three stages. First and first, learn how to collect literature from China and outside. Students from China may have difficulty contacting foreign language literature, necessitating the mastery of the skills of downloading related literature both in Chinese and abroad.

First and foremost, the primary resources are from prominent websites and databases, specifically the CNKI and Wan Fang databases from China, Google Scholar on the Google engine, and the database from the MSU virtual library. The majority of the literature published on the Internet can be downloaded from Emerald Insight, Science Direct, Taylor and Francis, and ProQuest in the MSU virtual library using the key words "educational management", "students' engagement with financial difficulties", and "students' achievement with financial difficulties". Furthermore, it included the most recent papers connected to the investigation, which will be chosen based on the time, period, fields, and requirements of this research. The evolution of educational administration over time can be well understood by classifying the contents using temporal logic. Searching by logic of different disciplines demonstrates the horizontal application of educational management, while gathering materials by logic of the same field demonstrates the depth of educational management vertically.

College students' education mostly relates to their ideological and political education. College students' ideological and political education is frequently referred to as "college moral education" in the classic sense. This is defined differently by different experts. " and "Great Moral Education". "Small moral education" means that moral education is moral education, while "big moral education" believes that ideological and political education should include ideological education, political education, moral education,

legal education, and rational education. There is no unified concept and conclusion in domestic academic circles on ideological and political education for college students. At present, most of them use the spirit of the document "Opinions on Further Strengthening and Improving Ideological and Political Education for College Students" promulgated by the Central Committee of the Communist Party of China and the State Council in 2004 as the meaning of college student education. (Liu Xin, 2016) Attaching great importance to ideological and political education has always been the fine tradition and political advantage of our party and country. "Opinions on Further Strengthening and Improving Ideological and Political Education for College Students" emphasizes that ideological and political education for college students should take ideal and belief education as the core. Also, focusing on patriotic education, based on ideological and moral construction, and aiming at the all-round development of college students, emancipating the mind, seeking truth from facts, advancing with the times, adhering to people-oriented, close to reality, close to life, close to students, and strive to improve ideological and political education. The pertinence, effectiveness, attractiveness, and appeal of education are aimed at cultivating qualified builders and reliable successors of socialism with all-round development of morality, intelligence, physique, and aesthetics.

In addition to following the common management system of general students, the education management of international students has other different management characteristics. Judging from the current educational management of international students in China, the educational management of international students in China is mainly divided into two parts: teaching management and daily management. Teaching management mainly includes plan management, system management, quality management, business management, organization management, etc.; more detailed, it includes the assignment of students' majors, curriculum setting, training program setting, etc., and also includes the scientific research of degree students. Educational management refers to the country's macro-level administrative management of education and the micro-level internal management of schools. Daily management mainly covers enrollment management and life management. The part of enrollment management mainly refers to the formulation of enrollment plans for international students, determination of enrollment methods, establishment of enrollment channels, etc. The life management part generally includes foreign-related management, life and safety management, and activities related to overseas students. The study divides the connotation of education management into three aspects: enrollment management, teaching management and life management, and uses SPSS to systematically analyze the problems existing in the management of African students studying in China, and then conducts relevant cause analysis to construct an educational management mechanism of African students studying in China from the perspective of humanism. (Di Weifeng, 2022).

III. RESEARCH METHODOLOGY

In the methodology section, we describe how various techniques were used to implement this study and how data were collected, organized, and evaluated to meet the study objectives and address the research questions. This chapter includes several subsections on research design, ways of collecting primary and secondary data, sample design, research instruments, structural measures, data processing, and data analysis. This study attempts to investigate how educational management influences students' engagement with financial challenges and, as a result, affects students' achievement in China. In order to investigate the elements that influence educational management of university students in China who face financial issues.

IV. FINDINGS

The education management of higher vocational colleges is "people-oriented" and plays the role of flexible management incentives. The flexible management system design of higher vocational colleges can effectively play an incentive role. Under the new circumstances, "student-oriented" as the frontier education core of quality education in colleges and universities is the inheritance of "people-oriented" and the deepening growth of education management. And the shift from "cramming" knowledge education to "all-round", "whole process", and "all staff" education. The "base" in "life-oriented" refers to two things: "fundamental" and "noumenon," and "life-oriented" does not discount the importance of educational managers. Colleges and universities bear the essential role of leading by example as the frontiers of reform to encourage the development of students' personalities and cultivate students' inventive spirit and practical skill. Students must be viewed as the primary focus of educational management activity, and student development must serve as the foundation for unlocking students' potential. We must adhere to the educational notion that the main body returns to the students, that everything is for the students' values, that we must respect the students' ethics, and that we must rely on the students' behavioral perspectives. (Song Huaxing, 2019)

Humanism's basic connotation is to respect, care for, and love people, to fully trust people, to treat everyone equally and friendly, to transform bad factors into positive factors, and to optimize and mobilize people's subjective initiative. Taking impoverished college students as the cornerstone is the premise and basis for doing a good job with impoverished students' education and administration. Educational managers of impoverished students in colleges and universities must adapt their work style and way of thinking, create a human-centered management model for poor college students, and begin with and combine the demands of poor college students. Physical and mental characteristics, dig out management methods that adapt to the physical and mental development of poor college students, improve the management system for poor college students, better help poor students adapt to university life, and promote healthy physical and mental development. (Jiang Xumei and Yao Zongyu, 2014)

Improve the exact handling of school aid. Targeted aid emphasizes that the requirements of the aided students should

be the primary focus of aid activity, with an emphasis on long-term student development and the importance of properly assuring the effect of aid in order to promote the attainment of educational equity. In the transition from financial assistance to students with financial difficulties, the core of assistance should be to build morality and cultivate people, that is, starting from the needs of students with financial difficulties, focusing on all aspects of the assistance system, helping and guiding students to grow and become talents, so that the ultimate goal of personnel training can be achieved. First and foremost, improve the reduction, exemption, or adjustment of appropriate tuition fees, establish, and improve the school's financial aid system such as national student loans, national student scholarships, special hardship subsidies, and so on, and highlight patriotic education and labor education by taking "education first" as the starting point. The combination of educating people will broaden the "self-help" channels, add "three support" posts according to professional advice, and highlight patriotic education and labor education. Second, when offering financial aid, we should pay more attention to the recipients' personal safety, maintaining their dignity, assisting them in developing confidence, and increasing their courage to confront life. We can fully play the role of grassroots counselors and set up courses related to psychological counseling to provide spiritual care and help for students who are having difficulties, guide them to make self-adjustment through proper channels, increase the publicity of integrity education and gratitude education, and achieve the "psychological poverty alleviation" of the assisted objects achieves the educational effect of both emotional assistance and encouragement assistance. Finally, conduct regular surveys and studies on the actual situation of college students with financial difficulties, establish a long-term aid evaluation system and mechanism, stay abreast of the aid targets' developmental psychological needs, and demands, and provide long-term multifaceted follow-up aid guidance. Each connection should emphasize the significance of the school's exact aid management. (Hairfeather, 2020)

In educational literature, student participation has gotten a lot of attention (for a summary, see Trowler and Trowler 2010). Unfortunately, student engagement is an ambiguous concept that has been broadly defined in the educational literature as any form of student involvement in their learning (see Balwant 2017b; Fredricks, Blumenfeld, and Paris 2004; Kahu 2013 for more on the ambiguity surrounding the concept of student engagement in the educational literature). According to Fredricks, Blumenfeld, and Paris (2004), while having a broad umbrella idea has a practical benefit, "it suffers from being everything to everyone." A broad definition is not intrinsically problematic; nonetheless, it must be precise (i.e., define the large range of objects it contains) and consistent among researches. Unfortunately, student involvement has not been uniformly defined, hence measuring of student engagement varies significantly among studies. Student involvement, for example, has been measured by a mix of views of academic challenge, peer learning, encounters with faculty, campus environment, participation, motivation,

grades, self-efficacy, and other factors (Jimerson, Campos, and Greif 2003; Kezar and Kinzie 2006).

To overcome the lack of consistency among studies, educational experts such as Kahu (2013) and Fredricks, Blumenfeld, and Paris (2004) advocate for a psychological viewpoint on student engagement. According to the psychological perspective of student involvement, engagement is a "personal psychological state with three dimensions... of affect, cognition, and behavior" (Kahu2013, 764). The psychological viewpoint on student engagement identifies elements of student involvement but does not define what it means to be engaged. Balwant (2017b) proposes integrating the psychological perspective with (a) Nystrand and Gamoran's (1991) idea of substantive student engagement and (b) organizational behavior researchers' conceptualization of work engagement to address this issue.

As a result, according to Balwant (2017b), student engagement is "highly activated and pleasurable emotional, behavioral, and cognitive involvement in academic activities" (7). Students who are emotionally engaged experience stimulated and joyful emotions and feelings, such as enthusiasm or excitement. Students that engage in behavioral engagement engage in highly activated acts, such as exerting extra effort or energy. Students are totally captivated and concentrated in a module when they are cognitively engaged, such as when they are paying attention to the instructor or concentrating in class (Balwant 2017b). All three elements of student engagement are characterized by a highly activated and positive state. We use Balwant's (2017b) conceptualization of student engagement because it (1) clearly defines the meaning of engagement, (2) highlights the three dimensions from a psychological perspective, and (3) appears to be gaining traction in recent research, resulting in consistency across student engagement studies (e.g., Burch, Burch, and Womble 2017; Burch et al. 2015; Tews et al. 2015).

The definition of "participation" in the "Modern Chinese Dictionary" is: "to join or integrate into something as a second or third party" [68], and Robert G. Owens (Robert G. Owens) will "Participation is defined as the involvement of individual thoughts and feelings in a team environment that encourages individual contributions and shared responsibility for group goals. The academic performance of college students is one of the important symbols of the accumulation and development of their human capital. Academic performance reflects the degree of subject knowledge and basic professional ability of college students. The impact of financial aid on the development of human capital of college students is mainly reflected in: Enrichment, the development of social practice ability, the formation of technology and ability, etc. These factors are the core elements of human capital, and the core elements of human capital include experience, knowledge, skills, and abilities. As a financial aid for college students, whether it can guarantee the most basic needs of the students' study expenses and whether it can promote their academic ranking in the class is also the basic element to consider the effectiveness of the aid. According to the results of the survey, financial aid for college students has a significant impact on

academic performance and human development. The sponsored students cherish the learning opportunities in the university more, study hard and study hard. The research shows that there is a relationship between whether students from financially disadvantaged families in colleges and universities receive financial support and their learning interest, learning pressure, participation in lectures and reports, communication with teachers and classmates, satisfaction with their current learning status, and learning rewards. There is a significant relationship. Among the types of national scholarships, national inspirational scholarships and national bursaries for the purpose of rewards, two national scholarships and national inspirational scholarships have a significant positive impact on the improvement of college students' academic performance, that is, national scholarships and national inspirational scholarships. It improves the academic performance of college students, and there is a significant positive correlation between obtaining student aid and obtaining excellent grades, and obtaining higher financial aid will significantly increase the probability of students obtaining excellent grades. The probability of the average grade of each course of the students receiving financial aid being excellent or good is 90% higher than that of the students not receiving financial aid. The positive correlation between student aid and university grades has a certain degree of stability. With the increase of national scholarship funding, it also has a significant positive impact on the improvement of college students' academic performance. (Qu Shaowei & Wang Yinghui, 2018).

V. CONCLUSION

Teachers can ensure students' total growth by providing knowledge learning education, professional skills teaching, and related innovative knowledge and dynamic teaching. this educational technique ensures knowledge and technology for students from low-income families pursuing employment and entrepreneurship, and it is vital to boosting school development and assisting students in selecting a suitable development path. Furthermore, from the perspective of university education, the instruction and mentorship of students from low-income homes is consistent with the educational goals of traditional institutions of higher learning, which is a key component of higher education reform. colleges and universities are currently dealing with a unique group of pupils: poor college students. The number of impoverished college students is increasing year after year as a result of rising college enrollment and the implementation of the country's poverty alleviation funding scheme. Taking impoverished college students as the cornerstone is the foundation and basis for doing a good job with the education and administration of underprivileged students. educational managers of poor students in colleges and universities must change their work style and way of thinking, develop a human-centered management model for poor college students, and start with and combine the demands of poor college students. Physical and mental characteristics, dig out management methods that adapt to the physical and mental development of poor college students, improve the

management system for poor college students, better help poor students adapt to university life, and promote healthy physical and mental development.

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