

INSTRUCTIONAL LEADERSHIP OF PRIMARY AND SECONDARY SCHOOLS IN CHINA

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Abstract

The Objectives of this study aims to investigate the influence of instructional leadership and find some methods to improve the principals' instructional ability. Specifically, the main purpose of the study is (1) Mainly investigate the differences between traditional management and instructional leadership; (2) Explore the correlation between the instructional leadership of the principals and the development of schools and (3) Explore the feasible strategies to cultivate and promote the individual leadership of primary and secondary school principals. This study used literature search method, questionnaire survey method, interview method, three research methods. The population are 20 primary and secondary schools in Yantai, including 4 in urban areas and 5 in rural areas, 3 in secondary schools and 8 in primary schools. The total of 33 principals and 300 teachers. The results show that the Principals' professionalism in teaching is not high, Principals can basically establish and improve the teaching management system, but lack of innovation, The assessment of teaching and learning activities by principals is of a single form, The ability of principals to monitor teaching is not strong, the principal focuses only on the superficial construction of the teaching culture of the school -a hardware and Principals lack the required communication and coordination skills.

Keywords: Traditional Education Management, Instructional Leadership, Instructional Leadership of the Principals

Introduction

Statement of the Problems

With the basic education reform in our country, the principals and their leadership attract many people's attention. When commenting on a school, people like to comment on its headmaster. As is known to all, for a long time, my country's education administrative department has taken the principal as the administrative leader of the school, and the principal's main responsibilities are administrative duties and management duties. And their primary mission is to be responsible for administrative affairs both inside and outside the school, which leaves the school's instructional leadership neglected and directly affects teachers' professional development and student growth.

With the deepening reform of basic education, people pay more attention to the development of students' comprehensive quality. This puts forward higher requirements for the

school's teaching level and teaching arrangement, as well as the professional level and ability of teachers. Therefore, in the reform of basic education, the main functions of the principals of primary and secondary schools need to be gradually changed, and the role of administrative leaders needs to be tilted toward teaching leaders. Therefore, the leadership of the principal has gradually become an important factor to measure the quality of running a school and the improvement of the educational quality of the whole country.

In the new times, how to promote the leadership of primary and secondary school principals becomes an unavoidable problem in school development and education development. If the primary and secondary school principals lack leadership, they can not guarantee the improvement of the quality of education; can not correctly set up a long-term goal for the school, and can not effectively improve the enthusiasm of the staff. As school leaders and administrators, how to improve their leadership to achieve the goal of school organization is an urgent problem to be solved in educational theory and practice. Because instructional leadership is an important factor that affects teaching effectiveness and promotes school innovation. It proves that successful schools have excellent or even outstanding teaching leaders.

Research Questions

Therefore, effective instructional leadership is of great benefit to students' learning and teachers' teaching. Then, in the context of the new curriculum,

- 1 Why are so many schools moving from traditional teaching management to instructional leadership?
2. What are the challenges of traditional teaching management?
3. What is effective instructional leadership for principals? These questions are very worthy of our in-depth discussion.

The Research Objectives

Based on the relevant research at home and abroad, the study aims to investigate the influence of instructional leadership and find some methods to improve the principals' instructional ability. Specifically, the main purpose of the study is:

- (1) Mainly investigate the differences between traditional management and instructional leadership;
- (2) Explore the correlation between the instructional leadership of the principals and the development of schools;
- (3) Explore the feasible strategies to cultivate and promote the individual leadership of primary and secondary school principals.

The Research Hypotheses

According to the literature review and summary of the relevant theories and combined with the purpose, research problems and research structure of this research, the specific hypotheses of this study are summarized as follows:

H1: Instructional leadership causes the main functions of the principals of primary and secondary schools gradually change from the role of administrative leaders to teaching leaders.

H2: Instructional leadership is an effective activity in which school administrators headed by the principals use the teaching functional department to lead and guide the teaching work of teachers in the school.

H3: Instructional leadership helps the principals create harmonious campus culture, and organize and manage teaching activities, to promote the professional development of teachers and achieve the healthy growth of students.

The Scope and Limitation of the Research

The questionnaire is adopted in the research. To ensure the effectiveness of the survey results, the researchers adopted the principle of easy sampling, and the sample sampling was conducted in 20 primary and secondary schools, including 4 in urban areas and 5 in rural areas, 3 in secondary schools and 8 in primary schools. 31 principals are interviewed.

The preparation time for the research topic is limited, and the research topic in China is not mature. So in the process of research, the researcher can only find general literature, cannot put forward in-depth discussion results, and can only reach the conclusion of immediacy.

1.6 The Benefits of the Research

The special and great responsibility of the principal and the pace of educational reform and exploration in our country urgently requires the improvement of the principal's leadership. With the reform and development of education, the theoretical research on the leadership of principals in primary and secondary schools has gradually been paid attention to, and the theoretical research on the leadership behavior of principals has also gradually received attention.

The obstacles are analyzed and researched, and then rationalized countermeasures are put forward to improve the teaching leadership of primary and secondary school principals.

Literature Reviews

Researchers have different opinions on the definition of instructional leadership. Different areas, schools, principals, and teachers have different interpretations and expectations of the definition of teaching leadership. Therefore, although there are many types of research on teaching leadership, there is still a lack of a clear and consistent definition.

Definition of Instructional leadership

1. Instructional leadership in a narrow sense

In this narrow view, teaching leadership is the direct contact between teaching leaders and teachers in the course of teaching. This definition clearly defines teaching leadership at the level of classroom teaching

2. Instructional leadership in a broad sense

According to Lu Xianhua, teaching leadership refers to the process of assisting teachers to improve teaching, enhance students' learning outcomes, and achieve educational goals; that is, through cooperation with teachers, to establish educational goals, design and plan curriculum content, guide the implementation of teaching activities, and evaluate students' learning outcomes, to encourage students' positive learning motivation, promote students' good learning outcomes, and achieve the school's educational goals. (Lu Xianhua, 1996. *A study on the Teaching Leadership of Headmasters in Junior High Schools*)

3. Instructional leadership Under the modern school system

Scholars in our country point out that the teaching leadership of the principal is based on certain educational ideas, around the goal of running a school, with the help of administrative ability and non-administrative factors, the act or process of directly or indirectly leading and influencing the whole teaching of a school. Principal's leadership teaching aims to improve teachers' teaching efficiency, students' learning efficiency, and the whole efficiency of school development. Therefore, the principal's teaching leadership can not be simply equated with the principal's teaching administration but is a kind of influence and comprehensive p

Previous Research on Instructional Leadership

The origin of the concept of teaching leadership can be traced back to the Coleman Report of the United States in 1966. The report, based on data from more than six hundred and forty-five thousand students in more than 4,000 schools, analyzes the situation of equal educational opportunities in the United States at that time, therefore, many scholars carry out a series of effective school research and form the so-called "Effective school movement". The main conclusions of the movement emphasize the role and function of teaching leadership. With the development of the effective school movement and the emphasis on teaching leadership, there is a consensus that the role of principals should be redefined, to improve student's learning achievement, teaching leadership, administration and public relations have become the principal's necessary professional leadership knowledge and ability. In other words, principals will no longer be just traditional administrators, but must also be active teaching leaders. By the 1980s, teaching leadership had become a well-established term in the American education system, with a wealth of research and writings.

Many foreign experts, scholars, and successful leaders of different organizations have conducted in-depth research on leadership science and leadership ability, and have achieved fruitful results. From the perspective of the author, the relevant research results can be roughly divided into the following categories:

The first type of research mainly focuses on the discussion of leadership theory. Relevant information shows that foreign academic circles have conducted research on leadership issues for nearly a hundred years.

The second type of research mainly focuses on the discussion of the principal's leadership theory in the field of education.

The research on the leadership of primary and secondary school principals first emerged in Hong Kong and Taiwan, and its research progress and level are basically in step with that of foreign countries. In our mainland, Leadership Science as science came into being in the early 1980s. With the continuous change and development of society, the complex and ever-changing social environment highlights the importance of leadership, leadership has become one of the hot issues in leadership theory research, which has aroused people's attention and attention. For the school, our country's modern school management starts late, the theory research is also relatively backward. However, due to the important position of headmaster leadership in school management, many experts, scholars, and educators began to enter this field. But to be exact, the direct research on the headmaster's leadership in our country began after the implementation of the new curriculum reform at the beginning of this century. From the research content, the existing research mainly focuses on the following aspects.

Research Methodology

Population/Sampling Methods

This study used literature search method, questionnaire survey method, interview method, three research methods. The research designs goes deep into Yantai, visits were made to the county education administration and 20 primary and secondary schools, including 4 in urban areas and 5 in rural areas, 3 in secondary schools and 8 in primary schools. The total of 33 principals and 300 teachers.

Questionnaire survey

The survey was conducted by the American sociologist Al... Barby calls it "The backbone of social research" and it is the most commonly used method of data collection in modern social research. On the basis of the analysis of the existing literature, the author designs the questionnaire and goes deep into Yantai, visits were made to the county education administration and 20 primary and secondary schools, including 4 in urban areas and 5 in rural areas, 3 in secondary schools and 8 in primary schools. A total of 33 questionnaires were distributed to principals and 31 were recovered, the recovery rate and effective rate were 100% and 93.9% respectively, and 300 questionnaires were distributed to teachers and 290 were

recovered, there were 260 valid questionnaires, the recovery rate and effective rate were 96% and 90% respectively, which accorded with the principle of large sample. At the same time, the use of anonymous means to ensure the maximum extent of access to real data under the premise of protecting the privacy of teachers and related administrative personnel. This paper mainly investigates the present situation, the difficulties and the main problems of the teaching leadership of principals, and how the teaching leadership affects the development of schools, teachers and students, and statistical analysis as an important basis for the paper.

3.1.3 The interview method

The in-depth interview, is a non-structured, direct, personal interview that is used to gain in-depth Exploratory research of understanding and deep understanding of a problem. Through the investigation and interview of 2 staff members of educational administration, 9 principals (5 principal, 3 vice-principal, and 1 teaching director who is in charge of school teaching) and 30 teachers.

Results

The findings are analyzed and discussed below.

1. Principals' professionalism in teaching is not high
2. Principals can basically establish and improve the teaching management system, but lack of innovation
3. The assessment of teaching and learning activities by principals is of a single form.
4. The ability of principals to monitor teaching is not strong
5. the principal focuses only on the superficial construction of the teaching culture of the school -a hardware
6. Principals lack the required communication and coordination skills

Conclusions and Discussion

The present situation of the principal's teaching leadership, and analyzes the existing problems of the principal's teaching leadership combined with the survey data and the related interview contents. The problem is there, and the most important thing is to find the underlying reasons behind the problem. So, what are the factors that lead to the problem of the teaching leadership of principals? Based on the analysis of the existing research results and the actual situation of schools in this area, the author thinks that the main factors affecting the teaching leadership of principals are as follows:

Internal subjective factors

1. As a whole, the educational level of principals is not high, which restricts the promotion of their professional level of teaching leadership

2. It is difficult to break through the shackles of traditional teaching leadership concepts

External Objective factors

- (1) It is difficult to break through the traditional concept of teaching management.
- (2) Failed to effectively deal with the contradiction of the dual system of school organization.
- (3) Lack of professional knowledge and skills.
- (4) Insufficient time and energy of teaching leaders.
- (5) The principal assessment system is not perfect.
- (6) It is difficult to separate administrative management from teaching leadership.

Suggestions

1. Subjective aspect

1. In view of the present uneven leadership situation in our country, principals should strengthen the study of the theoretical knowledge of leadership and grasp the connotation of leadership deeply.

2. The system of organization is being improved through the scientific application of distributed leadership.

3. To adjust the visual angle of attention of teaching leadership: it is the core work of the school to establish the school culture teaching centered on teaching culture.

4. There is a significant positive correlation between the principal's satisfaction with teaching leadership and the frequency of their participation in teaching leadership behavior. That is to say, the significant sign of the improvement of the principal's teaching leadership is the increase of the frequency of teaching leadership.

5.3.2 Objective aspects

1. To minimize administrative interference and to reduce meetings and activities that are not related to instructional leadership.

2. Adopt effective and flexible training methods, scientific and reasonable training cycle
Recommendations for improving the leadership of primary and secondary school principals

To strengthen the innovative ability of principals is the soul of promoting their leadership, and innovation is the soul of running a school: innovative ability is the necessary quality of effective principals and the highest level of their ability structure.

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