

CULTURAL LEADERSHIP OF URBAN SECONDARY SCHOOL PRINCIPALS IN XIAN

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Abstract

The cultural leadership of the headmaster proposed in this study refers to the headmaster's ability to guide and influence the overall development of the school in terms of school culture construction and education, teaching, management, etc.

The author divides the cultural leadership of headmasters into five dimensions: cultural cognitive leadership, cultural choice leadership, cultural communication leadership, cultural innovation leadership, and cultural evaluation leadership. By using literature analysis, questionnaire survey and in-depth interview, with in-depth interview as the main content and questionnaire survey as the supplement, this paper conducts an exploratory empirical research on the current situation of the cultural leadership of urban middle school principals. It finds that the cultural leadership of urban middle school principals has the following characteristics in five dimensions: In terms of cultural cognitive leadership, urban middle school principals have a certain degree of understanding of school culture. The principal attaches great importance to the construction of school culture and shows a strong commitment. In terms of the leadership of cultural choice, the principals of urban middle schools all agree with the positive school culture, which is based on the lifelong development of teachers and students and pursues the long-term healthy and happy life of teachers and students. In terms of the leadership of cultural communication, principals have flexible and diversified ways of communicating school culture. Many principals are aware of the permeating effect of school culture and can design special activities and themed activities around school culture. In terms of the leadership of cultural communication, the principal's school culture communication mode is flexible and diverse.

The innovation of this study is mainly in three aspects: First, it divides cultural leadership into five dimensions: cultural cognitive leadership, cultural choice leadership, cultural communication leadership, cultural innovation leadership and cultural evaluation leadership, which expands the theory of cultural leadership; second, it conducts an empirical study on the cultural leadership of urban secondary school principals, compiles a questionnaire on cultural leadership of urban secondary school principals. The second is an empirical study of the cultural leadership of urban secondary school principals, with the production of a Cultural Leadership Questionnaire for Urban Secondary School Principals and a Cultural Leadership Interview Outline for Urban Secondary School Principals, which provides some reference for the study of headmasters' cultural leadership; the third is a summary of the characteristics of cultural leadership of urban secondary school principals, a discussion of the problems of cultural leadership of urban secondary school principals, and a corresponding response and proposal based on the findings of the study, which is a useful attempt to deepen such research.

Keywords: Cultural leadership, urban secondary school, principals, XIAN

Statement of the Problems

At present, primary and secondary education tends to focus more on the transmission of knowledge, more on students' academic performance, and less on cultural literacy, and most of the research by scholars on headmasters' leadership is based on specific aspects of headmasters' curriculum leadership or teaching leadership. The principal, the soul of the school, should not only have general management skills and specialised competencies such as curriculum leadership, but also cultural leadership, which is a key component of these competencies, and the strength of the headmaster's cultural leadership has a profound impact on the overall, long-term development of the school. Only by giving full play to the role of the primary and secondary school headmaster in leading the school's culture and taking the path of culture can we promote the formation of a good cultural atmosphere and positive values in society, play a role in educating and leading people, achieve sustainable development of the school and all teachers and students, and solve the major problem of "what kind of people to train".

Research Objectives

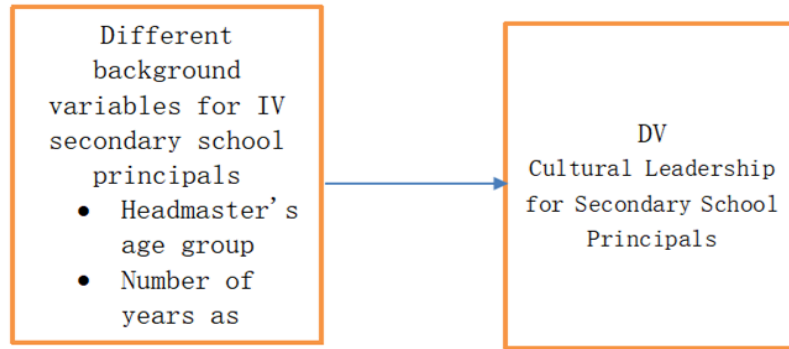
1. Understanding the level and status of cultural leadership among urban secondary school principals;
2. To find out whether headmasters' cultural leadership differs significantly across background variables, including age group, number of years as a headmaster, the highest level of education, type of school, gender, and professional background.
3. Through in-depth interviews, we explore strategies for developing cultural leadership among urban secondary school principals and help them to improve their capacity for cultural governance.

Research Hypotheses

H1: The cultural leadership of secondary school headmasters differed significantly across background variables. That is, whether there is a significant difference in the cultural leadership of headmasters across different background variables including age group, years as a headmaster, highest level of education, type of school, school level gender, and professional background.

Conceptual Framework

The IV of this study is the different background variables of secondary school principals including the age group of the headmaster, the number of years as a headmaster, the highest education level, the type of school, the gender of the school level, and the professional background. DV is the cultural leadership of secondary school principals, the conceptual framework is shown in the figure below.



Literature Reviews

This study are supported by cultural management theory and cultural Leadership Theory.

Literature Reviews

Tao Xingzhi. (2005). *The Complete Works of Tao Xingchi (Vol. 1)*. Chengdu: Sichuan Education Publishing House.

By E. Mark Hansen, translated by Feng Daming. (2005). *Educational Management and Organizational Behavior*. 5th edition. Shanghai: Shanghai Education Press.

Research Methodology

To ensure the scientific accuracy of the study, this paper adopts a combination of qualitative and quantitative research, with qualitative analysis as the main method and quantitative research as the supplement. The qualitative research adopts the methods of literary analysis and in-depth interviews. The literature analysis is mainly used to propose the main dimensions of cultural leadership of secondary school principals, and the sample is selected through a stratified sampling method; the analytical research is mainly based on in-depth interviews and supplemented by questionnaires to collect information and conduct statistical analysis of the materials to draw research conclusions.

The quantitative study used a questionnaire survey to develop questionnaire items and an in-depth interview outline from five dimensions: cultural awareness leadership, cultural choice leadership, cultural communication leadership, cultural innovation leadership, and cultural evaluation leadership for secondary school principals.

Population/Sample

Based on the fact that the research on cultural leadership of headmasters in China started late and is still in the exploratory stage, there are big differences in the perception of cultural leadership among headmasters of primary and secondary schools, and on the whole, urban secondary school headmasters have a deeper understanding of cultural leadership. Thirdly, as secondary school is a critical period for children to form their worldview, outlook on life, and values, the strength of cultural leadership of secondary school principals has a more prominent impact on children's cultural immersion and influence. Therefore, this study selects urban secondary school principals as the target population to explore the current situation and problems of cultural leadership among urban secondary school principals.

Under the principle of feasibility, the target of the study was chosen to be the principals of secondary schools in the city of XX. On the one hand, as XX is the cultural center of the western city, it is both the ancient capital of the thirteen dynasties with a profound cultural heritage and a rapidly developing modern city with a high level of culture and education, which can better represent the level of cultural development in China's cities; on the other hand, the author has frequent business exchanges with many headmasters in XX, and the geographical advantage provides the possibility of a follow-up in-depth study.

Instruments

From a multidisciplinary perspective, consult books and literature on culture, leadership, management, educational management, pedagogy, psychology, corporate culture, and related books and literature on school management and leadership of secondary school principals in the China Journal Online full-text database under "culture", "leadership", "Principals", "Principal Leadership", "Cultural Leadership", "Principal Cultural Leadership" and "cultural leadership of secondary school principals" were searched for themes and keywords to collect descriptions and research on headmaster leadership and cultural leadership of secondary school principals. Judgments were made about the characteristics, problems, and other elements of cultural leadership of urban secondary school principals, and the results of the literature analysis were used as one of the sources for the questionnaire and in-depth interview questions.

Conclusions and Discussion

The study found that the level of cultural leadership of urban secondary school principals was not related to the age of the headmaster, but that 'years as a headmaster' was related to the headmaster's cultural leadership

The study found that school type and school level influence the level of cultural leadership of urban secondary school principals.

The results of the study showed that the level of cultural leadership of urban secondary school principals was not related to the professional background of the headmasters.

The study showed that the level of cultural leadership of urban secondary school principals was not significantly correlated with gender differences in headmasters

The study found that for urban secondary school principals, the level of cultural leadership was not significantly related to the level of education of the headmaster, which is related to the generally higher cultural starting point of urban secondary school principals.

Suggestions

As for suggestions, the paper finally analyzes and gives suggestions from the five aspects of cultural cognitive leadership, cultural choice leadership, cultural communication leadership, cultural innovation leadership and cultural evaluation leadership.

The first is to improve cultural awareness, both internally and externally.

Secondly, values lead and empower cultural choices.

Thirdly, we play to our strengths to effectively communicate the school's culture.

Fourthly, keeping up with the times and promoting innovation in school culture.

Fifth, a systematic layout and scientific approach to cultural evaluation.

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