

Correlates of Instructional and Administrative Leadership Styles Among College Administrators in A Preschool Education College in China

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Abstract: *Leaders in any educational institutions have diverse functions. The functions differ based on their position. Their roles have varying degrees. They have administrative and instructional roles and in performing such roles and functions, they utilize different leadership styles. The conditions of teachers' working life are influenced by the administration and leadership provided by school leaders, and it is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of students. This study therefore will look at the correlates of the instructional with the administrative leadership styles of the administrators in Zhanjiang Preschool Education College. Thus, it will continuously improve school leadership behavior, enhance their ability to perform leadership duties, and improve leadership efficiency.*

Keywords: Administrative Leadership Styles, Instructional Leadership Style, Correlates

1. Introduction

As the Ministry of Education of China aims to transform their educational systems to prepare all young people with the knowledge and skills needed in this changing world, the roles of school leaders and related expectations have changed radically. They are no longer expected merely to be good managers. Effective school leadership is increasingly viewed as key to large - scale education reform and to improved educational outcomes. China argues that to meet the educational needs of the 21st century, the school leaders must play a more dynamic role and become far more than an administrator of top - down rules and regulations. Schools and their governing structures must let school leaders lead in a systematic fashion and focus on the instructional and learning processes and outcomes of their schools.

Implementing a curriculum requires strong leadership at the school level. The success of a school depends a lot on the school leaders. This clearly needs to be addressed first before any reform in curriculum is initiated. This shows that in the school system, one of the mechanisms to be put in place towards achieving the goals of the school is leadership and management behavior of school leaders. Beside, school management behavior styles of leaders have a direct influence on learning outcomes of the students. Thus, the researcher deems it important to make a study on the administrative and educational leadership styles of school leaders, specifically the deans, asst deans, department head per college. This study summarizes the management behaviors of school leaders into two main styles of management behavior: instructional leadership and administrative leadership. This study summarizes the management behaviors of school leaders into two main styles of management behavior: instructional leadership and administrative leadership. By analyzing the correlation between instructional and administrative leadership styles to help schools to enhance the ability of school leaders to

perform their leadership duties and improve their leadership effectiveness.

2. Review of Studies

Among the existing research, there are many studies on the management and leadership, and the research results are fruitful.

Mette, Ian M. (2015), examined how principals in eight high - functioning elementary schools provide teacher supervision and evaluation to promote high levels of student achievement. Perceptions of teachers were measured to provide an understanding of which specific principal behaviors translated into better instructional practices within the selected schools. The study points toward the importance of teachers and principals working together to provide engaging instruction to drive increased student achievement while implementing school reform and improvement efforts. Nguyen Thi h. (2016) surveyed a sample of 569 public elementary school teachers in Ho Chi Minh City about their perceptions of instructional leadership of elementary school principals. The results of the study indicated that principals were viewed as positive instructional leaders. The study of Garland, Janice E. (2018), examined the relationship between principal instructional leadership behaviors and student achievement in the context of low - performing Title I - eligible schools. The intent was to identify specific leadership behaviors that evidenced a relationship to improved student academic achievement in Virginia's identified priority schools. Results of teacher surveys regarding principal tenure and experience and school size and level were analyzed through the use of descriptive statistics and simple regression models. While results revealed no significant correlation between principal leadership behaviors and student achievement in English/Reading, a significant positive relationship was found between principal leadership

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behaviors and mathematics. Memduhoglu (2019) argues that the purpose of school management "lies in the fact that educational supervision is centered on guiding teachers and developing the teaching - learning process rather than seeking errors and mere assessment". According to the article "How to Become a School Academic Leader (2019)", school leaders serve as the leaders and supervisors of schools. They manage and assist teachers and all other staff. They also oversee the staff's professional development, the school budget, student disciplinary matters, and interact with the public as a representative of their school. Becoming this type of education administrator requires passion for higher education and strong leadership skills. Jess Dyer (2023) believes that the level of leadership of the principal influences the success or failure of the school. He states that "we need to really dive into good leadership, not just leadership". He uses empirical data from schools to analyze the impact and extent of changes in leadership strategies and types on school performance and other key groups within the school, helping us to understand the context behind successful leadership and the mechanisms by which it operates, and thereby furthering broader school improvement through the construction of successful and effective leadership models. Zhang Xiangzhong and Xu An'an (2023) believe that in the process of educational modernization, every school must take the initiative to build a modern new school facing the future. Improving the leadership of school reform is the internal demand to realize the overall transformation of the school, aiming at breaking through the separation of "management" and "leadership" and forming a school leadership and management mechanism.

The cited literature and studies provided information on the management behavior styles of school heads both in public and private schools. There are similarities in the studies and literatures but the focus, respondents and locale of the study are not the same. This study will use a questionnaire to examine the leadership styles of Zhanjiang Preschool Education College through a combination of qualitative and quantitative methods.

3. Research Design and Analysis

3.1 Research Design

This study used descriptive - comparative - correlational research design. According to Jackson (2019) this type of research describes and interprets the condition that exists, the practices that prevail, the processes that are going on, the effects that are being felt, or the trends that are developing in a particular setting. Specifically, the study used survey instrument, a kind of descriptive research. Descriptive research design was used due to its appropriateness to the problem. It reveals not only the conditions or status but also determine relationship between variables.

The study adopted a survey questionnaire from the study "Creating Effective teaching and Learning Environments: First results from TALIS - ISBN 978 - 92 - 64 - 05606 - 3

(OECD 2009). The questionnaire included 35 items on the management behavior of school leaders. School leaders are operationally defined as the academic heads of the school, including deans, associate deans, and heads of academic units. The questionnaire was a standardized questionnaire, but the researcher modified it slightly to make it more applicable to the research topic of Zhanjiang Preschool Education College. To ascertain the validity of the content of the questionnaire, four (4) administrators from different colleges with about five (5) years of supervisory experience were invited to review the questionnaire.

The study was conducted in Zhanjiang Preschool Education College during the school year 2022 - 2023 involving the teachers as the main respondents of the study who were chosen using purposive sampling from the 493 teachers. Using the purposive - quota sampling, the researcher selected only those who are on fulltime status in the college who are teaching for the last 5 years. The researcher got at least 80% of them who satisfied the inclusive criteria.

3.2 Data Analysis

A total of 352 full - time teachers out of 493 teachers in Zhanjiang Preschool College who have been teaching at the college for the last five years. The study adopted purposive sampling method to select 80% of the teachers totaling 282 out of 352 teachers to participate in the questionnaire. Among them, 282 questionnaires were distributed, 276 were recovered and 243 were valid questionnaires with a validity rate of 86%.

3.2.1 Profile of the Respondents

Table 1: Frequency Distribution of Respondents' Profile

Profile	Frequency	Percentage
Age		
Less than 25 years old	29	11.9%
25 - 35 years old	34	14.0%
36 - 45 years old	89	36.6%
46 - 55 years old	39	16.0%
More than 55 years old	52	21.4%
Total	243	100%
Sex		
Male	131	53.9%
Female	112	46.1%
Total	243	100%
Educational Attainment		
Bachelor's degree	55	22.6%
Master's degree	108	44.4%
Doctorate degree	80	32.9%
Total	243	100%
Length of Teaching Experience		
3 - 5 years	30	12.3%
6 - 10 years	49	20.2%
11 - 15 years	82	33.7%
16 - 20 years	82	33.7%
Total	243	100%

Table 1 presents the frequency distribution of the teacher respondents' profile in terms of age, sex, highest educational attainment, and 1 Length of Teaching Experience. From Table 1, From Table 1, it can be observed that majority of the teacher respondents are male (53.9%), mostly are within the age group of 36 - 45 years old

(36.6%), holders of Master's degree (44.4%), and have been teaching for about 11 - 15 years, and 16 - 20 years respectively (33.7%).

3.2.2 Respondents' Assessment on the School Leaders' Instructional Leadership Style

Table 2: Respondents' Assessment on the School Leaders' Instructional Leadership Style in Terms of Management - School Goals Index, Instructional Management Index and Direct Supervision of Instruction in the School Index

Competence	Measurement standard	Mean	SD	Qualitative Description	Interpretation	Rank
Management School Goals Index	School leader make sure that the professional development activities of teachers are in accordance with teaching goals.	3.06	0.95	Agree	Effective	4
	School leader ensure that teachers work according to the school's educational goals.	2.73	0.99	Agree	Effective	6
	School leader use student performance results to develop the school's educational goals.	3.33	0.91	Agree	Effective	2
	School leader take exam results into account in decisions regarding curriculum development.	2.96	0.96	Agree	Effective	5
	School leader ensure that there is clarity concerning the responsibility for coordinating the curriculum.	3.28	0.81	Agree	Effective	3
	In this school, school leader work on goals and/or a school development plan.	3.44	0.74	Agree	Effective	1
	Composite Mean	3.14	0.65	Agree	Effective	
Instructional Management Index	When a teacher has problems in his/her classroom, school leader takes the initiative to discuss matters.	3.07	0.95	Agree	Effective	2
	School leader inform teachers about possibilities for updating their knowledge and skills.	2.74	1.07	Agree	Effective	4
	When a teacher brings up a classroom problem, school leader solves the problem together.	3.40	0.92	Agree	Effective	1
	School leader pay attention to disruptive behavior in classrooms.	2.88	0.96	Agree	Effective	3
	Composite Mean	3.02	0.74	Agree	Effective	
Direct Supervision of Instruction in the School Index	School leader observe instruction in classrooms.	3.62	0.77	Strongly Agree	Very Effective	2
	School leader give teachers suggestions as to how they can improve their teaching.	3.53	0.83	Strongly Agree	Very Effective	3
	School leader monitor students' work.	3.76	0.64	Strongly Agree	Very Effective	1
	School leader check to see whether classroom activities are in keeping with our educational goals	3.44	0.79	Agree	Effective	4
	Composite Mean	3.59	0.62	Strongly Agree	Very Effective	

Legend: 3.51 - 4.00 Strongly Agree (SA) /Very Effective (VE); 2.51 - 3.50 Agree (A) /Effective (E); 1.51 - 2.50 Disagree (D) /Slightly Effective (SE); 1.00 - 1.50 Strongly Disagree (SD) /Not Effective (NE)

As shown in Table 2, teacher respondents perceived that the instructional leadership style of school leaders in terms of direct supervision of instruction in the school index is very effective. On the other hand, management - school goals index, and instructional management index were perceived by the teachers to be effective. Generally, the instructional leadership style of the school leaders have seen by the teachers to be effective. In this study of Turkoglu, M. E. & Cansoy, R. (2018), the opinions of 15 school principals working in different provinces of Turkey on instructional leadership behaviors were investigated. According to the research results, it is understood that school principals use the principles of the Ministry of National Education as a

base to determine common goals, and they convey these principles to teachers. They are observed to monitor student learning. However, it was observed that they did not take the initiative regarding curriculum development or management and left these decisions to teachers. It was observed that school principals made significant efforts to develop the most positive learning climate and were highly effective in this field.

3.2.3 Differences in the Assessment of Teacher Respondents on School Leaders' Instructional Leadership When Profile is Taken as Test Factor

Table 3: Differences in the Assessment of Teacher Respondents on School Leaders’ Instructional Leadership Style When Age, Sex, Highest Educational Attainment, and length of teaching experience are Taken as Test Factor

Variable	Dimensions	t - test Value / F - Ratio	Sig	Decision on Ho	Interpretation
Age	Management School Goals Index	1.11	0.35	Accepted	Not Significant
	Instructional Management Index	0.74	0.57	Accepted	Not Significant
	Direct Supervision of Instruction in the School Index	2.28	0.06	Accepted	Not Significant
	Over - all	0.50	0.74	Accepted	Not Significant
Sex	Management School Goals Index	0.10	0.92	Accepted	Not Significant
	Instructional Management Index	0.77	0.44	Accepted	Not Significant
	Direct Supervision of Instruction in the School Index	- 0.61	0.54	Accepted	Not Significant
	Over - all	0.22	0.83	Accepted	Not Significant
Highest Educational Attainment	Management School Goals Index	3.74	0.25	Accepted	Not Significant
	Instructional Management Index	0.37	0.69	Accepted	Not Significant
	Direct Supervision of Instruction in the School Index	2.80	0.06	Accepted	Not Significant
	Over - all	2.07	0.13	Accepted	Not Significant
length of teaching experience	Management School Goals Index	0.51	0.68	Accepted	Not Significant
	Instructional Management Index	0.75	0.52	Accepted	Not Significant
	Direct Supervision of Instruction in the School Index	0.64	0.59	Accepted	Not Significant
	Over - all	1.60	0.19	Accepted	Not Significant

As shown in Table 3, all the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their age, sex, highest educational attainment, and length of teaching experience are taken as test factor. This goes to show that teachers have relatively the same assessment on the school

leaders’ instructional leadership style in terms of management- school goals index, Instructional Management Index, and Direct Supervision of Instruction in the School Index regardless of the educational level they have attained.

3.2.4 Respondents’ Assessment on the School Leaders’ Administrative Leadership Style

Table 4: Respondents’ Assessment on the School Leaders’ Administrative Leadership Style in Terms of Accountable Management Index

Competence	Measurement standard	Mean	SD	Qualitative Description	Interpretation	Rank
Accountable Management Index	An important part of school leader job is to ensure DepEd approved instructional approaches are explained to new teachers, and that more experienced teachers are using these approaches.	3.07	0.93	Agree	Effective	3
	A main part of school leader job is to ensure that the teaching skills of the staff are always improving.	2.90	0.97	Agree	Effective	4
	An important part of school leader job is to ensure that teachers are held accountable for the attainment of the school’s goals.	3.16	0.80	Agree	Effective	2
	An important part of school leader job is to present new ideas to the parents in a convincing way.	3.19	0.75	Agree	Effective	1
	Composite Mean	3.08	0.62	Agree	Effective	
Bureaucratic Management Index	It is important for the school that school leader see to it that everyone sticks to the rules.	3.07	0.72	Agree	Effective	2.5
	It is important for the school that school leader check for mistakes and errors in administrative procedures and reports.	3.07	0.83	Agree	Effective	2.5
	An important part of school leader job is to resolve problems with the timetable and/or lesson planning.	3.04	0.88	Agree	Effective	4.5
	An important part of school leader job is to create an orderly atmosphere in the school.	3.04	0.79	Agree	Effective	4.5
	School leader stimulates a task - oriented atmosphere in this school.	3.08	0.73	Agree	Effective	1
Composite Mean	3.06	0.48	Agree	Effective		

Legend: 3.51 - 4.00 Strongly Agree (SA) /Very Effective (VE); 2.51 - 3.50 Agree (A) /Effective (E); 1.51 - 2.50 Disagree (D) /Slightly Effective (SE); 1.00 - 1.50 Strongly Disagree (SD) /Not Effective (NE)

Based from the results, the administrative leadership style of school leaders was observed by the teacher respondents to be effective specifically in terms of accountable management, and bureaucratic management. Generally, an composite mean value of 3.08 and 3.06 reveals that the administrative leadership style of the school leaders was effective based on the assessment of the teacher respondents. According to Memduhoglu (2019) the purpose of school management, “lies in the heart of education supervision is guiding teachers and developing teaching process rather than error seeking and mere evaluation”.

According to Branch, Gregory F., Hanushek, Eric A., and Rivkin, Steven G. (2019) although much has been written about the importance of leadership in the determination of organizational success, there is little quantitative evidence due to the difficulty of separating the impact of leaders from other organizational components particularly in the public sector.

3.2.5 Differences in the Assessment of Teacher Respondents on School Leaders’ Administrative Leadership Style When Profile is Taken as Test Factor

Table 5: Differences in the Assessment of Teacher Respondents on School Leaders’ Administrative Leadership Style When Age, Sex, Highest Educational Attainment, and length of teaching experience are Taken as Test Factor

Variable	Dimensions	t - test Value /F - Ratio	Sig	Decision on Ho	Interpretation
Age	Accountable Management Index	0.50	0.74	Accepted	Not Significant
	Bureaucratic Management Index	0.96	0.43	Accepted	Not Significant
	Over - all	0.67	0.61	Accepted	Not Significant
Sex	Accountable Management Index	- 2.48	0.14	Accepted	Not Significant
	Bureaucratic Management Index	- 0.34	0.73	Accepted	Not Significant
	Over - all	- 1.85	0.07	Accepted	Not Significant
Highest Educational Attainment	Accountable Management Index	1.18	0.31	Accepted	Not Significant
	Bureaucratic Management Index	1.47	0.23	Accepted	Not Significant
	Over - all	1.58	0.21	Accepted	Not Significant
length of teaching experience	Accountable Management Index	0.07	0.98	Accepted	Not Significant
	Bureaucratic Management Index	0.62	0.60	Accepted	Not Significant
	Over - all	0.08	0.97	Accepted	Not Significant

As shown in Table 5, all the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their age, sex, highest educational attainment, and length of teaching experience are taken as test factor. This goes to show that teachers have relatively the same assessment on the school leaders’ Administrative leadership style in terms of

accountable management index, and bureaucratic management index regardless of the educational level they have attained.

3.2.6 Relationship Between the School Leaders’ Instructional Leadership and their Administrative Leadership Style

Table 6: Relationship Between the School Leaders’ Instructional Leadership Style and their Administrative Leadership Style

Instructional Leadership Style	Administrative Leadership Style	Computed r	Sig	Decision on Ho	Interpretation
Management School Goals Index	Accountable Management Index	- 0.01	0.94	Accepted	Not Significant
	Bureaucratic Management Index	0.10	0.14	Accepted	Not Significant
	Average	0.05	0.47	Accepted	Not Significant
Instructional Management Index	Accountable Management Index	- 0.07	0.25	Accepted	Not Significant
	Bureaucratic Management Index	0.03	0.66	Accepted	Not Significant
	Average	- 0.04	0.58	Accepted	Not Significant
Direct Supervision of Instruction in the School Index	Accountable Management Index	0.10	0.12	Accepted	Not Significant
	Bureaucratic Management Index	0.08	0.19	Accepted	Not Significant
	Average	0.11	0.08	Accepted	Not Significant
Over - all	Accountable Management Index	0.00	0.97	Accepted	Not Significant
	Bureaucratic Management Index	0.12	0.07	Accepted	Not Significant
	Average	0.06	0.33	Accepted	Not Significant

As shown in Table 6, teacher respondents have obtained an over - all computed r - values of 0.00 and 0.12 in terms of accountable, and bureaucratic management styles respectively with significance values of 0.97 and 0.02 respectively. Since the significance values are higher than the set 0.05 level of significance, null hypothesis is accepted which means that there are no significant

relationships between the instructional leadership style of school leaders and their administrative leadership style in terms of accountable, and bureaucratic management styles. The result reveals that the instructional leadership style of school leaders did not give significant impact on their administrative leadership style as perceived by the teacher respondents.

4. Recommendations for improving the Teachers' Competence

From the results of the questionnaire analysis, the instructional leadership styles and the administrative leadership styles of the school leaders are effective in the eyes of the teachers, but there are still many areas that need to be improved.

4.1 Evaluate the effectiveness of the existing professional development plan in cultivating more instructional leaders

Establish a special evaluation team composed of instructional leaders and responsible persons for the professional development plan. Design evaluation questionnaires or interview outlines to collect feedback from teachers and instructional leaders on the professional development plan. Analyze the collected data to identify the strengths and weaknesses of the plan. Adjust the content, format, and implementation methods of the professional development plan based on the evaluation results to better meet the training needs of instructional leaders.

4.2 Organize systematic training and development programs for school leaders

Determine the training needs and development goals of school leaders. Design targeted training courses and activities covering leadership theories, management skills, team building, and other aspects. Invite industry experts or experienced leaders to serve as lecturers or mentors. Regularly organize training activities to ensure that school leaders can participate and benefit from them. Conduct effectiveness evaluations after the training to optimize the training content.

4.3 Try new interaction techniques to improve communication with subordinates

Learn and master new interaction techniques, such as active listening, effective questioning, and giving constructive feedback. Attempt to apply these techniques in daily communication with subordinates and observe their effectiveness. Regularly reflect and summarize communication experiences to identify areas for improvement. Participate in communication skills training or read relevant books to continuously improve communication abilities.

4.4 Conduct in - depth research to explore the impact of instructional and administrative leadership on students' academic achievement

Determine the research question and hypothesis, and formulate a detailed research plan. Collect relevant data, including the leadership styles of school leaders, instructional practices, and students' academic achievements. Use statistical analysis methods to process and analyze the data, exploring the relationship between variables. Write a research report summarizing the research

results and proposing specific suggestions or measures. Share the research results with school leaders and teachers to promote the improvement and optimization of instructional practices.

5. Conclusions

In this study, Zhanjiang Preschool Education College was used as the research object, and the instructional leadership style and administrative leadership style of school leaders were analyzed in depth by means of a questionnaire survey. After systematic data collection and analysis, the researcher found that Teachers have relatively the same perceptions on the instructional leadership styles and administrative leadership styles of the school leaders regardless of their age, sex, educational attainment and length of teaching experience. The instructional leadership styles and the administrative leadership style of the school leaders were effective based on the perception of the teachers. The instructional leadership style of the school leaders did not give significant effect on their administrative leadership style.

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