

Managerial Guidelines for Leadership Development of Administrators in Secondary Vocational Schools under Guangzhou Province

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ABSTRACT

The purpose of this research was to propose managerial guidelines for leadership development of administrators in Secondary Vocational Schools under Guangzhou Province, the People's Republic of China. The research used a mixed methods design including quantitative and qualitative research. The key informants for in-depth interview were 19 administrators from secondary vocational schools in Guangzhou, obtained through a purposive sampling method, which were analyzed by content analysis and key informants for focus group discussion were 11 experts to verify managerial guidelines. The research findings proposed the managerial guidelines for leadership development of administrators in Secondary Vocational Schools under Guangzhou Province including: (1) Principals should improve their personal quality, enhance their professionalism, improve their moral cultivation, enhance their personal charisma, recognize their role, change their leadership concept and innovate their school philosophy; (2) Schools should improve their school hardware and software, enhance teachers' welfare, strengthen their organizational culture and innovate their school management model; (3) Education administration departments should create a good social atmosphere, improve the social status of secondary vocational school headmasters, improve the management system of headmasters, stimulate their intrinsic motivation, improve the training system of headmasters, and improve the quality of headmaster training.

KEYWORDS: Leadership development, Managerial guidelines, School administrators, Guangzhou Secondary Vocational School

Introduction

At present, Chinese secondary vocational schools are generally facing development opportunities and challenges in their operation. Headmasters are highly

valued by the state as leaders and practitioners in the development of school characteristics. As the highest decision-maker and commander in the school, the

leadership of the headmaster has a bearing on the future and destiny of the school.

Fullan, M. (2020) mention a series of policy documents have been issued on headmaster training and promoting the professional development of headmasters, building a standard system for teacher training, and creating high-quality secondary vocational school headmasters (Wei Zhang and Tetyana Koshmanova (2021). The Ministry of Education has developed the Professional Standards for Secondary Vocational School Principals (Ministry of Education, 2015). This document establishes a basic framework for professional benchmarks for leadership of secondary vocational school headmasters and refines the requirements for professional quality standards for qualified headmasters. The establishment of professional standards for headmasters is of great significance in improving the overall quality and professional competence of headmasters. In addition, the Ministry of Education has organized a number of advanced workshops for secondary vocational school headmasters in recent years. This series of initiatives confirms the importance that the state attaches to the leadership of headmasters. Akashyap, D. (2022) pointed in the improvement of headmasters' leadership skills will accelerate the development of secondary vocational schools and further improve the overall standard of school operation. Kouzes and Posner (2006) believe the local authorities should strengthen the overall management of vocational education, increase funding, formulate policies and measures, guide higher vocational institutions to actively serve the community, encourage industry and enterprises to actively participate in running schools, and promote the improvement of

the overall level of vocational education. In addition, we will gradually form a higher vocational education system with a reasonable structure, good operation, excellent quality and distinctive features. Focus on theoretical research and practical summary of higher vocational education, strengthen the publicity of the achievements of reform and development of higher vocational education, improve social recognition of higher vocational education and enhance social recognition. On this basis, we should attach great importance to building the capacity of the leadership of our vocational institutions and establish a system of rotational training to guide school leaders or school administrators to update their concepts, broaden their horizons and improve their strategic thinking and scientific decision-making abilities. The ability to cultivate talents and the quality of talent training should be taken as an important indicator to assess the leadership capacity of headmasters.

As a result of the development of policies and strategies of mechanisms for the leadership development of secondary vocational school administrators in Guangzhou province under the management guidelines model, Guangzhou with high quality school education. This study focuses on analyzing the basic situation of leadership development of secondary vocational school headmasters in Guangzhou, the capital of South China, to understand the problems they face and to make relevant recommendations based on the findings.

Purposes

Proposing a management guide for leadership development for administrators

of secondary vocational schools in Guangzhou, Guangzhou Province, China

Benefit of Research

Administrators are interested in how to improve their leadership, and according to the actual situation of the school to provide reference to the training of headmasters and improve the leadership of administrators can improve the overall leadership of secondary vocational schools.

Research Process

Step1: To study the policy and current situation for management guide for leadership development for administrators of secondary vocational schools from literature reviews and related research.

Step 2: The purpose of this section was to design an interview outline around the actual performance of headmaster leadership through in-depth interviews with 19 school principals from secondary vocational schools in Guangzhou; the 19 school principals included headmasters and administrative staff.

Step 3: The Management Guide to Leadership Development for Managers of Secondary Vocational Schools in Guangzhou was proposed and the model was validated through focus group discussions conducted by 11 experts

Population and Sample

The population was principals of secondary vocational schools in Guangzhou who were serving in the 2022 academic year and who had at least five years of experience in school management. A sample size of 19 was determined through a purposive sampling technique. The selected personnel are all principals of five secondary vocational schools in Guangzhou, including school leaders and

middle managers. All of them have bachelor's degree or above in education, and they also have more than 5 years of rich experience in managing secondary vocational schools.

Instruments

- 1) Interviews in semi-structure
- 2) Focus group discussion

Data Analysis

1) The data from the in-depth interviews were analyzed for content and frequency.

2) The focus group was moderated by the researcher and the discussion was on "Guidance and Suggestions on Improving the Leadership of Secondary Vocational School Principals in Guangzhou".

3) The experts spoke freely in the discussion on a free and voluntary basis.

Conclusion

The interview results, the researcher summarizes the contents obtained from the interviews in order the top of 3 frequencies as follows:

1. Teaching and management experience prior to becoming a headmaster
 - 1.1 Good teaching and excellent work experience influenced to become a professional performer quickly (16)
 - 1.2 Responsibility and hard work (11)
 - 1.3 Competence and management skills (7)
2. Develop the administration of the school.
 - 2.1 The school has been in operation for a long time and is large (15)
 - 2.2 The school offers a very comprehensive curriculum (11)
 - 2.3 The school has received many accolades (10)
3. Leadership practices are considered more successful in their approach

3.1 Focus on the quality of teaching and learning (9)

3.2 Concern for subordinates (7)

3.3 Ability to communicate externally (7)

4. Factors influencing the leadership of school administrators

4.1 Strong interpersonal and communication skills (10)

4.2 Academic qualifications (7)

4.3 External environment and related policies (6)

5. Challenges and best practices for school administrators to improve their leadership skills

5.1. Motivating staff to improve work motivation (10)

5.2. External communication skills (9)

5.3. School environment (5)

Comparison the content from literature review, related research, and in-depth interview to create components of a leadership development model for secondary vocational school headmasters in Guangzhou

Table 1: Content Analysis to create managerial guidelines for leadership development of Secondary Vocational School Headmasters in Guangzhou Province

Item	Content Analysis to create managerial guidelines		
	Input	Process	Outcome
1. Literature review	1. Leadership trait theory 2. Leadership styles and behavioural theories 3. School effectiveness theory 4. Leading the theory of change	1. Borman and Diehl's "Four Forces Framework" for organizational leadership 2. Sachovani's "Five Forces Model" of leadership in educational organizations 3. Zheng Yanxiang's "five-dimensional model" of school leadership	1. Ethical leadership 2. Values leadership 3. Structural leadership 4. Teaching leadership 5. Interpersonal leadership
2. In-depth interviews (19 Key informant)	1. experience impact quickly to be professional performance 2. Responsibility and work hard 3. Competencies and management skills 4. Strong interpersonal and communication skills 5. Motivating employees to improve their motivation at	1. classroom interaction 2. Teaching support has the highest impact on cognitive thinking 3. Focus on quality of teaching 4. Academic qualifications 5. External environment and related policies	1. Organization expression 2. Specific risk factor 3. Caring for subordinates

Item	Content Analysis to create managerial guidelines		
	Input	Process	Outcome
	work		
3. Focus group (11 experts)	1. Policy reform 2. Provide a good tool for management 3. Improving the evaluation mechanism for headmasters 4. Clarify the role of the headmaster 5. Focus the ethics of headmasters	1. Relations between school-teachers-home and society 2. Improve ability & solving problems 3. Create Learning engagement 4. Education and training departments lead the professional development of headmasters. 5. Principal trainers should become school 6. Enhancing the professionalism of headmasters	1. Emotional outcome 2. Organization expression 3. Specific risk factor 4. Quality of life 5. A supporter of long-term professional development and leadership practice.

From table 1: Content analysis to create managerial guidelines for leadership development of secondary vocational school headmasters in Guangzhou Province to propose that;

1) Enhance their professionalism principals should improve their personal qualities, improve their moral cultivation, enhance their personal charisma, recognize their roles, change their leadership concepts, and innovate their school philosophy.

2) Strengthen their organizational culture, schools should improve their school hardware and software, improve teachers' welfare, and innovate school management model.

3) Create a good social atmosphere, the education administration should improve the

social status of secondary vocational school principals, improve the principal management system, stimulate the principal's intrinsic motivation, improve the principal training system, and improve the quality of principal training.

In the role of leader include five leadership style as below.

- 1) Ethical leadership
- 2) Values leadership
- 3) Structural leadership
- 4) Teaching leadership
- 5) Interpersonal leadership

The managerial guidelines model for leadership development of administrators in secondary vocational schools under Guangzhou province to propose in the figure 1 as below.

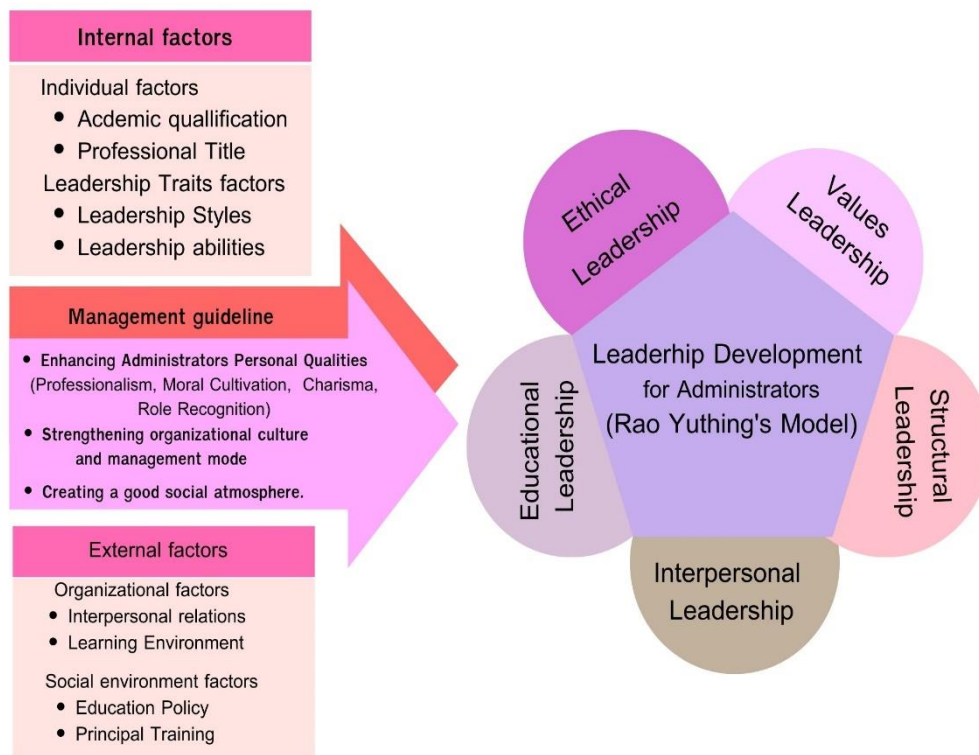


Figure 1: Managerial guidelines for leadership development of Secondary Vocational School Headmasters in Guangzhou Province

Education sector policies should be developed and educational administration to enhancing the leadership system of headmasters to ensure with managerial guidelines as below.

1) The managerial guidelines for leadership development of administrators in secondary vocational schools under Guangzhou province, the people's republic of China

(1) Principals should improve their personal qualities, enhance their professionalism, improve their moral cultivation, enhance their personal charisma, recognize their roles, change their leadership concepts, and innovate their school philosophy

(2) Schools should improve their school hardware and software, improve teachers' welfare, strengthen their

organizational culture, and innovate school management model

(3) The education administration should create a good social atmosphere, improve the social status of secondary vocational school principals, improve the principal management system, stimulate the principal's intrinsic motivation, improve the principal training system, and improve the quality of principal training.

2) Enhance a good social atmosphere and improve the social status of headmasters of secondary vocational schools the guideline from this topic as below

(1) The treatment of secondary vocational school headmasters should be improved points out that the implementation of policies such as improving the treatment of teachers in

vocational schools has achieved initial results, related the pointed of Jon L. Pierce et al. (2009) to provide strong concept to headmaster to develop themselves in the ability to achieve the process of leadership and competencies of the qualities necessary for leaders, including insight, control, and learning, as well as the ability to influence. Leadership is a special kind of interpersonal influence the same pointed of Wu Jiang (2006) act of influencing the behavior of others is called leadership, and the ability to influence the behavior to enhancing the headmasters to increasing their job satisfaction and job recognition.

(2) The headmaster's outstanding deeds should be increased. It helps headmasters to develop a positive and good image referred the same of John A. (2007) most leadership can be defined in principle as the process of interaction between leader and followers, all stakeholders, and the results that result that the same of Kouzes and Posner (2006) defines leadership as the ability of a leader to motivate employees to voluntarily achieve something in the organization including personality characteristics and behavior of the leader

3) Improve the management system of headmasters to stimulate their motivation.

(1) Establishing a sound mechanism for the appointment, selection and assessment of secondary vocational school headmasters. At present, the selection and evaluation mechanisms for headmasters of secondary vocational schools in China are not perfect, resulting in more problems for headmasters in this period. Related the pointed from E. Mark Hansen (2002) says in his monograph educational Management and Organizational Behavior about leadership

that "when one tries to carefully analyze the way in which the phenomenon of leadership is linked to its essence, people, process, and system are emphasized as three basic elements, individually or in combination, and an increasingly serious phenomenon of administration of headmasters. Therefore, the author suggests strengthening the construction of the appointment and assessment mechanism for secondary vocational school headmasters. Improve the management system of headmasters to stimulate their intrinsic motivation the same the study result of Zhang, X.J. (2005) believes that leadership to effective management as strict tenure management system for principals refers to setting a certain term of office for headmasters and determining the process of getting others to understand and agree on what must be done and how to do it effectively, as well as the process of facilitating individual and collective efforts to achieve common goals

(2) Improving the diversified evaluation mechanism for headmasters improving the multiple evaluation mechanism for headmasters will help the education administration to understand the performance of headmasters in various aspects and help them to make improvements in various aspects. In addition, it is also conducive to fully motivating headmasters and stimulating their intrinsic motivation to work the same study of Wei Zhang and Tetyana, K. (2021) to study about exploring Chinese school principal experiences and leadership practice in building a professional learning community for student achievement pointed that principals have a significant impact on student achievement and the overall learning environment in the schools they lead that pointed with current situation

of administrators to apply for study in secondary vocational school. Enhance in the role of educator, the headmaster should master the ways to guiding the same main point of Li, G.Y. (2001) to propose the strengthen the construction of vocational school teachers and school conditions, optimize and improve teaching materials and teaching methods, explore the apprenticeship system with Chinese characteristics, focus on the cultivation of students' craftsmanship and habits of excellence, moral education and evaluation of students' development; and the main point of Akashyap, D. (2022) in the role of principals, the headmaster should master the ways and means of managing the teaching staff, school assets and school finance; in the role of leader and the same pointed of Feng,D. (2020) promoting the integration of vocational education and liberal education, enhancing the adaptability of vocational education, accelerating the construction of a modern vocational education system, and training more high-quality technical personnel

Recommendation for policy

1. Education sector to enhance the headmasters' leadership.

1) Create a good social atmosphere and improve the social status of Secondary vocational school headmasters

2) Improve the management system of headmasters to stimulate their motivation

3) Improve the training system for headmasters and improve the quality of their training.

2. Policy development

1) Education administration enhancing headmasters' leadership institutional safeguards

2) Create a good social atmosphere and improve the social status of Secondary Vocational School Headmasters

3) Headmasters are an important force in promoting the development of Secondary vocational education, but the low social status of secondary vocational school headmasters is a persistent and urgent problem that needs to be addressed. In order to stabilize the headmaster corps, it is necessary to create a good and respectful social climate in order to raise the social status of secondary vocational school headmasters. The only way to truly change the existing social environment is to rely on the policy forces of society.

Recommendations for implementation.

1) Enhancement motivation to headmasters and personal improvement and professional upgrading

2) Improve moral cultivation and personal charm

3) Recognize role orientation and change leadership concept

4) Innovate school philosophy and improve school competitiveness

5) For secondary vocational schools; (1) Building a good campus environment and strengthening internal school construction (2) Upgrade the school's software and hardware and improve teachers' professionalism, (3) Leading with organizational culture and strengthening it, and (4) Innovating school management models to activate teachers' inner potential.

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