

Educational Leadership Practices and Teaching Performance in Selected Chinese Schools towards Leadership-Driven Educational Enrichment Program

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Abstract Effective educational leadership plays a crucial role in enhancing teaching performance and fostering a positive educational environment. This study explores the educational leadership practices in selected schools in China and assesses how these practices influence teaching performance as a tangible expression of effective leadership. Additionally, it examines the impact of school heads' leadership practices on the teaching performance of teachers. A descriptive-correlational research design was utilized to systematically present, analyze, and interpret the data. To achieve this, various statistical tools were employed, including frequency count and percentage, weighted mean, ranking, and Pearson's r Correlation Analysis. The study revealed that respondents strongly agree with the leadership practices of educational leaders in key areas such as goal setting, strategic resourcing, curriculum quality, teaching quality, and teacher learning and development. Furthermore, there is a significant and positive correlation between the educational leadership practices of school leaders and teachers' performance. The educational leaders in the locale have established effective leadership practices that positively influence teacher performance. Overall, the findings suggest a positive educational landscape with strong leadership and teacher performance in the studied area.

Keywords: Educational Leadership, Curriculum Quality, Teaching Quality, Leadership Practices, Teaching performance, Leadership-Driven

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1. Introduction

The global landscape of education reform has increasingly embraced both international perspectives and localized approaches, highlighting the inadequacy of a standardized curriculum in meeting the evolving demands of the educational environment. In China, the traditional education management system has historically placed a strong emphasis on knowledge transmission by teachers, often at the expense of fostering student initiative. This approach has limited the autonomy of both teachers and students, hindering the development of more dynamic educational practices [1]. To address these challenges, China has embarked on a new phase of basic education reform, which advocates for a "parallel" system of educational administration involving the state, localities, and schools. This reform aims to enhance the relevance of the curriculum to the specific needs of schools and students by shifting from a model of "curriculum management" to one of "educational leadership," where teachers transition from mere "implementers" to "leaders" [2]. While the top-down approach to educational

management remains necessary for maintaining discipline, it often results in passive implementation. In contrast, educational leadership encourages the active construction and application of knowledge to achieve transformative outcomes, fostering collaboration and communication among educational professionals to meet shared goals [3].

Educational leadership, particularly in the context of this reform, demands a bottom-up approach that empowers teachers with greater creativity and initiative. Teachers, therefore, become central figures driving curriculum reform and school development. Enhancing teachers' educational leadership not only optimizes the school curriculum structure and improves student outcomes but also promotes teachers' professional growth, which is crucial for the success of the curriculum reform [2]. Despite its importance, there remains a relative paucity of research on teacher educational leadership in China, necessitating further exploration of both theoretical and practical aspects through targeted studies [3].

Background of the Study

Since the 1990s, the Chinese Ministry of Education has been actively pursuing educational innovations to remain competitive in the global arena and to align with new century educational developments. One of the landmark

reforms was the 2001 National Curriculum Reform, which aimed to overhaul the existing curriculum structure at the basic education level by introducing a three-tier curriculum management system. This reform shifted the long-standing centralized control over the curriculum from the education administration to a more distributed model [4]. In 2012, the Ministry introduced the Professional Standards for Primary School Teachers, which outlined five key competencies essential for primary school teachers: the ability to design, organize, implement, motivate, evaluate, communicate, collaborate, reflect, and develop. These competencies are reflective of the curriculum leadership expected of teachers [5]. Further reforms, such as the 2019 Opinions on Deepening Education Teaching Reform, emphasized the need for provincial education departments to develop local and school-based curricula, supported by a system for evaluation and quality monitoring [4]. The 2022 release of a new national curriculum for compulsory education further underscored the importance of teachers and schools understanding curriculum standards and improving teaching practices [6].

Educational reform is not merely about altering content and methods but also about transforming the roles and responsibilities of educators. Teachers are encouraged to shift from passive implementation to active participation, aligning with the goals of educational leadership development. This shift requires teachers to continuously enhance their knowledge, refine their research and innovation skills, and improve their practical and leadership abilities [3]. Strengthening educational leadership among teachers is, therefore, pivotal for their professional development. However, elementary school teachers in China often find themselves in passive roles due to administrative constraints, leading to burnout and diminished initiative. Additionally, the formal leadership exercised by principals can stifle teachers' professional voices, hindering their long-term development. Best practices in educational leadership advocate for the delegation of authority to teachers, promoting democratic participation and collaboration, which can help overcome the challenges currently facing elementary school teachers' professional development [2].

2. Methodology

This study employed a descriptive research design since the study deals on the determinants of the leadership practices of educational leaders and the teaching performances of teachers under the tutelage of these educational leaders. The objective is to assess the correlation between educational leadership practices in selected Chinese schools and the teachers' teaching performance.

The research was conducted in three primary schools in Duyun, Guizhou Province, China. These schools, which collectively serve over 3,000 students and employ more than 300 teaching staff, were chosen for their representation of educational leadership and curriculum development in the region. The study's participants included the principals and teachers, who were selected through purposive sampling. This sampling method was chosen because it allows the researcher to select sample

units based on specific characteristics relevant to the study. Given the study's focus on exploring educational leadership practices, which are typically more complex in larger schools, the selected schools provided a suitable context for investigating the challenges and leadership roles required of teachers in such environments.

A questionnaire was used as the primary data collection instrument. A questionnaire is a survey tool consisting of a series of statements or items designed to gather evidence. It is cost-effective, requires less effort than interviews, and provides structured responses, making data collection easier for the investigator. The questionnaire for this study, consisting of 25 items, was developed using the mapping method from a literature review and was partially based on the PhD theses of Chun Wang [7] and Nadir Hussain Bhayo [8]. The items were categorized according to the research questions and used a Likert scale to measure responses.

Data collection is a critical stage in any primary research study. The researchers obtained consent from the selected schools in advance and planned to begin data collection in July 2023, following the completion of the dissertation proposal. The questionnaire will be distributed to the entire faculty, with responses collected within a specified timeframe. After the questionnaire is completed, the researcher will conduct a semi-structured interview with the principal. The entire data collection process is expected to take one month.

SPSS 22.0 software, developed by IBM for statistical analysis, data mining, predictive analysis, and decision support, will be used to analyze the collected data. The analysis and interpretation of the data aim to make the "invisible" visible and the seemingly "meaningless" meaningful. Functionally, the purpose of the analysis is to reduce the data to a meaningful and interpretable form, allowing the relationships between the research questions to be studied and tested. In this study, the reliability and validity of the questionnaire were first tested. Reliability refers to the consistency and stability of the test results, and the Cronbach Alpha value indicated that the reliability of the questionnaire was higher than 0.8. Validity refers to the extent to which the questionnaire effectively measures the evaluation indicators. SPSS software was used for statistical analysis, and interviews were recorded and narratively analyzed to support the quantitative data. The data will be analyzed with the stated objectives in mind, and the results will be presented descriptively through data, tables, and graphics to facilitate interpretation.

3. Results and Discussion

3.1. Leadership Practices of Educational Leaders

Presented in the table are the leadership practices of the educational leaders as perceived by the teacher-respondents. The results indicate that the leaders prioritize leading teaching, learning, and development (3.68), followed by teaching quality (3.66), goal setting (3.57), curriculum quality (3.53), and strategic resourcing (3.43).

These findings suggest that educational leaders place a significant emphasis on the direct aspects of teaching and learning, which aligns with research indicating that

effective educational leadership is closely linked to improved student outcomes and teacher development [9,10]. By focusing on teaching quality and development, leaders are likely fostering an environment that encourages continuous improvement and professional growth among teachers [11,12]. The prioritization of goal setting indicates a strategic approach to achieving educational objectives, as clear, well-communicated goals help align the efforts of teachers and administrators [13,14]. Attention to curriculum quality ensures that the content delivered is relevant and effective, contributing to better student engagement and learning outcomes [15,16]. However, the relatively lower emphasis on strategic resourcing may imply a need for better allocation and utilization of resources to support these educational initiatives comprehensively, as adequate and strategic use of resources is critical to sustaining effective leadership practices [17,18]. Addressing this could lead to more balanced and sustainable educational leadership practices.

Table 1. Perceived Leadership Practices of Educational Leaders as Assessed by the Respondents

Leadership Practices	Mean	SD	Description	Rank
1 Goal Setting	3.57	.683	Strongly Agree	3
2 Strategic Resourcing	3.43	.774	Strongly Agree	5
3 Curriculum Quality	3.53	.783	Strongly Agree	4
4 Teaching Quality	3.66	.781	Strongly Agree	2
5 Teaching Learning and Development	3.68	.827	Strongly Agree	1

3.2. Teaching Performances of the Teacher-respondents

Table 2. Perceived Teaching Performances of the Teacher-respondents

Teaching Performances	Mean	Description	Rank
1 Attitude towards students	3.73	Strongly Agree	3
2 Mastery of the subject	3.67	Strongly Agree	4
3 Teaching methodology	3.74	Strongly Agree	2
4 Personal characteristics	3.78	Strongly Agree	1

Presented in the table are the perceived teaching performances of the respondents. It shows that the respondents place the highest value on personal characteristics (3.78), followed by expertise in teaching methodology (3.74), attitude towards students (3.73), and mastery of the subject (3.67).

These findings underscore the critical role of personal characteristics in teaching performance, aligning with research that highlights traits such as empathy, patience, and dedication as essential components of effective teaching [19,20]. The strong emphasis on personal characteristics suggests that successful teaching extends beyond mere academic knowledge and technical skills; it also involves the ability to build meaningful relationships and foster a positive classroom environment, which are key to student success [21]. The high rating for expertise in teaching methodology indicates that teachers are committed

to employing effective instructional strategies, which are known to enhance student engagement and learning outcomes [22,23]. Additionally, the positive attitude towards students reflects a supportive and nurturing approach, which is essential for creating an inclusive and motivating learning atmosphere [24]. While mastery of the subject ranks slightly lower, it remains fundamental for ensuring that teachers can deliver content confidently and accurately. Strengthening subject mastery could further enhance teaching performance, leading to a more comprehensive and effective educational experience [25].

Table 3. Relationship between the Educational Leadership of School Leaders and the Teachers' Teaching Performances

Educational Leadership		Teaching Performances			
		Attitude towards students	Mastery of the subject	Teaching methodology	Personal characteristics
Goal setting	Pearson correlation	.567	.505	.573	.613
	p-value	<.001*	<.001*	<.001*	<.001*
Strategic resourcing	Pearson correlation	.590	.535	.614	.601
	p-value	<.001*	<.001*	<.001*	<.001*
Curriculum quality	Pearson correlation	.712	.713	.735	.718
	p-value	<.001*	<.001*	<.001*	<.001*
Teaching quality	Pearson correlation	.816	.731	.818	.786
	p-value	<.001*	<.001*	<.001*	<.001*
Teacher learning and development	Pearson correlation	.832	.813	.830	.796
	p-value	<.001*	<.001*	<.001*	<.001*

Presented in Table 3 is the relationship between the leadership practices of educational leaders and the teachers' teaching performances. The data indicate that leadership practices related to goal setting, strategic resourcing, curriculum quality, teaching quality, and teacher learning and development are highly correlated with teachers' performance, particularly in areas such as attitude towards students, mastery of the subject matter, teaching methodology, and personal characteristics.

The results suggest a strong connection between how leaders approach various aspects of their roles and the corresponding performance of teachers. Specifically, the following correlations are highlighted:

On goal setting. Leaders who set and communicate clear goals positively influence how teachers interact with their students. Effective goal setting by leadership can foster a positive shift in teachers' attitudes and behaviors towards their students [13, 26].

On strategic resourcing. The allocation and management of resources by leaders directly impact teachers' mastery of their subject matter. Properly allocated resources can enhance teachers' capacity to excel

in their respective disciplines [1,27].

On curriculum quality. The quality of the curriculum, as determined by leaders, affects the teaching methodologies employed by teachers. A well-structured curriculum can guide teachers in delivering more effective lessons [26,27].

On teaching quality: Leaders who prioritize and uphold high teaching quality standards encourage teachers to adopt more effective teaching methods. There is a clear link between leaders' focus on teaching quality and the instructional strategies used by teachers [19, 28].

On teacher learning and development. The opportunities for professional growth provided by leaders have a significant impact on teachers' personal characteristics. Leaders who invest in teacher development can expect improvements in teachers' personal attributes and overall effectiveness [26,29].

These findings align with the research conducted by Han Fang [26] and Zhao Yue [28], who assert that educational leadership awareness is crucial in shaping teachers' teaching practices. They emphasize that clear goal-setting by school principals, along with the effective sharing of these goals among teachers and students, enhances teachers' sense of efficacy, leading to improved outcomes and performance in the classroom.

3.3. Proposed Development Plan of Leadership-Driven Educational Enrichment Program

General Objective: The main objective of this proposal is to expand the leadership-educational enrichment program of the elementary schools at Duyun City, Guizhou Province, China

Specific Objectives: This proposal aims to achieve the following specific objectives:

1. Enhance the leadership programs for school leaders in areas like goal setting, strategic resourcing, curriculum quality, teaching quality, and teacher development.

2. Maintain and further improve teacher performance, by providing ongoing professional development opportunities focusing on areas such as teaching methodology, subject mastery, and personal characteristics.

3. Promote and support innovative teaching methods by adopting modern educational technology, experimenting with new pedagogical approaches, and creating a culture of experimentation and improvement.

4. Explore factors related to teacher satisfaction and retention within the educational institutions by analyzing what keeps teachers motivated and committed can be valuable for school improvement efforts.

Table 4. Proposed Development Plan of Leadership-Driven Educational Enrichment Program

Areas of Concern	Specific Objectives	Activities	Resources Involved	Success Outcome/ Indicator
Enhance the leadership programs for school leaders	Enhance the leadership programs for school leaders in areas like goal setting, strategic resourcing, curriculum quality, teaching quality, and teacher development.	Goal Setting Activity: *Activity:* Conduct a Visioning Workshop *Description:* School leaders collaboratively envision the future of the school, set long-term goals, and align them with the school's mission and values. Strategic Resourcing: *Activity:* Budget Simulation Exercise *Description:* Leaders work on a simulated budget, allocating resources strategically to meet educational goals, ensuring optimal utilization of available funds. Curriculum Quality: *Activity:* Curriculum Audit and Alignment *Description:* Leaders review the existing curriculum, identify gaps or redundancies, and align it with educational standards and evolving educational needs. Teaching Quality: *Activity:* Peer Classroom Observations and Feedback – *Description:* Leaders observe each other's classrooms, provide constructive feedback, and discuss effective teaching strategies to enhance teaching quality. Teacher Development: *Activity:* Professional Learning Communities (PLCs) *Description:* Leaders facilitate regular PLC meetings where teachers collaboratively discuss best practices, share insights, and engage in	- Access to online learning platforms; educational consultants and trainers, professional associations, Video recording equipment - LMS (Learning Management System) - Internet access	•Certificates of participation from the seminars •Successful implementation of leadership programs for school leaders Timeline: 5 Year-Development Plan

		continuous professional development. Cross-Functional Team Building: *Activity:* Interdepartmental Problem-Solving Challenge – *Description:* Leaders from different departments collaborate to solve a common educational challenge, fostering cross-functional teamwork and strategic problem-solving. Leadership Reflection and Growth: *Activity:* Leadership Journaling - *Description:* Leaders maintain a reflective journal to document experiences, challenges, and growth, allowing for self-reflection and personal development. Community Engagement and Stakeholder Collaboration: *Activity:* Stakeholder Roundtable Discussions - *Description:* Leaders engage with various stakeholders (parents, community members, students) in a structured dialogue to gather insights, feedback, and ideas for school improvement. These activities aim to foster leadership skills, encourage collaboration, and enhance specific areas crucial for effective school leadership. Adapt and customize them to suit the specific needs and goals of your school's leadership program. Duration: Ongoing, with activities integrated into the academic calendar.		
Maintain and further improve teacher performance by providing professional development opportunities.	Maintain and further improve teacher performance, by providing ongoing professional development opportunities focusing on areas such as teaching methodology, subject mastery, and personal characteristics.	Teaching Methodology *Activity:* Interactive Workshops on Innovative Teaching Techniques – *Description:* Conduct regular workshops where teachers learn and practice innovative teaching methodologies, incorporating interactive sessions, group activities, and role-playing exercises. Subject Mastery: *Activity:* Subject-Specific Webinars and Guest Speaker Sessions - *Description:* Organize webinars and invite subject matter experts or experienced educators to share insights, latest research, and best practices in specific subjects to enhance subject mastery. Personal Characteristics and Communication: *Activity:* Effective Communication and Classroom Management Training *Description:* Offer training on communication skills, empathy, active listening, and classroom management techniques to help teachers improve their interpersonal skills and create a conducive learning environment. Peer Learning and Collaboration: *Activity:* Lesson Study Groups	Faculty Dev Committee Chair, Materials Needed:* - Access to modern online resources – - Video recording equipment - Access to online learning platforms - - Self-assessment tools	Certificate of training conference participation Recorded varied strategies for teachers' references Timeline : 5 Year-Development Plan

		Description: Form groups of teachers to collaboratively plan, observe, and evaluate each other's lessons, providing constructive feedback and insights to enhance teaching approaches. Feedback and Assessment Strategies: *Activity:* Peer-Reviewed Lesson Reflections *Description:* Teachers swap lesson plans and reflect on each other's lessons, offering constructive feedback on teaching methods, assessment strategies, and overall effectiveness. Technology Integration: *Activity:* Technology Integration Showcase *Description:* Encourage teachers to share successful technology integration examples in the classroom, demonstrating how technology enhances learning and engagement. Self-Directed Learning: *Activity:* Personalized Professional Development Plans *Description:* Guide teachers in creating their personalized professional development plans, encouraging them to identify areas for improvement and pursue relevant resources, courses, or conferences. Action Research Projects: *Activity:* Action Research Groups *Description:* Form groups of teachers to conduct action research on teaching methodologies, experimenting with new approaches and evaluating their impact on student learning. Mindfulness and Well-being: *Activity:* Stress Management and Mindfulness Training - *Description:* Provide workshops focusing on stress reduction techniques, mindfulness practices, and well-being strategies to support teachers in managing their workload and maintaining a healthy work-life balance. Leadership and Growth Opportunities: *Activity:* Leadership Development Seminars *Description:* Offer seminars on leadership skills, fostering a growth mindset, and advancing in the education field, motivating teachers to aspire to leadership roles within the school or education community. These activities aim to empower teachers, enhance their teaching skills, and nurture a culture of continuous improvement within the teaching staff. Tailor them to suit the unique needs and goals of your school's professional development program.		
Promote and support innovative teaching methods	Promote and support innovative teaching methods by adopting modern educational technology, experimenting with new pedagogical approaches, and creating a culture of experimentation and	Technology Integration Workshops: Conduct regular workshops to introduce teachers to modern educational technologies and guide them on effectively integrating these tools into their teaching methods. EdTech Showcases:	Access to educational technology and online platforms – Collaboration tools - Teaching materials and resources - Feedback and assessment tools	Certificate of training conference participation Recorded varied strategies for teachers' references Timeline : 5 Year-

	improvement.	Organize events where teachers demonstrate innovative ways they've used educational technology in their classrooms, encouraging peer-to-peer learning and inspiration. Learning Circles for EdTech Exploration: Establish small groups of teachers who explore a particular educational technology tool or platform and share their findings and experiences within the group and the broader faculty. Innovation Grants: Offer grants or funding opportunities for teachers to experiment with new educational technologies or innovative pedagogical approaches, fostering creativity and exploration. Flipped Classroom Initiatives: Encourage teachers to adopt the flipped classroom model, leveraging technology to deliver lectures or instructional content online, allowing in-class time for interactive and application-based activities. Collaborative Lesson Planning: Facilitate collaborative lesson planning sessions where teachers work together to incorporate modern technologies and experiment with new teaching methods to enhance lesson effectiveness. Virtual Reality (VR) Simulations: Provide access to VR tools or platforms, allowing teachers to create and utilize immersive simulations to enhance students' understanding of complex concepts. Hackathons for Education: Organize hackathons or innovation events where teachers, edtech experts, and students collaborate to develop educational apps, software, or tools that can enhance the learning experience. Action Research on EdTech: Encourage teachers to conduct action research projects focusing on the impact of specific educational technologies on student engagement, learning outcomes, or classroom dynamics. Online Learning Communities: Establish online forums or communities where teachers can discuss and share their experiences with educational technologies, fostering a sense of collaboration and knowledge sharing. Student Involvement in Tech Integration: Involve students in evaluating and suggesting educational technologies that can enhance their learning experience, encouraging student ownership and engagement. Regular Feedback and Reflection: Create a structured process for teachers to provide feedback on the effectiveness of the adopted technologies and teaching methods, encouraging iterative improvements based on insights gained. Leadership Support and Recognition: Recognize and celebrate teachers who embrace		Development Plan
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		and excel in innovative teaching methods, creating a culture where innovation is valued and supported at all levels. By implementing these activities, schools can effectively promote support for innovative teaching methods and modern educational technology, fostering a culture of experimentation, improvement, and ultimately enhancing the overall learning experience for both teachers and students.		
Explore factors to teacher satisfaction and retention	Explore factors related to teacher satisfaction and retention within the educational institutions by analyzing what keeps teachers motivated and committed can be valuable for school improvement efforts.	Satisfaction Surveys: Conduct regular anonymous surveys to gather insights on teacher satisfaction, identifying key factors influencing their job satisfaction, and suggestions for improvement. Focus Group Discussions: Organize focus group discussions with teachers to delve deeper into their experiences, concerns, and motivations, providing a platform for open dialogue and qualitative insights. Exit Interviews and Analysis: Conduct exit-interviews with departing teachers to understand their reasons for leaving and gather constructive feedback for improving retention strategies. Job Shadowing and Role Swaps: Implement a job-shadowing program where teachers have the opportunity to temporarily switch roles with colleagues, gaining a broader perspective and understanding of different responsibilities and challenges. Mentorship and Support Programs: Establish mentorship programs where experienced teachers provide guidance and support to newer teachers, facilitating a sense of belonging and professional growth. Teacher Recognition and Appreciation: Acknowledge and appreciate teachers' efforts and achievements through regular recognition ceremonies, awards, or shout-outs, boosting morale and job satisfaction. Professional Development Opportunities: Offer a variety of professional development opportunities, including workshops, conferences, and courses that align with teachers' career goals and interests, demonstrating investment in their growth. Work-Life Balance Workshops: Host workshops on managing work-life balance, stress reduction, and well-being, providing strategies and resources to help teachers maintain a healthy lifestyle. Teacher Input in Decision-Making: Involve teachers in decision-making processes related to curriculum development, policies, and school improvements, empowering them and valuing their perspectives. Teacher Collaboration and Communities:	Access to surveys, training resources and experts and experienced teachers Teaching materials and resources	Certificate of training conference participation Recorded varied strategies for teachers' references Timeline : 5 Year-Development Plan

		Facilitate teacher collaboration through regular meetings, forums, or online platforms, enabling them to share experiences, collaborate on solutions, and build a sense of community. Flexible Work Arrangements: Offer flexible work arrangements, such as job-sharing, part-time options, or telecommuting, to accommodate teachers' personal needs and enhance job satisfaction. Climate and Culture Assessment: Conduct a climate and culture assessment within the school to gauge the overall work environment, identify positive aspects, and address areas that need improvement to enhance teacher satisfaction. Salary and Benefits Analysis: Evaluate the compensation and benefits packages offered to teachers, comparing them to industry standards and making adjustments to ensure they are competitive and attractive. By implementing these activities and analyzing the results, educational institutions can gain valuable insights into the factors affecting teacher satisfaction and retention, enabling them to develop targeted strategies to improve overall teacher motivation, commitment, and job satisfaction.		
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4. Conclusion and Recommendations

Based on the results and findings of the study, the following are concluded and recommended:

1. **Strong Leadership Practices:** Respondents express strong agreement with the leadership practices of educational leaders in various areas such as goal setting, strategic resourcing, curriculum quality, teaching quality, and teacher learning and development. The mean ratings in these areas fall within the range of 3.25 to 4.00, indicating that the leadership practices in the locale of the study are perceived as excellent.
2. **High Teacher Performance:** Similarly, respondents strongly agree with the performances of teachers, particularly in terms of their attitude towards students, mastery of subject matter, teaching methodology, and personal characteristics. These aspects also receive mean ratings in the range of 3.25 to 4.00, suggesting an excellent state of teacher performance in the study's locale.
3. **Strong Correlation:** There is a significant and positive correlation between the educational leadership practices of school leaders and the teachers' performances. This indicates that effective leadership practices contribute to high-performing teachers, particularly in areas related to their attitudes, subject mastery, teaching methods, and personal qualities.
4. **Observed Practices:** The observed practices of educational leaders in their respective schools revolve around the establishment of learning communities and organizations, the utilization of collaborative leadership approaches, the

implementation of innovative teaching methods, and the provision of mentoring and shepherding to their colleagues. These practices suggest a commitment to fostering a positive and supportive educational environment.

In summary, the study indicates that the educational leaders in the locale have established effective leadership practices that positively influence teacher performance. They prioritize collaborative and innovative approaches to leadership, which align with the goal of creating a learning-focused school environment. Overall, the findings suggest a positive educational landscape with strong leadership and teacher performance in the studied area.

Based on the conclusions of this study, the following are recommended:

1. **Leadership Development Programs:** Given the strong correlation between leadership practices and teacher performance, educational institutions should consider investing in leadership development programs for school leaders. These programs can enhance their skills in areas like goal setting, strategic resourcing, curriculum quality, teaching quality, and teacher development.
2. **Continuous Teacher Training:** To maintain and further improve teacher performance, schools should provide ongoing professional development opportunities. These programs can focus on areas such as teaching methodology, subject mastery, and personal characteristics.
3. **Promotion of Collaborative Leadership:** Encourage educational leaders to continue employing collaborative leadership approaches, as they have been shown to be effective. Schools can establish mechanisms for leaders to collaborate with teachers

- and other stakeholders in decision-making processes.
4. Innovation in Teaching: Schools should actively support and promote innovative teaching methods. This may include adopting modern educational technology, experimenting with new pedagogical approaches, and creating a culture of experimentation and improvement.
 5. Mentoring and Shepherding Programs: Expand and formalize mentoring and shepherding programs for teachers. Encourage experienced teachers to mentor their colleagues, fostering a culture of support and professional growth.
 6. Diverse Recruitment Strategies: Given the demographic profile of the majority of respondents, consider implementing strategies to attract a more diverse group of teachers, including those of different genders, age groups, and levels of experience.

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