Principal Leadership Qualities and Curriculum Leadership among Selected Rural and Urban Schools: Basis for Development Plan

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Abstract: Over the course of the second half of the 20th century, the topic of principal leadership has gradually become a global discussion[1]. Researchers from different countries have done a wide range of empirical studies and model constructions on primary leadership in connection with regional and global realities. The areas of this research that received the most attention were the practical aspects of principal leadership and its relationship to student development[2]. The seven categories of principle leadership are most closely related to students' academic outcomes, according to a recent meta-analysis, with curriculum, teaching, and evaluation changes being made by principals.

1. Introduction

Statement of the Problem
The objectives of this study are to assess and improve the curriculum leadership of principals and Principal Leadership Qualities. This study focuses specifically investigates and sought to answer the following questions:
1) What is the profile of the principals and principal respondents in terms of:
1.1) Principals' Profile
1.1.1) Age.
1.1.2) Sex,
1.1.3) School Affiliation,
2) What is the assessment of the principal respondents on the curriculum leadership of the principals of rural and urban schools in terms of:
2.1) Goal Setting
2.2) Schedule
2.3) Curriculum Quality
3) Are there significant differences in the assessment of curriculum leadership of principal's respondents of rural and urban schools when their profile is taken as test factors?
4) How to guarantee the necessary personal qualities of rural and urban middle school principals?
5) Are there significant relationships in the assessment of curriculum leadership of principals

between the rural schools and urban schools' principal respondents?

    6) Based on the findings of the study, what development plan can be recommended?

2. Significance of the study

    Significance of the study School principal training programs are essential for improving school leadership and promoting gains in student success and overall educational goals. Furthermore, in order to ensure the quality of professionals, a set of training program standards must be developed, with practical skills serving as the program's conclusion. This study investigated Chinese educators' perspectives on leadership program requirements that are critical to assisting school administrators in meeting their work obligations. The study findings will help the Ministry of Education identify the major leadership principles that will lead to principal preparation requirements in both higher and private institutions. This will be useful in planning or assessing school leadership training programs. This research might potentially contribute to the development of excellent school principal training programs by other researchers. The development of leaders is critical to school progress. The purpose of this study is to improve rural and principals by investigating the current state of curriculum leadership and the influencing factors among junior high school principals in rural areas. Principals. They can build an academic achievement vision for all high school students, foster an educational environment, foster leadership in others, enhance classroom teaching, and manage people, data, and procedures with the purpose of improving the school. They may so ensure that they can explain any important information to them in an acceptable manner, similar to how they would approach their children School Leaders This research may help school leaders to build an atmosphere that incorporates essentials like safety and order, as well as less tangible features like a supportive, responsive attitude toward kids and teachers feeling like they are part of a professional community focused on outstanding education.

3. Scope and Delimitations

    This article mainly examines the curriculum leadership principles and curriculum leadership principles of rural and urban middle school principals, and the curriculum leadership principles and goal setting, schedule arrangement, and curriculum quality of four representative courses. Focus on understanding the impact of my country's national policies on middle school leadership, some reflections of relevant experts and scholars on school leadership curriculum development, and the principles and goals of curriculum leadership, curriculum arrangements and curriculum settings that affect the quality of the four middle schools. Focus on understanding the impact of my country's national policies on middle school leadership, some reflections of relevant experts and scholars on school leadership curriculum development, and the principles and goals of curriculum leadership, curriculum arrangements and curriculum settings that affect the quality of the four middle schools. Rural revitalization and sustainably designed rural education mutually reinforce each other, with the former providing a political, economic, cultural, and ecological foundation for the latter's development, which in turn can promote the construction of rural politics, economy, culture, and ecology. In other words, the sustainable development of rural education encourages the sustainable development of rural education, and the sustainable development of rural education plays a critical strategic role in supporting rural regeneration. The unique social ecology of the rural, which refers to pursuing the social sustainable development environment, sustains the Chinese nation's culture and civilization. The practice of rural cultural responsibility education and changes to the rural building service process frequently experience a five-fold beginning, rise, radical development, transition, and peak. Practical experience has demonstrated the importance of rural education for the development of rural culture, memory transmission, and traditional village history.

4. Literature Review and Guiding Framework

More relevant books and studies on curriculum leadership and principal leadership skills (2017-2022)

Examining Related Literature and Studies

In this chapter, I thoroughly examine the literature pertinent to the issue of the study. The two sections of the literature study were given their own subheadings: (a) the most recent research on the leadership attributes of high school administrators and (b) the principal's involvement in influencing student accomplishment as it related to high school graduation.

There was no extensive research at the time on how the principal of a rural high school affects graduation rates. There were a few qualitative and comparative case studies in the literature that demonstrated the leadership skills of high school administrators. The majority of studies were undertaken in cities.

5. Principles of Leadership

The school as a developing institution, educational leadership traits, and student accomplishment were all given new considerations by Yiu, L.examined the effect of the principal on academic achievement[3]. The school principal's leadership style and views, school performance as a dependent variable, and finally the effect of principals on student outcomes were the three main assessment areas that they were most interested in. This investigation confirmed the claims made by the idea that principals' The effectiveness of their pupils' academic performance was compared to the educational leadership traits of high school administrators. When examining the educational leadership traits of the high school principle, leadership distribution is a crucial subject to understand. The writers acknowledged the importance of distributed leadership and noted a variety of elements that might both support and undermine its efficacy. The ninth-grade Integrated Science Curriculum , developed and implemented by principals of a public high school's science department in a metropolitan school district in the southwest of the United States, was the subject of a 25-year longitudinal study that showed that ISP is the outcome of principal curriculum leadership[4]. The second section was a case study of the curriculum leadership path and principal level[5]. In Queensland, Australia, researchers investigated the challenges to and enablers of distributed leadership among principals. The structural components that enable or inhibit dispersed leadership, according to the findings of the 13 principals who participated in the study, include resources, materials, values, and ideas[6]. The term "leadership team" refers to the individuals in charge of and with responsibility over decision-making in a specific institution.

6. Leadership Explorations

The goal of this research is to look into the leadership abilities of rural and urban secondary school principals. And its critical role in improving the efficiency of rural and urban secondary schools, attempting to improve the efficiency of rural and urban schools by improving the leadership of rural and urban secondary school principals, Adapting rural and urban secondary education to the needs of rural and urban socioeconomic development, Thus opening up a virtuous cycle of rural and urban primary and secondary education, Improving the quality of rural and urban primary and secondary education. The importance of this research lies in the fact that, among the various factors that limit the efficiency of rural and urban secondary schools in China, finding a breakthrough in improving and improving the effectiveness of rural and urban schools, promoting the development of rural secondary education, improving the quality of rural population, and making every effort for the construction of new countryside in China; and the second is to put

forward policy proposals for rural and urban secondary schools. Principals of rural and urban secondary schools are educators, leaders and administrators of rural and urban schools, organizers and implementers of rural and urban school management, and advisors on rural and urban school education reform and development. After the reform of the management system of compulsory education in rural and urban areas, as well as the mechanism of funding guarantee, the most urgent task has become strengthening the team of rural and urban middle school principals and improving the level of running schools and management of rural and urban middle school principals. This necessitates improving the management and efficiency of rural and urban secondary schools, promoting the balanced development of urban and rural education, and realizing the mission of rural and urban school education. The goal of this study is to examine the leadership abilities of secondary school principals in rural and urban areas. Improving the leadership of rural and urban secondary school principals in an effort to increase the effectiveness of rural and urban secondary schools, adapting rural and urban secondary education to the needs of the times of rural and urban socio-economic development, creating a positive cycle between rural and urban primary and secondary education, and improving the quality of the rural and urban secondary education. The effectiveness of rural and urban schools and the leadership effectiveness of principals of primary and secondary schools are theorized in this essay. Principals of secondary schools in rural and urban areas are essential to the survival and growth of those schools. All of these are critical to increasing the effectiveness of rural and urban secondary school principals' leadership. To strengthen the accountability framework for rural and urban secondary school principals, develop a new model of family and community involvement in these schools.
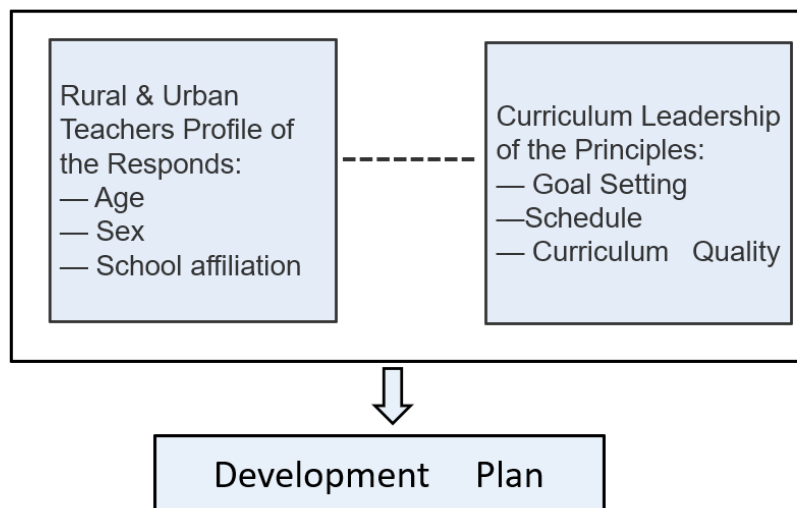
7. Research Paradigm

Figure 1: LIST OF FIGURES

Figure 1 depicts the profile of the respondents in terms of age, sex, and school affiliation, which will be used as study-relevant factors. In terms of goal setting, schedule management, and curriculum quality, the principal's curriculum leadership in rural and urban schools will be evaluated. A development plan will be created based on the study's conclusions.

8. Hypotheses

Ho 1 There are no significant differences in the assessment of curriculum leadership of principal

respondents when their profile is taken as test factors.

Ho 2 There are no significant relationships in the assessment of curriculum leadership of principals between the rural schools and urban schools' principal respondents.

9. Definition of Terms

The terms used in this study fall under the following definitions: Curriculum excellence. The act of performing duties that makes it possible for a school to fulfil its mission of offering top-notch instruction. To enhance learning and understanding, curriculum leadership links curriculum, instruction, assessment, and evaluation. Goal Setting. The setting of the school will affect how leaders conduct themselves and how successfully they implement and evaluate curriculum changes. It includes objectives and purposes. Schools in rural areas. Outside of towns and cities, there is a region known as the rural area or countryside. The overarching goal of standards-based learning is to ensure that students acquire the knowledge and skills deemed necessary for success in school, higher education, careers, and adulthood. Urban Education. Urban areas include cities, towns, and suburbs. Ban areas typically have a high population density, whereas rural areas have a low population density.

10. METHODOLOGY

10.1. Research Design

Descriptive research design is the methodology that will be used in the study. By gathering quantifiable data for statistical analysis of the population sample, descriptive research aims to conduct quantitative research. We can gather information about the demographic segment's characteristics using this well-liked market research tool. The aim of this study is to investigate how a group of Chinese educators perceived and felt about the demands placed on educational programs. This study used survey research techniques as its framework to gather information on people's attitudes, views, values, demographics, behaviors, opinions, habits, ideas, and other types of data. Questionnaires are one of the most efficient ways to collect data from a large number of people in a relatively short period of time.

11. Research Locale and Research Participants

Teachers from rural schools namely: Hengyun Middle School and Liao Tiao Middle School. Two urban schools are Shuanglin middle Schhol and Gucheng Middle School.

This research will provide an overview of the study's demographic and sample. Utilizing random sampling techniques, teacher respondents will be chosen.

12. Sampling Method

Table 1: Profile of the Respondents as to middle School Name

Rural Middle School	Respondents of Total Population
Hengyun Middle School	84
Liao tiao Middle School	65
Urban Middle School	
Shuanglin Middle School	58
Gucheng Middle School	48
TOTAL	255

The researcher will use total enumeration in getting the actual respondents in the research. Total enumeration is a sampling technique, where all of the whole population are measured. See Table 1 for details.

13. Data Gathering Procedure

The researcher will use the existing literature on curriculum leadership in China to design and develop the survey instrument for this study. Three experts will validate the questionnaire: the vice-president for academics, the department head, and the principals. The questionnaire will be improved based on the input of three experts. Once completed, the researchers will seek permission and consent from the administrators of the selected rural and urban Chinese schools. The survey will be prepared, distributed, and retrieved by the researcher via an online or in-person survey of respondents. Finally, the data must be organized, managed, analysed, and interpreted by the researcher.

14. Ethical Considerations

The researcher's personal data will be used in this study. The researcher compiles references and citations after reviewing the literature to ensure that all citations and data are accurate and reliable. This study's conclusions will be based on factual data, a comprehensive data collection will be carried out during the investigation process, and preconceived views will be eliminated throughout the entire process of collecting data and processing data to reach a conclusion. This study acknowledges the contributions made by earlier researchers in the research process and makes clear when it has referenced other people's opinions. The research's opinions and findings are all supported by data from legitimate investigations. Data are the foundation of this research. Any opinions expressed will not be the sole result of outside evaluation. The thesis writing process will be serious and not opportunistic. The respondents' information will be kept completely confidential throughout the research phase of this study, and all questionnaires will be completed anonymously. This helps to ensure that the respondents' survey responses will not be leaked due to their own responses.

15. Statistical Treatment of the Data

In order to clearly judge the meaning of the data so that researchers can better process the data and draw better conclusions, the following statistical tools were used in this study:

15.1. Frequency Count

The frequency count is used to describe the overall situation of the statistical data, and it can directly reflect the number of people who choose each option in each scale.

15.2. Percentage

In this study, percentages are used to describe the basic personal information of respondents, such as gender, age, professional title, marital status, etc. The proportion of respondents who directly reflect this situation to the total number of respondents.

15.3. Weighted Average

The weighted average refers to multiplying each value obtained by the survey by the

corresponding weight, then adding up the scores to obtain a total, and finally dividing the total by the total number of units to reflect the frequency of each value. This study uses weighted averages to calculate the average scores for each question and each dimension in the Curriculum Leadership of the Principals to reflect the respondents' average views on each question and each dimension.

15.4. Standard Deviation

This study uses the standard deviation to calculate the distribution of answers in the so as to truly reflect the degree of dispersion of the answers given by the respondents within a topic, and also provide a basis for further data analysis.

15.5. T-Test

A t-test is an inferential statistic that is used to see if there is a significant difference in the means of two groups that are connected in some way. It's most commonly employed when data sets, such as those obtained by flipping a coin 100 times, are expected to follow a normal distribution and have unknown variances. A t-test is a hypothesis-testing technique that may be used to assess an assumption that is relevant to a population. To evaluate statistical significance, a t-test examines the t-statistic, t-distribution values, and degrees of freedom. An analysis of variance must be used to execute a test with three or more means.

15.6. Analysis of Variance

This test will determine the significant differences in the assessment of respondents on the level of principals curriculum leadership when they are grouped by age.

15.7. Pearson's Product Moment of Correlation

This test will be used to determine the relationship that exists between the assessment of the students on the assessment of principals curriculum leadership and leadership qualities.

16. Decision Criteria

The data will be statistically treated using the following statistical tools: frequency and percentage, weighted mean, standard deviation, and t- test. The data will be set at a 0.05 level of significance. Furthermore, the null hypotheses will be accepted if the computed value is greater than the set value of 0.05 level of significance; otherwise, they will be rejected. See Table 2 for details.

Table 2: GOAL SETTING

4	3.51-4.00	Strongly Agree	Highly Evident
3	2.51-3.00	Agree	Evident
2	1.51-2.00	Disagree	Less Evident
1	1.00-1.00	Strongly Disagree	Not Evident

17. Conclusion

The goal of this study is to evaluate the effectiveness of principal leadership in terms of both theoretical and practical values in selected secondary schools in terms of curriculum leadership and principal leadership qualities as a foundation for improved instructional programs. By developing a theoretical system of principal leadership, this study aims to, on the one hand, expand the

theoretical scope of principal leadership research and, on the other, provide general theoretical research ideas for principal leadership research in the context of the current situation of principal leadership in primary and secondary schools in Hengyang, thus reflecting the theoretical value of this study.

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