

Online Organizational Leadership and Teacher Satisfaction in Higher Vocational College in China During Pandemic

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Abstract: Today, with the deepening of education and teaching reform in this digital reform era there are emphasis in education in which the school heads, with the assistance of teachers, are in charge of achieving the academic objectives of the school. It is the center of activities in the school, where the school heads focus on managing teaching and learning. In the current education environment with more and more prominent status of school heads, the teachers' assessment of their instructional leadership, has become one of the tasks. The purpose of this study is to determine the school heads' instructional leadership and put forward the teachers' academic performance. on the basis of quantitative analysis of the current investigation. This study selected 287 teachers from three universities in Qindao Province, China to participate in the questionnaire survey. Generally, the survey results showed that school heads have manifested instructional leadership and degree of influence to the teachers' academic performance. Based on the above research results, the researcher proposed to construct to update the professional development of teachers to be in keeping with digital era.

Keywords: Tourism perception, Cultural identity, Cultural confidence, Confirmatory factor analysis.

1. Introduction

To ensure that the nation's education attempts to give the best 21st-century education to future generations, the education system needs to be transformed to meet the ever-increasing needs of modern globalization. Most nations are thinking about or reevaluating their national education systems in light of the world's recent rapid progress. Planning for these diverse efforts, however, will not be successful if the school administrators acting as change managers cannot effectively manage them. Strong and troublesome school leaders are supposed to block this big agenda, while competent school leaders are expected to assist the government in achieving the agenda of the country's educational transition. Therefore, one of the major changes to catalyzing the education revolution is to place more focus on the caliber of school leaders.

The researcher believes that the digital economy has brought about changes in the times. In addition to following the requirements of the previous model of leadership, managers need to learn more about and master the characteristics of the digital economy era, change their thinking, concepts and working methods, adapt to the ever-changing and complex environment, and continuously improve their leadership.

The demand for talents in the digital economy era is different from the previous industrial era. In the future, the society will increasingly need comprehensive and innovative cross-border integration talents. Managers of vocational colleges must have an open mind and a cutting-edge awareness, closely adjust the goals of running schools around the development direction of the digital economy, and use digital thinking to reshape and recreate the higher vocational education system established in the industrialization era.

2. Statement of the Problem

(1) What is the respondents' assessment on instructional leadership in the digital economy era in select higher vocational colleges in China.?

(2) Is there a significant difference in the assessment of instructional leadership in the digital economy era when profiles are taken as test factors?

(3) What is the latest performance rating of teachers?

(4) Is there a significant relationship between instructional leadership and teachers' performance?

(5) What is the output of this research is to propose a professional training program?

3. Research Design

This is mainly a descriptive –comparative - correlational research. The methods of inquiry were adapted from standardized assessment tools. Correlational research is research designed to discover relationships among variables and to allow the prediction of future events from present knowledge.

The researcher analyzed the significant difference between instructional leadership in the digital economy era and based on profiles taken as test factors as well as the significant relationship between instructional leadership and teachers' performance. The output of this research is to propose a professional training program.

4. Relationship between Instructional Leadership and Teachers' Performance

instructional leadership dimension	STATISTICAL TREATMENT	
		Academic Performance
empowering learner	Pearson r	.562**
	Sig-value	.048
	Decision on Ho	Reject
	Interpretation	Significant
appraising principal	Pearson r	.423**
	Sig-value	.039
	Decision on Ho	Reject
	Interpretation	Significant
knowledge constructor	Pearson r	.256**
	Sig-value	.037
	Decision on Ho	Reject
	Interpretation	Significant
innovative designer	Pearson r	.335**
	Sig-value	.042
	Decision on Ho	Reject
	Interpretation	Significant
computational thinker	Pearson r	-.086
	Sig-value	.263
	Decision on Ho	Accept
	Interpretation	Not Significant
creative communicator	Pearson r	.079
	Sig-value	.303
	Decision on Ho	Accept
	Interpretation	Not Significant
global collaborator	Pearson r	-.047
	Sig-value	.541
	Decision on Ho	Accept
	Interpretation	Not Significant

5. Summary of Findings

(1) The overall assessment of the instructional leadership of school administrators was interpreted to have been “Slightly Manifested.” This means a more evidently show of instructional leadership a more visible school administrators. The details of the results on assessment of the school administrators’ instructional leadership dimension yielded the following results:

A. Rank 1 is the Empowering Learner dimension which was rated “Manifested”.

B. Rank 2 is the Knowledge Constructor dimension which was rated “Manifested”.

C. Rank 3 is the Computational Thinker dimension which was rated “Manifested”.

D. Rank4 is” Innovative Designer dimension which “Slightly Manifested”.

E. Rank 5 Global Collaborator dimension which was rated “Slightly Manifested”

F. Rank 6, Appraising the Principal dimension rated as Slightly Manifested, and finally:

G. Rank 7 is Creative Communicator dimension was rated “Slightly Manifested.” School leaders were perceived to excel the most in "Online project management," with the highest mean score indicating proficiency in planning and organizing online teaching schedules and activities.

(2) Using t-test of independent sample, the assessment among respondent -teachers showed no significant difference in the assessment of instructional dimension of school administrators when grouped in terms of sex. Using Analysis of Variance or F-test, the findings showed no significant difference on the assessment among teacher-respondents

when they are grouped according to age, years of teaching experience, and types of training attended.

(3) Of the 171 teacher- respondents from higher vocational colleges who were purposively taken as respondents, the majority or 61 % claimed to have attained a “Very Satisfactory “rating in their recent academic performance rating. While 27 % have attained an Outstanding rating. While 21% obtained a performance rating that ranged from Unsatisfactory to Satisfactory rating.

(4) Using Pearson r, the relationship between instructional leadership and teachers’ performance reveals significant and positive correlation in the following dimension of instructional leadership;

A. There is positive and significant correlation between the Empowering Learner dimension and the academic performance of teachers.

B. There is positive and significant correlation between the Appraising the Principal dimension and the academic performance of teachers.

C. There is positive and significant correlation between the Knowledge constructor dimension and the academic performance of teachers.

D. There is positive and significant correlation between the Innovative designer dimension and the academic performance of teachers.

The above cited dimensions indicate greater influence in teacher performance.

E. The relationship between Critical Thinker and Academic Performance is not significant.

F. There is no significant relationship between Creative communicator dimension and the Academic Performance of the teacher.

G. There is no significant relationship between the Global Collaborator dimension and the academic performance of the teacher.

6. Conclusion

(1) The purposively selected respondents have attained a certain kind of professional maturity and experience to become a credible to assessors of instructional leadership of their school administrators.

(2) That dimensions of instructional leadership are vital to current context of school administrators' leadership. Data coming from teachers serve as input for school organization's effective management. Therefore, school heads should continue to establish competence, and professional zeal that will deal with the dimensions of doing something for the school.

(3) It can be inferred that teachers' profile appears to have no consensus on the school administrators' leadership framework that have already been established.

(4) School principals foster healthy teaching-learning expectations and this can propel better academic performance among the teachers at work.

(5) Now it can be inferred that school administrators' instructional leadership dimensions manifests itself in teachers' academic performance. Perhaps, it also become a guide of reflection that look into the theory of constructivism, a driving force to look into probable areas for improvement of school heads based on the given standards.

7. Recommendations

(1) Since the profile did not dwell on the educational attainment of the teachers as respondents, giving more weight on the significance of their teaching experience and training, the researcher believes that in improving instructional leadership of the school principal, the school may spearhead a consultation with more seasoned and experienced teachers that could enhance and strengthen a better deal with current context of instructional leadership.

(2) To sustain teachers' academic performance, based on the result of the instructional leadership assessment., the management should encourage continued feedback particularly on the dimension of empowerment of learners, appeal for management (principal) support, propose innovation, and updating knowledge.

(3) There is potential for attaining excellent performance

among teachers, caution should be observed in recognizing this through incentives as this might throw off the true meaning of teaching commitment.

(4) As school administrators may focus too much on managing school operations, they may craft plans to collaborate with community, through parents and some industry partners to look into better channels for communication for immediate response and assistance for community resources when Central ministry is slow in meeting immediate needs of the students.

(5) The adoption of the proposed training program is highly sought by the researcher to the school head for immediate implementation.

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