



Research Paper

The Leadership of University Principals In Minority Areas Of Guangxi Zhuang Autonomous Region: Towards A Development Of Principal Leadership Action Plan

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ABSTRACT

This study investigates the leadership styles of university principals in selected universities in autonomous regions of Guangxi Zhuang Province. It further examines how the principals handle their teachers in terms of their leadership skills, performance satisfaction, and organization effectiveness. The study finds that most principals need to improve their leadership skills in terms of encouraging people to learn new things, which is most seen by the respondents, and emphasizing one's strengths over weaknesses, which is relatively less practiced. The assessment of teachers on university principals in terms of performance satisfaction shows that the teachers are highly satisfied by the performance of their principals or presidents. The most evident aspect of performance satisfaction is allowing teachers to learn new things and have new experiences. The lowest rating is not forcing a teacher to work more than the task given, which is relatively less practiced. And lastly, the assessment of teachers of university principals in terms of organizational effectiveness reveals that the principals and presidents have high organizational effectiveness. Based on this result, the researcher formulated a principal leadership action plan to further enhance the skills of the university principals in all aspects of management and administration.

Key words: Leadership Skills, Principal, Administrators, University Leadership

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I. INTRODUCTION

As the administrator and leader of the school, the principal is the key person to manage education well. The work of the president is to improve the efficiency of the university. In China's institutions of higher learning, the president assumes responsibility under the leadership of the university party committee. The president of a university exercises various powers prescribed by the Law on Higher Education and is fully responsible for teaching, scientific research, and administrative work.

Facing the world from the big change in one hundred, in the colleges and universities have to grasp the law of change of direction, grasp a good method, persistence pays special attention to the college party construction and ideological and political work and strengthen the overall leadership of the party in colleges and universities, adhere to the party school direction, uphold and improve the party's leadership system and mechanism, strengthen the leadership and cadres team construction in colleges and universities, We will further improve the level of university management by university leaders and promote the governance of universities in Guangxi Autonomous Region and the growth of young students.

II. RESULTS AND DISCUSSIONS

2.1 Profile of the Respondents

Table 3
Profile of the Respondents According to Sex

Sex	Respondents (N=400)	
	n	Percentage
Male	200	50%
Female	200	50%
TOTAL	400	100%

Table 3 shows the profile of the respondents according to sex. In terms of sex, there are equal numbers of males (50%) and females (50%). This means that in teaching, the male and female genders are the same in number and are no longer dominated by female teachers.

Table 4
Profile of the Respondents According to Educational Attainment

Educational Attainment	Respondents (N=400)	
	n	Percentage
Bachelor's Degree	139	34.8%
Master's Degree	221	55.2%
Doctorate Degree	40	10.0%
TOTAL	400	100%

In terms of the educational attainment of the respondents, Table 4 reveals that the majority of the respondents (55.2%) finished their master's degree. This is in line with the requirement that the minimum requirement for a university teacher is a master's degree. There are also quite a number of teachers who finished only a bachelor's degree (34.8%), which shows that there is a drought of teachers with graduate studies to be filled up. And lastly, there are fewer doctorate degree holders (10%), which can be explained by the number of years it takes for a doctorate degree to be finished.

Table 5
Profile of the Respondents According to Years of Teaching Experience

Years of Teaching Experience	Respondents (N=400)	
	n	Percentage
Less than 5 years	144	36.0%
5 years to 10 years	93	23.2%
11 years to 15 years	79	19.8%
16 years to 20 years	52	13.0%
More than 20 years	32	8.0%
TOTAL	400	100%

Table 5 reveals the years of teaching experience of teachers at the selected university in the Guangxi Zhou Autonomous Region. The majority of the respondent teachers (36.0%) teach only for less than 5 years. It means that most of the respondent teachers are new to the teaching profession. There are 93 (23.2%) teachers who teach for 5 to 10 years. In 11 to 15 years of teaching experience, there are 79 (19.8%) teachers. There are 52 teachers (13.0%) in the range of 16 years to 20 years of teaching experience. And only 32 teachers (8.0%) have more than 20 years of teaching experience. It means that very few of the respondents are considered seasoned teachers who have taught for more than 20 years.

2.2 Assessment of the teachers in the leadership style of university principal in ethnic minority areas of Guangxi Zhuang Autonomous Region in terms of Leadership Styles, Performance Satisfaction and Organizational Effectiveness.

Table 6
Assessment of Leadership Style

	Items	Mean	SD	Qualitative Description	Adjectival Interpretation
III.	He always listens to the teachers point of view.	3.98	1.06	Agree	Satisfied
IV.	There is an appreciation of the efforts done in my job.	4.26	0.88	Strongly Agree	Very Satisfied

V.	Promotes teamwork in all the task done.	4.31	0.85	Strongly Agree	Very Satisfied
VI.	Always motivate the teachers to do their best	4.33	0.89	Strongly Agree	Very Satisfied
VII.	He emphasize one's strength over weaknesses	3.87	1.05	Agree	Satisfied
VIII.	Encourage people to learn new things	4.35	0.89	Strongly Agree	Very Satisfied
IX.	Has the ability to adapt to different types of people.	4.27	0.89	Strongly Agree	Very Satisfied
X.	He usually help others to develop themselves	4.14	0.94	Agree	Satisfied
XI.	He likes to make others feel good	4.07	0.97	Agree	Satisfied
XII.	Gives a lot of respect to subordinates	4.28	0.92	Strongly Agree	Very Satisfied
XIII.	Overall Mean	4.18		Agree	Satisfied

Legend: 4.20-5.00 (Strongly Agree/Very Satisfied), 4.19-3.40 (Agree/Satisfied) 2.60-3.39 (Moderately Agree /Moderately Satisfied), 1.80-2.59 (Disagree/Dissatisfied), 1.00-1.79 (Very Poor/Very Dissatisfied)

As shown in Table 6, the overall mean of 4.18 indicates that the respondents consider their principals or presidents satisfied with their performance. Item 6, which says the principals and presidents encourage people to learn new things, is the practice that is most seen by the respondents. It has the highest mean in the data set. On the other hand, emphasizing one's strength over weakness (item 5) is relatively less practiced. Its 3.87 mean is the lowest among the indicators. The standard deviations (SD), which range from 0.85 to 1.06, show that the individual assessments are diverse. It deviates from the means.

**Table 7
Performance Satisfaction**

Items	Mean	SD	Qualitative Description	Adjectival Interpretation
1. Use practical method in solving problem	4.20	0.96	Strongly Agree	Very Satisfied
2. Act confident and act quickly whenever necessary	4.19	0.99	Agree	Satisfied
3. Listen to others before making own points	4.16	0.99	Agree	Satisfied
4. Never forced to work more than the task given to me	3.57	1.32	Agree	Satisfied
5. My current work as a teacher provides a continuous growth	4.15	0.96	Agree	Satisfied
6. Let us play a fundamental task in the organization	4.11	0.97	Agree	Satisfied
7. The work allows me to earn a decent living	4.05	0.99	Agree	Satisfied
8. Allows me to learn new things and experiences	4.27	0.87	Strongly Agree	Very Satisfied
9. Let us believe that we are "winner in life	3.96	1.07	Agree	Satisfied
10. Patient and encourage open ended discussion	4.05	1.02	Agree	Satisfied
Overall Mean	4.07		Agree	Satisfied

Legend: 4.20-5.00 (Strongly Agree/Very Satisfied), 4.19-3.40 (Agree/Satisfied) 2.60-3.39 (Moderately Agree /Moderately Satisfied), 1.80-2.59 (Disagree/Dissatisfied), 1.00-1.79 (Very Poor/Very Dissatisfied)

Table 7 shows that the respondents are highly satisfied with the performance of their principals or presidents. The overall mean of 4.07 supports this claim. The most evident aspect of performance satisfaction is allowing teachers to learn new things and have new experiences (item 8). It has the highest mean of 4.27. On the other hand, item 4 got the lowest mean of 3.57 in the data set. This means that not forcing a teacher to work more than the task given is relatively less practiced. The SD range of 0.96 to 1.32 shows a considerable dispersion from the means. This implies that the respondents have diverse assessments of performance satisfaction.

Table 8
Organizational Effectiveness

Items	Mean	SD	Qualitative Description	Adjectival Interpretation
1. Gives incentives for career growth	4.21	0.90	Strongly Agree	Very Satisfied
2. I feel that I am secured in my line of work	4.07	1.03	Agree	Satisfied
3. Provides feedback to its subordinates	4.08	0.98	Agree	Satisfied
4. Make others feel appreciated in the organization	4.07	1.02	Agree	Satisfied
5. Gives rewards to performing employees	4.20	0.95	Strongly Agree	Very Satisfied
6. Pleasant to work within the organization	4.16	0.97	Agree	Satisfied
7. Encourage to think in different and unconventional ways	4.18	0.91	Agree	Satisfied
8. Pays attention to others isolated from the work place	4.01	1.00	Agree	Satisfied
9. Let others to work on their best	4.24	0.88	Strongly Agree	Very Satisfied
10. Analyze matters and make decision through consultation	4.17	0.94	Agree	Satisfied
XIV. Overall Mean	4.14		Agree	Satisfied

Legend: 4.20-5.00 (Strongly Agree/Very Satisfied), 4.19-3.40 (Agree/Satisfied) 2.60-3.39 (Moderately Agree/Moderately Satisfied), 1.80-2.59 (Disagree/Dissatisfied), 1.00-1.79 (Very Poor/Very Dissatisfied)

Table 8 shows that the principals and presidents have high organizational effectiveness, as shown by the overall mean of 4.14. Letting others work best is the most observable practice of the principals and presidents. This is shown in the highest mean (4.24) obtained by item 9. The rest of the indicators are relatively close to the highest mean, which shows that the entire set of indicators of organizational effectiveness are practiced by the principals and presidents. The SD range of 0.88 to 1.03 indicates that the individual assessments of the respondents are diverse. It is also considerably deviated from the means.

2.3Is there a significant difference between the leadership style of university principals in ethnic minority areas of Guangxi Zhuang Autonomous Region when their profile is taken as test factors?

Table 9
Comparison of Means in Terms of Leadership Style

Profile	Mean	t value	F value	p value	Interpretation
Sex		-1.040		.299	Not Significant
Male	4.146				
Female	4.223				
Educational Attainment			.761	.468	Not Significant
Bachelor's Degree	4.232				
Master's Degree	4.143				
Doctorate Degree	4.245				
Years of Teaching Experience			1.350	.251	Not Significant
Less than 5 years	4.254				
5 years to 10 years	4.236				
11 years to 15 years	4.157				
16 years to 20 years	4.056				
More than 20 years	3.996				

Table 9 shows the results of the independent t-test and ANOVA. The comparison of means between male and female respondents yielded a t-value of -1.040 and a p-value =.299. This means that the difference is not significant. Sex is not a factor in the assessment of leadership style.

The difference in the means based on educational attainment resulted in $F = .761$ and $p = .468$. This indicates no significant difference in the respondent's perception of leadership style based on educational attainment.

The analysis of the difference based on years of teaching resulted in $F = 1.350$ and $p = .251$. The difference is not significant. This means that the years of teaching are not a factor in the respondents' assessment of leadership style.

Table 10
Comparison of Means in Terms of Performance Satisfaction

Profile	Mean	t value	F value	p value	Interpretation
Sex		-0.406		.685	Not Significant
Male	4.051				
Female	4.086				
Educational Attainment			3.134	.045	Significant
Bachelor's Degree	4.250				
Master's Degree	3.972				
Doctorate Degree	4.166				
Years of Teaching Experience			1.193	.314	Not Significant
Less than 5 years	4.172				
5 years to 10 years	4.080				
11 years to 15 years	4.022				
16 years to 20 years	3.902				
More than 20 years	3.959				

Table 10 shows the comparisons of performance satisfaction assessments. In terms of sex, the t value is -0.406 and p =.685. The difference between the male and female assessments is not significant. Based on the years of experience, the comparison yielded an F value of 1.193 with p =.314. This also indicates no significant difference. In terms of educational attainment, F = 3,134 and p =.045. This shows a significant difference. This means that the gender of the respondents has no effect in terms of the satisfaction level with the performance of the principal.

Table 11
Comparison of Means in Terms of Organizational Effectiveness

Profile	Mean	t value	F value	p value	Interpretation
Sex		-0.227		.821	Not Significant
Male	4.130				
Female	4.149				
Educational Attainment			1.816	.164	Not Significant
Bachelor's Degree	4.227				
Master's Degree	4.067				
Doctorate Degree	4.448				
Years of Teaching Experience			1.161	.328	Not Significant
Less than 5 years	4.208				
5 years to 10 years	4.223				
11 years to 15 years	4.034				
16 years to 20 years	4.027				
More than 20 years	4.028				

Table 11 shows the t-value of -0.227 for the male and female comparisons with p =.821. This indicates no significant difference. In terms of educational attainment, there is also no significant difference with F = 1.816 and p =.164. Similarly, the years of teaching experience did not show a significant difference. Its F =1.161 and p =.328. The respondents' profile variables are not factors in the assessment of organizational effectiveness. Only a verification that educational attainment does not affect the satisfaction of how the principal performs his duties.

Table 12
Post Hoc Analysis for the Significant Difference in Terms of Educational Attainment

Comparison	p value	Interpretation
Bachelor's Degree		
Master's Degree	.098	Not Significant
Doctorate Degree	.849	Not Significant
Masters' Degree		
Doctorate Degree	.148	Not Significant

The post hoc analysis does not show a significant difference in the pairwise comparisons between the educational attainment groups. This means that the significant difference shown in table 10 comes from the overall comparison of the three groups.

Table 13
Comparison of Overall Leadership Style

Profile	Mean	t value	F value	p value	Interpretation
Sex		-0.559		.576	Not Significant
Male	4.109				
Female	4.153				
Educational Attainment			1.937	.145	Not Significant
Bachelor's Degree	4.209				
Master's Degree	4.062				
Doctorate Degree	4.241				
Years of Teaching Experience			1.211	.306	Not Significant
Less than 5 years	4.211				
5 years to 10 years	4.180				
11 years to 15 years	4.071				
16 years to 20 years	3.995				
More than 20 years	3.996				

Table 13 shows the comparison of the overall leadership style assessments of the respondents based on their profiles. In terms of sex, the independent t-test shows a t value of -0.559 with $p = .576$. This means that there is no significant difference between the means of the male and female respondents. In terms of educational attainment, the ANOVA yielded an F value of 1.937 and a p value of .145. This means that there is no significant difference among the means of the three groups under educational attainment. With years of teaching experience as the basis for the comparisons, the ANOVA resulted in an F value of 1.211 with $p = .306$. This means that there is no significant difference among the means of the different groups under years of teaching experience. With these results, the null hypothesis is not rejected.

2.4. The current challenges facing the leadership of university principals in ethnic minorities areas of Guangxi Zhuang Autonomous Region.

Table 14
Challenges in the Leadership of University Principals in Ethnic Minorities Areas

Themes	Defining Elements	Participants
Continuous school improvements	The principals strive to establish a school with quality. Improving the quality of education to meet high expectations from stakeholders is hard. Keeping the school competitive is also difficult for the principals.	P1, P5, P7
Human resource management	Ensuring the quantity and quality of teachers is a problem for principals. There is a high turnover of high-level talents. Principals have to develop and retain teachers. Creating a positive work culture is also a challenge to principals. Teachers resist reforms.	P1, P2, P3, P4 P3, P4
Lack of Resources	The principals are having difficulty getting enough funds. Managing the school's budget while providing high-quality education is a difficult task. The shortage of educational resources restricts principals' efforts to develop the school. The economic capacity of Guangxi region is not enough to support the principals' development plan for their schools.	P1, P2, P4, P6 P6, P7

The qualitative analysis of the interviews about the challenges met by the principals yielded three themes: continuous school improvement, human resource management, and lack of resources. The principals are pressured to keep their school improving to make it competitive. The deepening educational reform in China has pushed schools to improve significantly, resulting in fierce competition for enrollment. Expectations from stakeholders like parents are also rising fast. The principals have to strive to meet their demands. One of the principals has to spend considerable time holding meetings with parents, informing them about the development of schools, and communicating with them.

Managing the human resources of the school, particularly the teachers, is also a big challenge for principals. High-level teachers are difficult to attract and retain. There is a high level of mobility among good teachers. Given this situation, the principals must exert considerable effort to develop their teachers professionally. The principals had to establish a good school culture as well and ensure the protection of the teachers' well-being. In this way, they can enhance the participation of teachers in school development. As claimed by one principal, his teachers resist reforms.

IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The following conclusions are drawn from the findings of the study:

1. The profile of the respondents shows that there are an equal number of male and female teachers, and most are graduates of master's degrees with a few years of teaching experience.
2. In the overall assessment of university principals by the teacher respondents, it can be concluded that most of the university principals are performing well in terms of leadership styles. Most of the teachers are also satisfied with their performance and organizational effectiveness.
3. The research shows that there is no significant difference between the leadership styles of university principals and the profiles of the teachers, which concludes that the teachers agree that the university principals are performing well in their task as school leaders.
4. The study reveals that today's challenges in the leadership of university principals are continuous school improvement, human resource management, and a lack of resources.

4.2 Recommendations

Based on the conclusions made in the study, the following are hereby recommended:

1. Most of the teachers are new in the profession, and most have bachelor's degrees, which is not befitting for a university teacher. The researcher recommends that they hire more experienced and qualified teachers at the university.
2. The university principal must allow teachers to learn new things in teaching so that they can enhance their teaching skills. They must also focus more on the strengths of teachers to develop rather than emphasizing their weaknesses.
3. The university principal must further enhance their leadership skills and their performance as administrators of the university teachers. Further, as university principal administrators, they must lead with high standards of effectiveness.
4. There must be continuous learning for university principals through seminars and trainings. They should have more knowledge in handling teachers in all aspects of teaching. The university must fund financial resources to support the principals in the implementation of their tasks and make them more effective and efficient administrators of the university.

Proposed Output of the Study PRINCIPAL LEADERSHIP ACTION PLAN

Major Activities	Objectives	Participants	Resources	Timeline
1. Leadership Skills	To further enhance the leadership skills as administrators and be acquaint with various leadership skills	Univeristy principals/ Administrators	College/ University	1 st Term 2024-2025
2. Mentoring and Guidance	To properly guide teachers and staff in the university	Univeristy principals/ Administrators	College/ University	1 st Term 2024-2025
3. Resource Management	To maximize the use of financial resources in development of programs	Univeristy principals/ Administrators	College/ University	1 st Term 2024-2025
4. Curriculum Development	To gain knowledge in the development of course curriculum for students	Univeristy principals/ Administrators	College/ University	1 st Term 2024-2025
5. Conflict Management	Develop skills in handling various conflicts in the institution	Univeristy principals/ Administrators	College/ University	2 nd Term 2024-2025
6. Strategic Problem Solving	Learn various strategy in solving current issues in administration of schools	Univeristy principals/ Administrators	College/ University	2 nd Term 2024-2025
7. School Networking	Equipped with learning in networking	Univeristy principals/ Administrators	College/ University	2 nd Term 2024-2025

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