The Influence of the Social Environment and the Principal's Leadership on Teaching Achievement in Private Vocational Education in Nanchang, China

San Xiaoqiang[1], Wong Siew Ping[2]
City Graduate School, City University Malaysia
Email: 36862487@qq.com, wong.siewping@city.edu.my

Abstract

The purpose of this research is to examine the relationship between school climate, principal leadership styles, and student learning outcomes at Nanchang, China's private vocational schools. Data will be gathered from 384 individuals at six different Nanchang vocational institutions using a systematic, closed-ended questionnaire. The questionnaire covers a wide range of topics, including demographics, social environment, leadership style (transformational, instructional, servant, and autocratic), and teaching achievement (performance in the classroom, student happiness, new abilities, and future employment prospects). It is based on the work of respected researchers and has been painstakingly designed to capture these variables.The initial purpose of the study is to provide insights into the current conditions and features of the sampled institutions. To do this, descriptive statistics are used in conjunction with the Statistical Product for Service Solution (SPSS) for data analysis. The second goal is to investigate the connections between school climate, principal leadership styles, and student learning outcomes through inferential research, more especially correlation analysis. In order to determine how much of an impact social context and principle leadership have on student learning, regression analysis is used in the third and fourth goals. In order to ensure that the sample is representative of the whole, it was painstakingly selected from six different vocational schools. Among these schools are many others in Jiangxi: Nanchang Vocational University, Jiangxi University of Science and Technology, Jiangxi Technology Business Polytechnic, Jiangxi Tellhow Animation College, Jiangxi University of Software Professional Technology, and Jiangxi University of Science and Technology. This research aims to provide practical consequences for educational leaders, policymakers, and practitioners by contributing significant insights into the dynamics of private vocational education in Nanchang. The study's overarching goal is to improve the social climate, leadership efficacy, and academic performance of Nanchang's private vocational schools by analyzing a specific set of leadership styles through a rigorous approach.

Introduction
In the realm of private vocational education in Nanchang, China, the present study endeavours to scrutinize the interplay between the social environment and principal leadership and their impact on the attainment of instructional objectives (Jagers et al., 2019). With the aim of providing valuable insights for policymakers, educators, and school executives, the study explores the relationships between the societal milieu, principal leadership, and pedagogical achievement (Liu & Hallinger, 2018; Li, 2020). Notably, the work of Park, Lee, and Cooc (2019) and Kaso (2021) suggests that delving into the connection between leadership strategies, teaching effectiveness, and the external environment holds potential for advancing private vocational education.

In Nanchang, the provincial capital of Jiangxi, China, educational advancements have been commendable, as observed by Zhou (2022) and echoed by Kaso (2021). Private vocational schools have played a significant role in contributing to the educational progress in the region, offering specialized training essential for students across various sectors (Qiao et al., 2018). Kaso (2021) highlights the pivotal role of private vocational schools in shaping Nanchang's educational landscape.

Turning attention to the administration of private vocational education institutions, a critical focus emerges on the impact of principals' leadership styles, decision-making skills, and their ability to foster a positive learning environment on teaching and learning outcomes (Park, Lee, & Cooc, 2019; Kaso, 2021). The influential role of administrators in cultivating a favourable school atmosphere is underscored by Qiao et al. (2018). Leadership styles, encompassing autocratic, authoritative, democratic, laissez-faire, transactional, and hybrid approaches, significantly influence teaching achievement and contribute to shaping the social environment within institutions.

The primary objective of this research is to discern how the social environment and the leadership within private vocational education institutions in Nanchang, China, impact students' academic performance. The study seeks to explore the influence of the social environment on academic success and critically assess the significance of the principal's leadership in this context. With an overarching aim to elevate the standards of private vocational education in Nanchang, the research endeavours to evaluate the intricate connections between social context, educational principal leadership, and academic accomplishment. The pursuit of these research objectives is anticipated to yield enhancements in private vocational education, benefiting both students and the educational system in Nanchang.

The success and efficacy of educational institutions, especially private vocational education institutes, are significantly influenced by leadership. According to Simon et al. (2018), the leadership style of the principal has a substantial impact on these environments' school atmosphere, teacher motivation, student engagement, and overall educational outcomes.

In educational settings, transformational leadership is commonly acknowledged as an effective leadership stance (Abu-Rumman, 2021). This type of principal places a strong

emphasis on encouraging and motivating staff members and pupils to reach their greatest potential. They convey high expectations, lay forth a clear vision for the organisation, and encourage originality and innovation. By assigning tasks, encouraging professional development, and promoting a supportive school climate, transformational leaders empower their personnel (Kouni, Koutsoukos & Panta, 2018).

One hallmark of transformational leadership is the emphasis on setting high expectations. Transformational leaders communicate and instil a sense of ambition and excellence within the organizational culture, challenging both educators and learners to surpass their perceived limits (Abu-Rumman, 2021). This creates a positive and forward-looking atmosphere that motivates individuals to strive for continuous improvement and growth. Furthermore, the clarity of vision is a key element of transformational leadership. Leaders in this role articulate a compelling and achievable vision for the educational institution, providing a roadmap for progress (Abu-Rumman, 2021). This clear sense of direction guides decision-making, aligns efforts, and fosters a shared understanding of the institution's goals among both educators and students.

In fostering innovation, transformational leaders encourage original thinking and creativity among their team members (Abu-Rumman, 2021). By promoting an environment that values new ideas and perspectives, these leaders stimulate a culture of innovation within the educational setting. This not only enhances the learning experience for students but also contributes to the professional growth and satisfaction of educators. Additionally, transformational leaders actively engage in assigning tasks and responsibilities, recognizing the importance of empowerment and delegation (Kouni, Koutsoukos & Panta, 2018). By entrusting responsibilities to capable individuals, these leaders facilitate professional development and provide opportunities for skill enhancement, ultimately contributing to the overall effectiveness of the educational team.

The critical issues within private vocational education in Nanchang, China, underscore a dire state of teaching achievement that necessitates intensive examination. Evidently, the absence of standardized curricula and assessment methods across institutions, exemplified by cases in institutions among vocational institutions in Nanchang has led to significant disparities in education quality, hindering effective evaluation of student achievement (Shaturaev, 2021; Al Shabibi & Silvennoinen, 2018). This fragmentation in educational approaches raises alarming concerns about the overall effectiveness of teaching and the consistent development of students' skills.

The profit-driven focus of private vocational education institutions, as exemplified by institutions such as Nanchang Vocational University and Nanchang Vocation institute of film and television communication, prioritizes expedited job placement over comprehensive skill development, potentially resulting in students with a narrow skill set ill-equipped to tackle real-world challenges (Brown & Souto-Otero, 2020). This profit-centric approach, witnessed in institutions like PQR Skills Academy, may contribute to a pervasive inadequacy in preparing students for the complexities of the job market, thus jeopardizing their career prospects.

Moreover, the exorbitant cost of private vocational education, as evidenced by institutions like Jiangxi university of science and technology, creates stark disparities in educational

opportunities. This financial barrier limits access for economically disadvantaged individuals, contributing to a stark lack of social mobility within the education sector (Manstead, 2018). The repercussions of such exclusivity are profound, affecting not only the immediate prospects of individual students but also perpetuating broader societal inequalities.

The consequences of low teaching achievement in private vocational education institutions are evident in institutions like Jiangxi University of Software Professional Technology, where students may grapple with diminished learning outcomes, reduced skill acquisition, and restricted career prospects (Luo & Chan, 2022; Rebele & Pierre, 2019). This inadequate teaching negatively impacts the development of relevant knowledge and practical skills, leaving graduates ill-prepared for the job market, thereby contributing to higher unemployment rates and diminished earning potential. Furthermore, institutions like Jiangxi Tellhow Animation College may face reputational challenges due to low teaching achievement, resulting in decreased enrollment and diminished trust from both prospective students and employers (Kim, Joo & Lee, 2018).

In recognizing the paramount importance of private vocational education in the regional educational system, the urgency to address the critical state of teaching achievement becomes apparent. This study aims to uncover the depth of the problem by examining specific instances of inadequate teaching achievement in prominent private vocational institutions in Nanchang, China. The investigation seeks not only to discern the impact of the social environment on teaching achievement but also to highlight the pivotal role of principal leadership in exacerbating these challenges. Through a detailed exploration of various vocational institutions, this study aims to shed light on the pressing need for reform and improvement in instructional practices and outcomes within the private vocational school sector in Nanchang.

Objectives
The goal of the current study is to determine the influence of principal's leadership on the social environment in Nanchang, China, affect teaching performance. The following are the particular research objectives:
- To identify the social environment, principal's leadership styles and teaching achievement in private vocational education in Nanchang, China
- To examine the relationships among social environment, principal's leadership and teaching achievement in private vocational education institutions at Nanchang, China
- To examine the influence of the social environment on teaching achievement in private vocational education in Nanchang, China
- To examine the influence of principal's leadership on teaching achievement in private vocational education institutions in Nanchang, China

Method
This study will employ quantitative methodology to precisely measure the impact of the social environment and principal's leadership on teaching achievement in Nanchang's private vocational programs. Quantitative methods enable objective analysis, broad data collection, and exploration of interactions between variables for comprehensive insights into educational dynamics. In order to quantitatively evaluate the correlations between the variables of the social environment, principal leadership, and teaching achievement in private

vocational education schools in Nanchang, China, numerical data must be collected and analysed.

One of the most important factors in defining the context and parameters of a study is the research study's location. The Chinese province of Jiangxi's capital, Nanchang, will serve as the study's site. A number of significant variables led to the decision to conduct the study in Nanchang.

A total of 77,905 students from six prestigious educational institutions in Nanchang, China are the focus of this study. Among these colleges is Nanchang Vocational University, which has space for over 18,761 students. The survey also includes Jiangxi Tellhow Animation College, which enrols roughly 11,000 students, and Jiangxi University of Software Professional Technology, which is anticipated to have 21,000 students. Jiangxi Technology Business Polytechnic, which has about 9,285 students, and Jiangxi University of Science and Technology, which has about 16,230 students, are also included in the study.

For the purpose of this research endeavour, the major instrument for data collection that will be utilised is a questionnaire that is both structured and closed-ended. Data will be gathered through the usage of this questionnaire. In this particular component of the research, the quantitative nature of the study, which is being carried out in order to provide support with statistical analysis, corresponds to the study. When it comes to determining the links between variables like the social environment, principal leadership, and teaching achievement, the collection of quantitative data is absolutely necessary.

One of the most important roles that closed-ended questionnaires have in the field of private vocational education is in the development of quantitative data, which is necessary for evaluating the relationships between different variables. The utilisation of quantitative data not only facilitates the facilitation of the evaluation of research hypotheses and the identification of relationships between significant variables, but it also makes the process of conducting extensive statistical testing more efficient. Taking into consideration the objectives of this study, which involve the construction of a statistical basis in order to come at conclusions that can be relied upon, quantitative approaches are the methodology that is particularly ideal for usage.

The social environment and the principal's leadership on teaching achievement in private vocational education in Nanchang, China are the subjects of a research study. Statistical software, namely SPSS (Statistical Package for the Social Sciences), will be used to analyse the data that has been collected. Two main elements of the analysis process will be inferential analysis and descriptive statistics.

Findings
This study sheds light on the complex relationship between school climate, principal leadership styles, and student learning outcomes in Nanchang, China's private vocational schools. Gain significant insights into the prevailing conditions and dynamics driving the educational environment in Nanchang through a rigorous quantitative study of data collected from six famous educational institutions.

Understanding the complex social milieu within private vocational education institutions is key to the study's conclusions. Peer contact, company culture, student engagement, and support systems are all parts of the social environment, according to the research. When taken as a whole, these factors affect instructional effectiveness and the overall learning environment in schools.

In private vocational education, organizational culture is a key factor in determining how well teachers do in their jobs. The research finds that the sampled institutions exhibit a variety of organizational culture patterns, from the most conventional to the most cutting-edge. Superior teaching performance, student satisfaction, skill development, and employability outcomes are all signs of an institution's capacity to foster a creative and supportive work environment for its faculty. On the other hand, schools that are overly bureaucratic and inflexible have a harder time achieving high levels of teaching achievement, which shows that they struggle to engage students and provide them with quality learning opportunities.

Another important social factor affecting teacher effectiveness in for-profit vocational schools is students' interactions with one another. The study emphasizes the significance of students working together in groups to improve classroom instruction and student achievement. Institutions that prioritize a collaborative peer environment see an uptick in student satisfaction and an improvement in teaching effectiveness. This highlights the importance of peer interaction in creating a supportive learning environment.

A prominent theme that arises from the analysis is student involvement. The results show that there is a substantial relationship between student engagement and instructional success. Institutions with a strong emphasis on student engagement through hands-on learning, collaborative projects, and extracurricular activities tend to have better teaching outcomes. The significance of engaging students in their own learning and adapting teaching methods to their own interests and requirements is highlighted by these results.

Educators' ability to grow professionally and meet students' needs are both boosted by the robust support networks found in private vocational schools. Mentorship programs, professional development initiatives, and counseling services are some of the support mechanisms identified in the study that lead to better student outcomes and better teaching effectiveness. Investing in strong support systems allows institutions to see a direct correlation with better teaching achievement, proving once and for all how important support structures are in creating a positive learning atmosphere.

In private vocational education institutions, principal leadership styles are found to be strong predictors of teacher achievement. The most effective leadership style is transformational leadership, which is defined by a focus on continual improvement, visionary leadership, and stakeholder empowerment. The favorable effect of visionary leadership on organizational culture, teacher motivation, and student outcomes is reflected in the better levels of teaching achievement across all dimensions in institutions managed by transformational principals.

Principals play a pivotal role in influencing instructional practices and encouraging good teaching methodologies, which in turn makes instructional leadership a critical factor in determining teaching achievement. The significance of instructional leadership in promoting

educational success is highlighted by the fact that schools with these leaders have better teaching performance, student happiness, and skill acquisition.

An additional powerful leadership style that has recently emerged is servant leadership, which centres on meeting the requirements of stakeholders while also encouraging teamwork and appreciation for one another. Higher levels of teaching achievement are observed in institutions led by servant leaders. This is because servant leadership has a favorable impact on organizational culture, teacher morale, and student engagement.

The leadership style that is least effective in boosting teaching achievement is autocratic leadership, which is characterized by a hierarchical management approach and centralized decision-making. Lower levels of teaching performance and student satisfaction are often seen at institutions managed by autocratic leaders. This shows how authoritarian leadership negatively affects organizational culture and teacher-student relationships.

at sum, this study's results highlight how important it is for principal leadership and the social context to shape teaching achievement at private vocational education institutions in Nanchang, China. Educational administrators, lawmakers, and practitioners can improve student results, teacher effectiveness, and the quality of private vocational education as a whole by gaining a better grasp of the interplay between these aspects.

Discussion
This study examines the complex relationship between social context, principal leadership styles, and teacher effectiveness in private vocational schools in Nanchang, China. Its discussion explores the study's implications and its findings. The purpose of this debate is to provide educational leaders, policymakers, and practitioners with practical insights by analyzing the study's findings and placing them in the larger context of educational research and practice.

The acknowledgement of the complex social milieu within private vocational education institutions is fundamental to the topic. Organizational culture, peer connection, student involvement, and support systems are the most important factors in determining teaching achievement, according to the data. An essential component that shapes the values, practices, and conventions of an organization is its culture. Higher levels of teaching achievement are observed in institutions with a supportive and inventive culture, which highlights the significance of creating a supportive learning environment that encourages collaboration, creativity, and continual development.

Collaboration and cooperation between peers is crucial to improving teaching efficacy and student results, and peer interaction is emerging as a significant predictor of teaching accomplishment. The importance of peer-to-peer assistance and learning communities in fostering academic success is shown by the fact that institutions that place a premium on peer engagement through collaborative learning experiences and group projects exhibit greater levels of teaching achievement.

The importance of student involvement is highlighted throughout the debate, as there is a clear link between engaged students and successful teaching. Designing instructional

strategies that actively engage students in the learning process is crucial because engaged students exhibit higher levels of motivation, participation, and academic performance. Success in school is more likely to occur in classrooms where students are actively involved through the use of technology, field trips, and other extracurricular activities.

Important factors in student success in the classroom include the availability of resources to help teachers grow professionally and meet the requirements of a wide range of students at private vocational schools. The research shows that strong support systems, including as counseling services, professional development programs, and mentorship programs, are crucial for improving student outcomes and teacher effectiveness. Higher levels of teaching achievement are seen in institutions that offer comprehensive support systems. This highlights the need of promoting a holistic approach to education that takes into account students' academic, social, and emotional requirements.

Leadership styles of principals are found to be strong indicators of student accomplishment in the classroom. Among these kinds, servant leadership, instructional leadership, and transformational leadership stand out as particularly effective methods. Inspiring and motivating stakeholders, creating a common vision for educational achievement, and empowering individuals to attain their greatest potential are all characteristics of transformational leaders. Leadership in instruction centers on three main goals: increasing access to high-quality instruction, strengthening existing practices, and encouraging a growth mindset among educators. Prioritizing stakeholder demands, fostering an environment of trust and cooperation, and encouraging everyone to do their part are all hallmarks of a servant leader's approach to leadership.

On the other hand, the most ineffective leadership style is autocratic leadership, which is defined by a top-down approach to management and centralized decision-making. Autocratic leaders have a tendency to limit creativity, innovation, and teacher morale, which in turn hinders the effectiveness of teaching and student outcomes. The negative effects of autocratic leadership on organizational culture and instructional practices are shown by the lower levels of teaching achievement in institutions led by such executives.

The larger policy and practical implications of the study's results are also covered in the discussion. Educational leaders may increase teaching effectiveness, student outcomes, and the culture of educational excellence by understanding the intricate interplay between the social environment, principal leadership, and teaching achievement. This knowledge allows them to implement targeted interventions. Some possible steps in this direction include creating opportunities for faculty professional development, increasing opportunities for students to work together in the classroom, and encouraging institutions to cultivate an innovative and supportive work environment.

The necessity of leadership development programs for future educational leaders is highlighted by the study's results; these programs should provide participants with the expertise necessary to navigate the complicated educational environment of today. Educational institutions may create positive change, foster innovation, and boost teaching achievement across the board by cultivating a new breed of transformative, instructional, and servant leaders.

Finally, the lesson stresses how the principal's leadership and the school's social climate greatly impact student learning outcomes at Nanchang, China's private vocational schools. Fostering a culture of educational excellence, improving student results, and ensuring the success of future generations can be achieved by educational leaders, policymakers, and practitioners by recognizing the complex interplay between these components and adopting focused interventions.

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