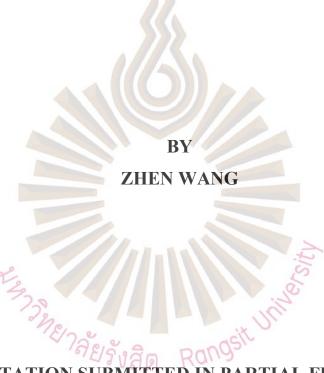


PRINCIPALS' GUIDELINES TO IMPLEMENT THE BALANCED DEVELOPMENT EDUCATION OF PRIMARY SCHOOLS IN KUNMING, YUNNAN PROVINCE, CHINA



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was submitted in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Studies

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Abstract

It is commonly believed that one major party in successful implementation of Balanced Development Education (BDE) is primary school principals whose roles, responsibilities, leadership skills and strategies are the most significant. Thus, this study aimed 1) to study the influence of roles, responsibilities, leadership skills and strategies of the primary school principals to implement BDE in Kunming, Yunnan Province, 2) to explore the roles, responsibilities, leadership skills and strategies of the primary school principals to implement BDE in Kunming, Yunnan Province, and 3) to develop guidelines for the principals of primary schools that will enable them to effectively implement BDE in their schools. This study adopted a mixedmethods research design approach collecting both quantitative and qualitative data from the three-phase sequential research process. The first phase was carried out by content analysis of sixty related documents for better understanding of BDE and quality education. The second step was collecting data from 268 principals about their perceptions of the principals' roles, responsibilities, leadership skills and strategies of the primary school principals with the questionnaire. Following the questionnaire data collection, a group of 12 volunteering interviewees were purposively selected for semi-structured interviews. Finally, a group of seven experts were invited to critically analyze the guidelines derived from the combined three sets of data sources. The findings revealed that 1) gender and age had no effect on the principals' capabilities. The majority of the principals in the study did not influence roles, responsibilities, leadership skills and strategies. Levels of education (from 'diploma' onwards) positively affect how they work. As regards years in the positions of the principals and the principals under BDE policy, it was revealed that experience in the job is an advantage. 2) The principals in the study took the roles of academic leaders, operational managers and network leaders, but it was found that in all activities to carry out, the principals need to show desirable personality traits and characteristics. Teamwork skills is the most necessary for both academic and management leadership. 3) With respect to the guidelines which highlighted the needs for the principals to develop explicit roles, responsibilities, leadership skills and strategies to implement Balanced Education Development, firstly, the principals must be BDE leaders in student development by ensuring that from different backgrounds students feel valued, receive attention, care and love in a safe and diverse learning environment for their physical and mental health. Secondly, the principals must work hard towards teachers' professional development and their continual self-growth development to strengthen their abilities to provide quality education. Finally, the principals must nurture partnerships with the community and other external organizations such as urban schools by emphasizing good relationship with parents and cooperating and collaborating in exchanging both human and material resources with those schools.

(Total 174 pages)

Keywords:	Balanced Development of	Education,	Principals'	Leadership,	Leadership	Guidelines,	Kunming	Primary
	Schools							
Student's Sig	gnature		Dissertation	n Advisor's	Signature			

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CHAPTER 1

INTRODUCTION

This chapter introduces the context of the study, statement of the problem, research objectives, research questions, scope of the study, and the conceptual framework, the time frame, significance of the study, limitations of the study and definitions of the key terms.

1.1 Background of The Study

Every child has the right to learn (www.UNICEF.org). The Universal Declaration of Human Rights affirms that education is a fundamental human right for everyone. In particular, quality education should be an ultimate goal or a right for all children. However, it is found that around the world children are deprived of education and learning for various reasons such as economic fragility, natural disaster or political conflicts as well as personal physical disabilities (UNESCO, 2022).

The situations have improved in some countries although in others they have deteriorated. In World Education Forum 2000, China outstandingly improved the school enrolment ratios and the efficiency of primary education. It has effectively implemented the supportive roles of the state and education policies (Rao, Cheng, & Narain, 2003). After all, education is believed to make life better for people. Then comes a thought-provoking question: what should they learn about?

Li and Xue (2022) says "We are increasingly asking if what people learn is relevant to their lives, if what they learn helps to ensure the survival of our planet. Education for Sustainable Development can provide the knowledge, awareness and action that empower people to transform themselves and transform societies".

By this, Gianini means education is important for every child's future and all children need to be provided with quality education which should help them to cope with all the changes that will take place in their lives and the world. (Keuning et al., 2022) states that children have the right to a quality education that consists of healthy learners, heathy environment, relevant curricula for the learners' growth, healthy learning processes with well-trained teachers offering child-centered teaching approaches to produce expected learning outcomes that enhance desirable knowledge, skills and attitudes for proper living in society.

In addition to developing growth of each individual student, education plays an important and crucial role in developing sustainable societies. Quality can be brought by an educational program which empowers people to think and act right in their life. Education is a mechanism for national development with an aim to improve the quality of human resources for society. Quality education, as declared by OECD (2012), could be achieved by avoiding policies that lead to school and student failure but adhering to policies that helping disadvantaged schools and students improve of which one of the most urgent actions is strengthening and supporting school leadership.

Similarly, China builds a strong education through the construction of high-quality education system. Through the 14th Five-year Plan of the National Economic and Social Development and the Long-Range Objectives for 2035, China proposes building a high-quality education system by providing a new direction for education reform and development and provides improvement in global education governance. Thus, build a new development pattern of education that satisfies the people. (China's Approaches to Build a High-Quality Education System, 2022). The new development pattern of education in China has an aim to increase the number of people with the minimum level of primary education. Balanced Development Education (abbreviated as BDE) implemented to offer similar education quality in different regions in urban and rural areas across China. As China has the largest population in the world and education plays an important role in the development of economic situation of country; therefore, BDE is carried out to balance the education level in urban and rural areas (Wang & Ying, 2015).

The primary school level is the basic foundation or the first step of children's growth development and life value cultivation. Several studies have investigated the participation of education and confidently claimed that a better measure of school availability would strengthen the accessibility to children's primary schools (Li & Liu, 2014). However, several findings found cases of students dropping out from primary school exist, which means China could not achieve the universal primary education by 2015 as the Millennium Development Goals.

Although the Chinese government has made an effort to eliminate the number of unenrolled children, the fact seems to work in the opposite direction. An obvious number of the minority groups of students drop out from the primary schools annually, and those who remain in schools are the prone groups for poor academic performance. The Chinese government need to make these cases their priority in supporting the minority groups to increase their academic performance to succeed in the education system. The potential direction to take immediately is to improve the quality of the primary schools, starting from the education system, the teacher performances and the principal leadership roles (Zhou et al., 2015).

While poverty does not seem to be a major barrier for schooling among the minority group students, the high and rising opportunity cost plays an important role for them in making the decision to drop out. Principals of schools have to understand the particular situations of each individual case. For people, whose family incomes are very low, to pay the families to keep their children in school by providing cash transfer is needed to reduce effectively the cases of dropouts in China. On the other hand, it is important to educate the parents and students concerning the benefits of staying in school. Campaigning on this proposal to the minority communities should be extensively done even though it is still weak in implementation (Lu et al., 2016).

In China, a movement towards Balanced Development Education launched in primary schools is found to mirror Sustainable Development Education as both movements aim at quality education for children with a focus on the principals' leadership skills. This study, therefore, aimed to investigate the principals' roles,

responsibilities, leadership skills and strategies in promoting Balanced Development Education (BDE) of primary schools in Yunnan Province, China, the findings of which will be used to design ways to enhance the roles, responsibilities, leadership skills and strategies for the primary school principals, which if effectively managed, young kids in primary schools will all receive quality education provided by the Government Education Act. In brief, promoting balanced development of compulsory education is the way to improve China in the era of intelligent education (Xue & Li, 2021).

Balanced development of compulsory education is not the only way to propose education equity but also harmonizing the society. There have been potential achievements received by China by balancing the development of compulsory education in China by decreasing the gaps of compulsory children education in rural, urban and sub-urban areas. Moreover, the minority groups who live in the remote areas need to be supported. Balanced development of education has been contradictive in several issues, namely gaps of quality, the teachers' qualifications and the number of drop-out cases when compared rural and urban areas. Thus, policy makers are asked to take all responsibilities in the enforcement of balanced development education to integrate the local authorities input and the central government's subsidy efforts for the best results. Fair growth allocation mechanism for the resources in the implementation of balanced development education must be carried out. Standardizing the quality of education and monitoring the enforcement of the standardization of curriculum should be established. National unified cards which could help to abolish extra fees for nonpermanent-resident students to receive the same education level need to be monitored (Zeng et al., 2007). In brief, the principals of primary schools play important roles on enforcing the balance development education as they are close to the people in the areas especially the minority groups where the schools operate.

China is the largest and the most populated country in Asia. It is indeed a challenge to implement balanced development education fairly (Xue & Li, 2010). The challenges of having access to education, availability of appropriate facilities, capacities and inequal capitals owned in each of the schools must be overcome. The unequal distribution of resources is obvious in China. Lack of professional talent

training mechanism leads to the poor performances of the primary schools located in rural areas. The lack of capacities in school management skills is easily noticeable. As the principals are the top leaders of the schools, if they are inefficient or ineffective may lead to failure in the implementation of balanced development education in China (Xiao, Zhou, Zhang, & Chao, 2022).

Schools have their specific work culture. Thus, the key factor for the transformation for the Chinese culture of schools to implement the framework BDE is the leaders--the school principals. School principals play a significant role in bringing about success and implementing ESD into the school vision as well as driving and determining the teaching and learning activities (Harris, 2008). The principals' main responsibilities are making decisions, organizing appropriate teaching and learning processes and many more. Therefore, Kadji-Beltran, Zachariou, and Stevenson (2013) is convinced that the principals must be enthusiastic, committed, and outward focused, developing the potential of others, courageous, promoting shared learning responsibility, pooling collective efforts for school change, realignment of power and authority. These characteristics are interconnected to the BDE competencies classified as objective (facts, definitions, concepts, rules, systems), methodological (organization, fact-finding, analysis, problem-solving), social (working interactively, communicating, resolving conflicts, citizenship), and personal (thinking, reflecting, values, ethics, moral judgements).

1.2 Statement of The Problem

Yunnan Province is one of the provinces with the longest border in China, with 25 border counties in eight prefectures (cities) bordering Myanmar, Laos and Vietnam. Yunnan Province has the largest number of ethnic groups in China, with more than 50 ethnic groups in its territory. The ethnic minority groups are 15.63 million, accounting for 33.12% of the total population. Due to the large population in the area, this is a problem. Yunnan Province has a high illiteracy rate and the largest number of people in need of education. In Yunnan Province, primary education is a tool to improve human capital, but most children face educational difficulties, lack of

teaching effectiveness and teaching quality. Therefore, Education for Balanced Development (BDE) towards Education for Sustainable Development (ESD) can serve as the province's educational philosophy.

Quality in education is not easily achieved. (Beeharry, 2021) states that the world's leaders have committed and recommitted to the goal of universal education, considerable progress has been made but the most difficult part remains to be achieved. Without doubt, there are more children in schools but how to ensure that these children learn enough to finish school with the skills, competencies and capabilities to be successful adults. At the micro-level, each primary school has a principal as the leader who can design school activities towards Balanced Development Education (BDE) and also prepare the staff to cope with the move. It can then be said that quality teaching and learning should be the responsibility of the school principal.

Few studies have been conducted to collect data about the principals' leadership skills towards Balanced Development Education (BDE) as the policy is rather new in China. However, it can be assumed that achievement of both can be obtained through desirable principals' appropriate roles, responsibilities, leadership skills and strategies. "School leadership is the starting point for the transformation of low performing disadvantaged schools." (OECD, 2012, p. 11), so it is worth studying whether the principals' roles. responsibilities, leadership skills and strategies can contribute to the improvement of their schools and which aspects should be given priority. Or how the principals in their positions right now or the principals to-be in the future should be properly guided. Figure 1 below shows that the principals' dimensions of leadership is related to both BDE (Balanced development Education proposed by the Chinese Government) and Education for Sustainable Development (ESD). It is hoped that this study will provide the findings that can be used to bring about quality education for Chinese primary schools in China.

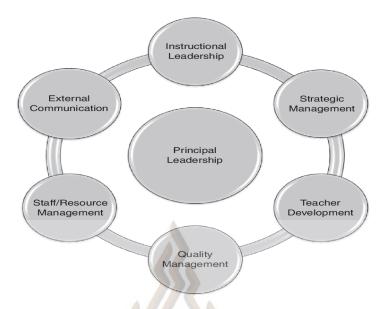


Figure 1.1 Dimensions of the Principal's Leadership Source: Hallinger, 2015

Based on Figure 1.1, it can be concluded that as the top administrator in a school, the principal must be involved in a number of activities most of which he or she needs to take the leading role. The principals must demonstrate their leadership in six essential aspects: instructional leadership, strategic management, teacher development, quality management, staff/resource management and external communication. There are in fact a large number of studies on the principals' leadership skills towards Education for Sustainable Development ESD because this is a major UN Goal for the 21st Century (Zhen, 2019). Clearly, the roles and responsibilities of school principals go beyond being administrators and managers to being change leaders. Principals are key agents for change because they are in a position to shape the organizational conditions and build the capacity necessary for successful and sustained implementation of new programs or practices (Kadji-Beltran et al., 2013).

In China, school principals are expected to adopt balanced development of education (BDE) with aims to build partnerships, create collaborative networks and alliances, set directions, consult widely, empower and mobilized others, understand complexity, demonstrate integrity, translate strategy into action and facilitate capability building. School leadership skills are necessary in leading school improvement, improving

every aspect of quality education, and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. School principals are expected to be responsible for the professional development of members of faculty in their schools. In addition, the principals are expected to have the skills of distribution and transformation leadership skill that will influence the teaching staff to perform their duties well. Gregersen-Hermans (2021) said that it was of greatest importance to have well-qualified principals for the jobs.

Balanced development education highlights appropriate principal leading roles and leadership skills that enhance education for sustainable development and create better school management (Leithwood & Montgomery, 1982). By setting a direction, school principals can disseminate the vision, identify long-term and short-term goals, set high performance expectations, and have an ability to communicate or link visions that are in line with school goals. This agenda can be implemented through principal transactional skill, build relationships and develop people. The school principals are able to increase the growth of professional capacity of staff, provide support to individual staff members and other teachers, they should be able to set an example regarding the values instilled in schools, build good relationships with mutual trust between teachers and parents and establish productive working relationships with federation teacher representatives. By fostering the principals' transformational skills, they can support the desired practices of an organization. Principals can build a collaborative culture by improving organizational structure, developing positive and productive relationships with families and school communities, expanding networks, maintaining schools to ensure safe and healthy environments, and allocating resources to achieve the vision, mission, and school goals. All actions can be accelerated by the principals' distributed skill. Teaching and learning of the school have to be improved with quality as the ultimate goal. The school principal organizes and supports staff instructional programs, monitors student learning and progress in school quality, and serves as a support or foundation for staff during disruptions to instructional work. This way will be helped optimally by the principal's instructional and transactional skill. To enhance sustainability of the education system, China has its own agenda to accommodate the social demand through school system that is balanced development of education (Green & Mertova, 2016; Liu et al., 2018).

This study is expected to obtain the findings that add to the body of knowledge accumulated by previous studies related to the area of the relationship between the principal' leadership skills and quality of primary education in a Chinese province where cases of illiteracy are the highest in the country. It focused on the perspective of the education sector in how internal management (principal and faculty) accelerated balanced development of education in western China. Undoubtedly, this study would contribute more knowledge to the field of education that benefit all stakeholders (Akrivou & Bradbury-Huang, 2015; Qi, 2011).

Yunnan Province is one of the underdeveloped regions in China of which a main problem is the unbalanced education resources. Kunming as the capital city attracts education resources but the other areas lack sufficient resources. The unbalanced distribution of resources has been a major problem. Moreover, the urban-rural gap of resources of teacher quality and quantity are a big challenge in Yunnan to offer quality education to its population. Unsurprisingly, the differences in resource allocation brought uneven quality of education and quality of human capital of each area. The national policy has been initiated and implemented for the implementation of Balanced Education Development as the targeted policy to ensure that every student receives equal access in quality education. Due to this policy implementation, it is worth studying the roles and responsibilities of the principals as well as essential skills and strategies that would bring success to implementation of Balanced Development Education (BDE).

1.3 Research Objectives

The study has three objectives:

- 1.3.1 To study the influence of the roles, responsibilities, leadership skills and strategies of the primary school principals to implement Balanced Development Education (BDE) in Kunming, Yunnan Province
- 1.3.2 To explore the roles, responsibilities, leadership skills and strategies of the primary school principals to implement Balanced Development Education (BDE) in Kunming, Yunnan Province

1.3.3 To develop guidelines for the principals of primary schools that will enable them to effectively implement Balanced Development Education (BDE) in Kunming, Yunnan Province

1.4 Research Questions

- 1.4.1 What is the influence of the roles, responsibilities, leadership skills and strategies required in the implementation of BDE in Kunming, Yunnan Province?
- 1.4.2 What are the roles, responsibilities, leadership skills and strategies of the primary school principals in implementing implement Balanced Development Education (BDE) in Kunming, Yunnan Province?
- 1.4.3 What will be the guidelines for the principals of primary schools that will enable them to effectively implement the BDE in Kunming, Yunnan Province?

1.5 Research Hypotheses

Research Hypothesis 1:

The principal's roles, responsibilities, leadership skills and strategies have a big influence on the implementation of Balanced Development Education.

Research Hypothesis 2:

The principals have appropriate roles, responsibilities, leadership skills and strategies to implement the Balanced Development Education in Kunming city

1.6 Research Conceptual Framework

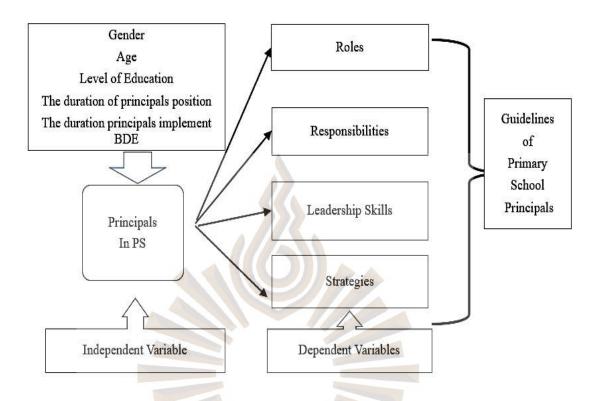


Figure 1.2 Conceptual Framework of the Study

1.7 The Scope of The Study

This section briefly introduces how the study was designed and conducted.

1.7.1 Location

This study was conducted in Yunnan Province. Yunnan Province is located in the southwest of China with Kunming as the capital city. The province is bordered by Vietnam, Laos and Myanmar. Yunnan is surrounded by mountain ranges and has several rivers compared to other areas in China. The population at the end of 2021 for Yunnan province was 48 million people. Yunnan is divided into 17 districts, 18 county-level cities, 65 counties and 29 autonomous counties. Its population has great complexity of its ethnolinguistic groups and many Han (city dwellers and farmers) and

Hui (Chinese Muslims). More than one-fourth of Yunnan's population is classified as urban, while the rest are grouped as rural population.

Since the 1960s, China has achieved improvement in overall education level by the increase in average years of compulsory education. However, Yunnan Province has the highest illiteracy rate in China caused by difficulty in accessing education among minority group people. 22,151 primary schools have been set up in Yunnan province with a gross enrolment rate of 99.02%. Besides the regular school system, part-time schools in all types have offered courses to improve adult education in farms, factories, offices and other places. Evening classes or off-work study have been enabling working people to get an education without leaving their jobs.

This research was conducted in Kunming, Yunnan Province. Kunming is the capital city of Yunnan located in the East of China. Kunming has the largest population of the ethnic groups in China where ethnic talented students are offered opportunities to study. Since Kunming is the capital city of Yunnan province, the government is determined to develop an appropriate education system and environment. During the past three years, China has focused on the developing primary education since at this level, development of human capital plays an important role. In this study, Kunming was chosen as a potential research site as useful data can be conducted within this area and used to establish guidelines and teacher development programs.

1.7.2 Research Design

The research was designed as a sequential mixed methods multi-phase study. Both quantitative data and qualitative data were collected. The result obtained at the end of each phase was used to conduct the study in the next phase that followed.

1.7.3 Research Population and the Sample Groups

Since different data were collected in different phases, there would be different sample groups. However, not all phases required the sample groups as data sources.

Phase 1 was document research, so a number of related documents 162 documents, both about Chinese and situations in other countries were studied for the primary school principals' roles and responsibilities. leadership skills and strategies so that many aspects about this issue were collected.

Phase 2—268 individual principals of the participating primary schools in Yunnan selected by probability sampling with simple random sampling were questionnaire respondents. The total number of primary schools with one principal for each school was 755 schools, so the sample size of the principal group was 268. About 10% (32 was added to this number to prevent population loss. Thus, the number of the principals (the sample) included in this study for their questionnaire responses was 280 but the calculation was done only on 268 that were returned within the data collection time.

Phase 3-1 This phase was the step for in-depth semi-structured interviews for 12 primary school principals from rural and urban primary schools in Kunming city and a critical analysis focus group discussion by 7 invited experts (Focus Groups).

Phase 3-2 The critical analysis focus group discussion by experts was conducted using Focus Group Discussion (FGD). It was participated by 7 experts (Director or person in charge of Yunnan provincial education department, education policy maker, education policy evaluator), who were invited and willing to share their thoughts to comment and give suggestions on the guidelines of leadership for primary school principals in Yunnan Province in implementation of Balanced Education Development (BDE).

1.8 Significance of The Study

Several groups of people can benefit from the findings of this study as shown in the following list.

1.8.1 The school principals will be provided with evidence from the study and guidelines related to enhancing their values, orientations and skills to realize Balanced Development Education through improving quality education at primary school level in Yunnan Province. These guidelines will enable the principals to design

the direction for school improvement.

- 1.8.2 Educational policy makers can design guidance tools of self-monitoring and evaluation by the school principals to realize education for sustainable development through teaching effectiveness and quality in Yunnan Province.
- 1.8.3 The findings from this study will contribute to the area of education reform towards quality education and in designing professional development programs to improve the capabilities of the primary school principals. This will benefit the field of education, especially educational administration tremendously.

1.9 Limitations of The Study

This study was conducted at Kunming city primary schools. It is commonly known that Kunming city has its distinctive cultures based on many ethnic groups. Thus, the findings from this study will have to be considered carefully if they are to be used in different contexts. A limitation of this study is therefore the use of the findings to explain other contexts.

1.10 Definitions of Key Terms

Balanced Development Education in this study refers to the policy in the Chinese education system to offer quality of education in primary schools in Yunnan focusing on educational equity, equality and quality in terms of accessing basic compulsory education and achieving the foundation quality education primary school students deserve to get for their best development as a person.

* BDE is the abbreviation of Balanced Development Education.

Primary Schools is the level of education provision to young children which instils values, beliefs, attitudes and knowledge towards living in the future world. It ranges from Grade 1 to Grade 6. The schools are believed to form students' desirable characteristics. There are 755 schools, and 755 principals were the population of the study. 268 individual principals of the participating primary schools in Yunnan were research participants of this study.

Principals' Guidelines to implement balanced development education in this study means the directions and the strategies of the primary school principals should take for BDE school improvement.



CHAPTER 2

LITERATURE REVIEW

This literature review chapter covers firstly, significance of education for individuals and society. Next, the review examines the balanced development of education in China in terms of policies and implementation directions with an emphasis on remarkable progress of school principals in promoting the balanced development of education in China. Thirdly, the principals' roles, responsibilities, leadership skills and strategies to promote balanced development education are presented and identified. Finally, the chapter presents related research that offers an overview of the trends in promoting quality education.

2.1 Significance of Education

Education plays an important role in the development of both the individual and society. Dewey himself believed that education is life itself, not preparation for life (Glassman, 2001). This means with good education; everyone can go far in life. For individuals, education can enhance their skills and abilities, affecting employment opportunities, individual income, and healthy conditions. According to OECD Report 2023, it can be seen that education at all levels will prepare students to live their lives in the future world.

When discussing the different levels of education and expected learning outcomes, no one denies the significance of primary education. According to UNICEF (2023), "primary education forms the bedrock of development. It is in the primary school that children learn foundation skills that prepare them for life, work and active citizenship." This includes literacy and numeracy.

Primary education, as an important part of compulsory education, has long been elevated to a high status. Since the foundation of the new China, driven by the ambitious goal of 'building a socialist country', and the achievement of full literacy goals, the central government has vigorously focused on the development of primary education. The number of primary schools in China increased considerably from 1950 to 1990. In fact, the number of primary schools and primary school students across the nation rose from 346,800 and 24.39 million in 1949 to 894,000 and 14,328 million in 1981, respectively (Wan et al., 2018). The issue of compulsory education is the basis for the progress of a country's education. It is also an important way to protect the people's basic right to survival, progress, and equal access to education (Xiao et al., 2022).

Therefore, to properly offer primary education, educational managers such as the school principals should realize how significant their roles and responsibilities are because thoughtful and efficient principals in schools help in improving job satisfaction teachers, establishing firm links with parents of students, strengthen PT associations, lower educational loss, improvement in renovation and creativity in benefiting from human resources and facilities and ultimately, improve the quality of children and juveniles' lives (Behbahani, 2011). Moreover, the system education in China is different from those of other western countries. Several influential factors in the Chinese system are school leadership skills, education administration system; and school leadership system. In China, the most powerful and direct authority to manage school principals in practice is the education administration system which is covered under the Education Law of the People's Republic of China was enacted in 1995. Its laws provide state organs and structural bellow to perform the education administration system in China that is Ministry of Education (MoE) in National Level, Provincial Education Department (PEDs) in Subnational Level-Provincial, Prefecture-Level-City Education Bureau (PLCEDs), and County Education Bureau (CBs) in Regent/City Levels (Feng, 2019).

Undoubtedly, education is important for all; thus, the educational systems must be carefully managed to guarantee the intended goals for the students. In this

study, the level of education in the system that was under investigation was primary education and the participants in the study were the principals because in the hierarchical system of command, the principals could lead with their visions towards school improvement (De Wit & Leask, 2015; Green, 2019).

2.2 Balanced Development Education in China: A Policy Approach

Historically, all countries have experienced economic stagnation without formal schooling. From a historical perspective of the last 300 years, growth and formal compulsory schooling are closely correlated, with causality seemingly running from education to growth. Over the last two decades, more studies focused on the effect of school leadership on student learning outcomes than it will contribute balanced development of education. Balanced development of compulsory education is not only the cornerstone of education equity, but also the fundamental part for realizing a harmonious society. There have been several achievements in balancing the development of compulsory education in China, such as narrowing the gaps in compulsory education between rural, urban, and other areas (Yang et al., 2016). However, the development of compulsory education is still confronted with several issues, including the gaps between rural and urban schools, the gaps between teacher's situations in rural and urban area, higher drop-out rates of rural compulsory education than that of the national average level, etc. It concludes that the equal and balanced development in education in China entails the bringing the state back in the education sector.

Education policy has been undergoing great transformation in China since the initiation of the economic reform and open-door policy in the late 1970s. The market-oriented reforms and pursuit of rapid economic growth in a globalized economy have had important impacts on China's education policy and development. In line with the development of the market-oriented economy and its increasing integration with the global market, a more pragmatic perception of education has gradually taken shape in the post-Mao era, resulting in the decentralization and marketization of education in China (Yalun & Du, 2019).

After the Communist party took power in China in 1949, education was under strict government control. The paramount principle of education policy in Mao's China was political in nature and effect. Political and ideological indoctrination figured prominently in the school curricula. For the purpose of making all people understand the party-state's policy statements and political discourses, the top priorities of education policy were developing primary education and reducing illiteracy. Primary education for children of working-class families, (that is, both urban workers and peasants) was emphasized. As a result, more and more farmers' children could achieve the basic level of education. When the market-oriented economic reform was launched in the late 1970s, Chinese policy-makers formed a vision for the country's economic development that was different from the Maoist one. Economic modernization became the paramount policy goal of the government, and the contribution of education to both economic development and social progress was fully understood by the policy-makers. Under this new policy principle, the post-Mao government has been increasingly concerned with the role education plays in improving China's economic competitiveness and its place in the regional and global markets. The concern that education should serve the new economic vision prompted the depoliticization of Chinese education (Suominen et al., 2017; Wiseman & Huang, 2011).

The Compulsory Education Law was enacted in 1986 and revised in 2006. During this period, the compulsory education in China developed from basic popularization to comprehensive popularization and from an imbalanced development to a balanced development in the following aspects, namely:

1) The growth rate of the government's investment in compulsory education in rural areas is higher than that in urban areas, and the funding gap per capita between urban and rural areas was further narrowed. Statistical Bulletin on the Implementation of Educational Funds in China (1997–2004) shown that during the years of 1997–2005, the budgetary fund per capita in compulsory primary education increased from 333.81 to 1 327.24 RMB (from 275.06 to 1 204.24 RMB for rural primary schools). During the period of 1999–2005, the budgetary fund per capita in junior secondary education rose from 639.63 to 1 498.25 RMB (from 508.58 to 1 314.64 RMB in rural junior high schools). Therefore, the gap of the budgetary public

expense per capita in compulsory education between urban and rural areas was further narrowed. From 1997 to 2005, the budgetary public expense per capita in compulsory primary education rose from 33.97 to 166.52 RMB (from 22.07 to 142.25 RMB for rural primary schools). During the period of 2001–2005, the budgetary public expense per capita in junior secondary education rose from 83.4 to 232.88 RMB (from 44.95 to 192.75 RMB in rural junior high schools).

- 2) The gaps among regions and between urban and rural areas in terms of compulsory education teachers with qualified schooling degrees are being gradually narrowed, According to the National Education Inspection Report (2005)— Balanced Development of Compulsory Education: Status Quo of Public Education Resources Allocation and Plan for Educational Development in Western Regions (2004–2010), the percentages of primary school teachers with qualified schooling degrees in Western regions during 2002-2004 were 95.4%, 96.1% and 97.0% respectively, shortening the gap between Western and Eastern regions from 3% to 2%. Similarly, the gap between Central regions and Eastern region is only 1%. During the same period, the differences between urban and rural areas and among different regions in terms of junior high school teachers with qualified schooling records also show a declining trend. it's shown that the gap among regions in terms of compulsory education teachers with qualified schooling degrees is being gradually narrowed. Moreover, during the period of 2002–2004, the percentage of rural primary teachers with qualified schooling degrees throughout the country rose from 96.7% to 97.8%, narrowing the gap between urban and rural areas in this regard from 2.2% to 1.5%. In 2004, the percentages of full-time junior high school teachers with qualified schooling degrees in urban and rural areas reached 95.98% and 91.31% respectively. Compared with the year 2002, the percentages for urban and rural areas rose by 2.57% and 4.69% respectively, indicating that the latter was higher than the former and that the gap between urban and rural areas was further narrowed.
- 3) The percentage of primary school girls receiving compulsory education increased as a whole and the gender difference further decreased, Statistical Bulletin on the Implementation of Educational Funds in China (1991–2005) explained that the gross enrolment rate of primary school girls was 96.96% in 1991, but it rose to 99.14% in 2005, a growth of 2.18%. Except for the year 1993, the gross rates showed

a tendency of steady growth during the period, and it shows that the gross enrolment rate of primary school girls increased steadily. It has emphasized through the five-year consolidation rate of primary school girls increased year after year, the consolidation rate of primary school girls was 80.59% in 1994, and it reached 95.05% in 2001, increasing by 14.46%.

4) The growth rate of graduates from compulsory education in Central and Western regions was higher than that in Eastern regions. The result study of explain that in terms of the average graduation rate of compulsory education in 1994, the differences between Eastern and Central regions, between Eastern and Western regions and between Central and Western regions were 13.79%, 28.38% and 14.59% respectively. The differences of the average graduation rates of compulsory education between Eastern and Central regions, between Eastern and Western regions and between Central and Western regions were 8.83%, 22.33% and 13.5% respectively.

Compulsory education in China enjoyed a balanced development. Accordingly, the popularization rates of compulsory primary education and compulsory junior secondary education reached 99% and 95% respectively, ranking first among the top nine overpopulated countries. Furthermore, educational development of education currently is relevant to be discussion because education balanced development includes enlarging the scale and optimizing the structure, and the most direct factor is the result of the interaction between educational supply and demand. Educational balance refers to an ideal that educational organizations and education-receivers enjoy the same treatment in educational activities, and educational policies as well as the legal system that guarantee its actual operations in the thought of fair education and the principle of educational balance. The most fundamental requirement is that educational resources and quotient should be equally shared among educational organizations and education-receivers so that the relative equality between supply and demand can be achieved, which is ultimately realized in the allocation and use of educational resources.

Balanced development of basic education relies on the balanced development of schools as they are the basic implementing institutions for education and teaching. The balanced development of schools is the basis for the balanced development of

education. Balanced development of basic education is a scientific and rational policy guide as well as an essential strategic direction in developing basic education of our country in the coming period. Its ultimate goal is to rationally dispose educational resources, run each school well and teach each student well. legislation has been used as a major means to institutionalize the principle of equality in education and society. The pursuit of equality has been a long-standing political aspiration in human history.

Institutionalizing the Principle of Balanced Development of education to reduce or eradicate disparities, the revised Basic Education Law advocates a principle of balanced development, which is expected to help create a fair educational system, extending the level of equity beyond the right to equal access to basic education to equal opportunity to learn in schools with similar standards. To institutionalize this principle within governments of various levels, the revised law stipulates three major policies: 1) shifting financial responsibilities to governments of higher units, 2) reducing gaps in the teaching force between areas, and 3) improving physical school conditions in rural areas.

These three categories based on policy approaches stimulated Balanced Development of Education in China, which will explore the theory of education equity at the macro-, meso- and micro-levels, with an analysis of 15 implicating indices, namely:

1) Education balance at the macro-level (the National Level)

The educational balance includes the equality of educational rights and opportunities, and the coordinate development of education, economy, and society. In its outer form it reflects a sociological characteristic of the educational balance in the whole system of educational balance. It is a reflection of educational rights and opportunities both internal and external. The indicators of balanced education in the macro level, namely:

1.1) Policy-making level, the strong commitment comes from the government and education department at difference level must reflect basic ideas of balanced education development to guide education work and take idea of road maps of basic education for all. In this context how the government implements

and well maintained the compulsory of basic education and the guiding idea of balanced development of education should be reflected in the disposition of resources, policy-making and macro-control.

1.2) Relationship among education, economy, and society, to gain the balanced of education its cant separates from economic and social aspect both of them have engage to support balanced education, it seems like all the education system need a cost that supply better facilities and successful learning process aren't at the school but in the family also. In the other hand, the balanced education has to provide the number and structure of the working forces produced by education should be in equality with the demand of development of economy and society.

On the one hand, it should be the guidelines for the government in developing education, especially in implementing compulsory education. On the other hand, the main responsibility for the government in developing education is to provide public-run schools with balanced school-running conditions for education, especially for compulsory education, and the guiding idea of BDE should be reflected in the disposition of resources, policy-making and macro-control.

2) Educational balance at the meso-level

The educational balance includes the equalities between regions, urban and rural areas, schools (including the equalities between all kinds of education) and groups. The educational balance at the meso-level, which is the innate and essential educational balance, reflects both an economical characteristic in the whole system of educational balance and the equality of the disposition of educational resources. The government should rationally configure educational resources within its governing areas to guarantee the balanced rights for education-receivers collectively and individually, this implication on this level, such as:

2.1) Equality and rationality human resources, the government (all levels) have to pay attention the ratio of disposition of educational resources in different region, school and students effectively.

2.2) Balanced of disposition resources mainly identified that the equality of the public-school budget allocation, student-average funds, hardware resources (facilities) such as school buildings, the experimental equipment, books and reference materials and software resources (immaterial), such as the teachers educational background and their experiences, school's internal management, and the notion of education and teaching.

2.3) Balanced education development at the meso-level mainly lies in the equalities of regions, urban and rural areas, schools, groups as well as the equalities of "hardware (school infrastructure)" and "software" (skills and knowledge).

3) Educational balance at the micro-level

At the micro-level, as the specification of educational balance, an essential, innate and deeper-levelled educational balance, the educational balance includes the equalities of curricula, teaching and educational evaluation, which reflects educational quality and effect. Balanced education development at the micro-level mainly lies in the equalities of the sources of students, quality, results, and evaluations. In general, balanced education development, from a macro-analysis perspective, is the equality of educational supply and demand; from meso-analysis, the equality of the disposition of educational resources; from microanalysis, the equality of educational process (including school's inner curricula and teaching resources), the equality of educational results, and the equality of educational evaluation. Analyzed economically, most essentially, the educational balance remains the equality of the disposition of educational resources.

The period from 2011 to 2020 was a key decade for the balanced development of compulsory education in Yunnan to break through the bottleneck and become a butterfly. Yunnan has drawn a grand blueprint for the balanced development of compulsory education and adopted a series of effective measures to accelerate the balanced development of compulsory education. In 2015, 9 counties (cities and districts) in Yunnan Province achieved the basic balance of compulsory education, and by 2016, 43, 2017, 45, and 2018, 23 counties (cities and districts) achieved the basic

balance of compulsory education. Now, the last batch of 9 counties (cities and districts) have passed the assessment and confirmed that all 129 counties (cities and districts) in the province have achieved the basic balance of compulsory education development (Shu Guang, 2022).

The main focus of this study was Balanced Development Education and the principals who were 268 questionnaire respondents and 12 semi-structured interviewees who were exposed to the BDE policy for a few years. The insights shown in their responses would be collected and used to draw the guidelines.

2.3 Required Roles, Responsibilities, Leadership Skills and Strategies of The Primary School Principals to Implement the Balanced Development of Education

Leadership styles have been extensively and globally studied. The roles played by principals are used as the basic study to further explore principal leadership considering their importance in maintaining school effectiveness and continuous improvement through balanced development of education. Being an ideal and a periodical aim in reality, the balanced development of education is a historical category, and its implications change as time progresses. Three objectives should be gradually achieved: offering more opportunities of education for more people, providing all people with basic equal education and offering quality education to most people.

The implication of educational balance development can be understood from the following aspects: from the disposition of educational resources, as concerns the educational "hardware", the equality includes student-average educational investments, school buildings and experimental apparatuses. Its "software", includes teachers and the internal management of the school; equality includes developing students' moral, intellectual, physical, esthetical and education in a comprehensive way; from the function of education, the total number and structure of the working forces produced by education should be in fair equality with the demand of economic and social

developments. Therefore, the goal of educational balance is to realize the comparative equality between the supply and demand of education, and the equality of the disposition of educational resources is the basis and premises of educational balance.

School principals are leaders who can manage their schools to achieve the expected goals set in the policies. Educational managers should receive training because thoughtful and efficient principals in schools help in improving job satisfaction teachers, establishing firm links with parents of students, strengthen education associations, lower educational loss, improvement in renovation and creativity in benefiting from human resources and facilities and ultimately, improve the quality of children and juveniles' lives (Behbahani, 2011).

The education system in China is different from the education systems in other or western countries, the most powerful and direct authority to manage school principals in practice is the education administration system which is covered under the Education Law of the People's Republic of China was enacted in 1995, its laws provide state organs and structural bellow to perform the education administration system in China that is Ministry of Education (MoE) in National Level, Provincial Education Department (PEDs) in Subnational Level-Provincial, Prefecture-Level-City Education Bureau (PLCEDs), and County Education Bureau (CBs) in Regent/City Levels (Feng, 2019).

Since the early 1980s, China's education system has experienced continual reform. From expanding access to promoting quality education as a core value, the government adapts and develops education policy on a regular basis to ensure that the system is compatible with the country's social and economic development, as well as new education demands and trends. The Department of Development and Planning within the Ministry of Education is in charge of national educational development. The Department of Education proposed the National Long-Term Education Reform and Development Plan (2010-2020) in 2010. This document provides a strategic plan for education reform and development at all levels in China throughout these years. It has become the most influential educational guiding text in China. It defines national policies, tasks, and system reforms (Yin, 2021).

In order to increase the quality of education, the Ministry of Education, as the government, introduced a regular renewal process for teachers' certification certificates in 2013. Every teacher in a pre-school, public primary, secondary, or vocational school must re-register for his or her qualification certificate every five years. In order to build a better education system, the government emphasizes focusing on eradicating illiteracy, accelerating the development of pre-school education, universalizing nine-year compulsory education and improving the quality of compulsory education, especially in rural areas. In balancing education, the government has made efforts to narrow the rural-urban gap and regional differences in education by carrying out balanced development of compulsory education, equal access to education for migrant children and reforming the curriculum at all levels and focusing more on creativity (Zhang, 2016).

The Chinese Ministry of Education sets the principals' leading role as practice (known as key leadership practice), namely: planning school development (visibility, planning and personnel), creating a culture fostering development (instruction organization and direct participation); leading the curriculum and instruction (instruction and curricula); guiding and facilitating teacher development, optimizing internal management (internal environment organization, and organization and management); and accommodating external environment (external relation) (Feng, 2019; Zheng, Li, Chen, & Loeb, 2017).

Besides being administrators and managers, school principals are key agents of change to implement new programs or introduce school practices for balanced development of education. The principals' leading roles are currently regulated by Ministry of Education, China. McBrayer, Akins, Gutierrez de Blume, Cleveland, and Pannell (2020) explain that effective school principals are expected to build partnership, create collaborative network and alliance, set clear and futuristic direction, consult widely, adopt an open mind, empower and mobilize others, understand complexity, demonstrate integrity, have problem-solving skills, translate strategies into action, and accommodate and facilitate capacity building of school community. In brief, Chinese primary school principals are faced with high expectations by the Government. They are expected to deliver the best of themselves.

School improvement is one of the ways to achieve education for sustainable development through balanced development of education, it will take a long and complex process. The significant factor is the school principals, and professional and organizational socialization, the factor of professional socialization is considered an integral part of their (school principals') preparation either theoretically or practically (Katsigianni & Ifanti, 2021). These theoretical and practical roles and responsibilities of school principals are believed to facilitate balanced development of education, namely: first, planning school development through prescribed vision and mission such as common mission and strategies for realizing the vision; second, creating a culture fostering development which indicate to focus on teaching and learning process by improving school technical infrastructure, curriculum enrichment, textbook selection, and introduction of innovative performance; third, putting student development first by monitoring student performance and rebuilding relationship and create cooperative and friendly collaboration inside the school with teachers and students; forth, taking the role of the academic leader in curriculum and instruction through leadership distribution which is delegating work to teachers (individual and group) and distributing leadership roles to teachers; fifth, guiding and facilitating teacher development such as: participating in teacher's professional development, supporting teachers' collaboration, coaching teachers and assessing teaching practices; sixth, optimizing internal management such as making decision in the management of human and material resources; and seventh, accommodating external environment such as building school networking and collaboration outside the school and fostering system leadership through all the teachers and school management. (Katsigianni & Ifanti, 2021; Zheng et al., 2017). The following list simplifies what the principals must do.

2.3.1 Planning School Development

Planning school development enables the principals to bring the mediumterm priorities for school change while adopting the national educational plan and policy. Planning school development will be actualizing in to school development planning called SDPs. The government encourages the school leaders to set a plan to build up their own special characteristics for individual schools rather than to make every school look identical. The school plan should be set in accordance with the government-set direction although the Chinese government provides some autonomy to the school principals to design their own school development plans such as managing the operational budget for teachers' development, choice and pedagogy as well as developing internal rules and regulations. The objective of this freedom is to stimulate the school principal to make a comprehensive plan for the development of the school itself rather than only maintaining day-to-day school operation (Feng, 2019).

When school principals are allowed freedom to develop their specialized school development plans as ways to facilitate and support change, schools can have a clear direction in which the work of all staff can be aligned (Kadji-Beltran et al., 2013). Furthermore SDPs provide document-evidence of coherent strategic, conceptual, tactical and operational development of which planning the milestone of the school is linked to planning priorities identified in the SDP and accelerated to action plan concerned with the implementation (systematically inline); tactical practice in the SDP are systematically connected to the budgetary process that breaks down into action plans concerned with implementation; and operational actions of the program will be achieved of SDPs milestones with specific targets, identifying success criteria, matrix challenging, estimating next plan, establishing a time scale for completion, and provided framework for monitoring, evaluating and controlling tools (Ambrose-Oji et al., 2012).

2.3.2 Creating a Culture Fostering Development of School Environment

Schools elsewhere around the globe will use material and immaterial to foster the capabilities of all school communities (students, staff and teachers) and positively influence the groups to promote their basic needs. The school principals are expected to display leadership behaviors and strategies to develop school plans with the Chinese-featured leadership values and beliefs. The principals are expected to reflect in daily activities in relation to the schools' teaching and learning processes. Therefore, in so doing, the principals are creating a culture of fostering development in schools (Feng, 2019).

2.3.3 Putting Student Development First

Previously, in any educational levels the students came to schools to listen to and took notes on what a teacher explained to them (known as a teacher-based learning model). This style of knowledge delivery is often termed 'the traditional approach' in which lectures are common. In China, education had to serve the proletarian politics (political practices was the main paradigm in school learning). Nowadays, the trend of education has moved from teacher-directed learning to student-directed learning with an emphasis on attention to student interest and how they learn best. After all, students' growth and development are the main goal. They are encouraged to follow their personal interest and hobbies, while talent and personality are brought into full play and development.

2.3.4 Academic Leaders in Curriculum and Instruction

In schools, many administrative activities have occupied the principals' time; they are, for example, classroom observations, general school management or teaching several classes themselves. Desirable life values such as Intergenerational equity, respect, solidarity, and democracy should be communicated throughout schools and internalized to the school-based curriculum (Kadji-Beltran et al., 2013).

2.3.5 Guiding and Facilitating Teacher Development

Guiding and facilitating teacher development is part of transformational leadership, so the principals must fully support their teachers so that they can have required qualifications that will help schools to grow further. Transformational leadership of the school principals will enhance the staff capacities to produce school achievement (Katsigianni & Ifanti, 2021). Since the first decade of the 21st Century, the Chinese Government has adopted school-based teacher development as a fundamental part of continuing professional education (CPC) for in-service teachers in China. The school principals are expected to facilitate the teachers who work in their schools.

Facilitating teacher development is strongly related to motivation of the members of school management (staff and teachers). As self-efficacy is an indicator that brings all the members of the school community to bring out the goals of EDS through school quality, all parties in the schools should be supported with fully increasing self-efficacy. Previous research showed a positive interrelationship between self-efficacy and teachers resulting in high levels of teachers' achievement and motivation in instructional practice, enthusiasm, commitment, and job satisfaction (Malandrakis, Papadopoulou, Gavrilakis, & Mogias, 2019).

2.3.6 Optimizing Internal Management

The "optimizing internal management" was initially set out by The Professional Standards for Principals of Compulsory Education Schools (MOE, 2013) and the Professional Standards for Principals of Senior High Schools (MOE, 2015), and were more specifically described in the Management Standards for Compulsory Education Schools (MOE, 2017). Based on the above policy instruments, the school principals should adopt two general practices to optimizing internal management of school. First, the principal and the school's leading team formulate a set of internal policies, processes, and second, procedures to ensure that schools rigorously follow the statutory and government provisions concerning creating beautiful and safe schools as well as securing student wellbeing. The principal and the team exercise leadership in accordance with the key principle and work style of leadership upheld by the Communist Party of China (CPC).

2.3.7 Accommodating External Environment

The ever-closer connection between schools and communities in China over the past three decades is the result of carrying out the Quality-Oriented Education advocated by the Chinese government and one of the outcomes of China's rapid urbanization process. Among the seven terms, some seem familiar to educators in other countries, such as Parent Committee, School Open Day, and University-School Collaboration, but there are a lot of differences in detail. For example, the term

University-School Collaboration used in China seems to be like the term School-University Partnership used in Western countries, yet the areas and themes encompassed by University-School Collaboration may be broader than those encompassed by School-University Partnership. In the practice of University-School Collaboration, apart from the collaboration in teacher preparation and development, the researchers from universities often play a critical role in developing school strategic plan, framing school-based curriculum, building teachers' capacity for school-based scientific research, and improving student assessment scheme. Kong and Bin (2014), Yuan et al. (2015), Qi et al. (2018). The University-School Collaboration has really made university researchers deeply involved in school education reform and amplified their impact on the practice of school education as well. For example, the book, For the rejuvenation of the Chinese nation and the development of every student interpretation of the "Compendium for Curriculum Reform of Basic Education (for trial implementation)" authored by Qiquan Zhong, professor of education at East China Normal University and his colleagues was first published in August 2001 (Zhong et al., 2001). By March 2002, the book had been reprinted seven times and got a circulation of 135,000 copies with a very much high citation rate. If Professor Zhong's name is mentioned, it is no exaggeration to say that more than 80% of Chinese educators from regular primary and secondary schools know him. Recent studies show that to build partnership, creating collaborative networks and alliance, setting direction clearly, consulting widely and wisely, empowering and mobilizing others, understanding complexity and demonstrating integrity translate vision or goals into action and facilitate capacity building.

2.4 Changes That Occur as A Result of Balanced Education Development

As expected, implementation of Balanced Education Development has brought both positive and negative impacts on school improvements in many ways.

2.4.1 Progress of Primary Schools Principal to Promote Balanced Development Education in China

The principal has a significant impact on the development of school organizational values. The principal's role in school development is critical. As a result, the principal must have superior competence, which is defined as having the necessary knowledge, leadership skills, and traits for future leadership (Farisia, 2019). The skills needed to be possessed by school principals include 5 components, namely instructional leadership, cultural leadership, strategic leadership, educational management leadership and organizational management leadership. First, in the Instructional Leadership component, a school principal must have skills related to passion for teaching and learning, taking Initiative and achievement focus. Second, in the cultural leadership component, school principals are expected to have the skills of learning the school community, ensuring accountability, supporting others and maximizing school capability. Third, in the strategic leadership component, school principals must also have contextual know-how skills, management of self and Influencing others. Fourth, in the educational management component, a school principal needs analytical thinking skills, big picture thinking and gathering information. Fifth, in the last component, namely organizational management, principals must understand and have skills in financial management, understand legal issues, workforce planning and understanding technology (Piaw et al., 2014). These skills show that the ideal principal must have leadership competencies who are ready to respond to the challenging education system in the industrial revolution 4.0. This is in line with Farisia (2019) which shows that the personal traits needed in the changeable world are performing good emotional intelligence that are self-awareness, social awareness, relationship management, and self-management. Principal leadership also requires such skills to carry out the mission of developing quality school services and accelerating the achievement of balanced development of education in China.

The balanced development of compulsory education has been given due and lengthy coverage in the "Outline of China's National Plan for Medium and Long-Term Education Reform and Development (2010–2020)" which, to some extent, reflects the needs of our time and the demands of the public. However, detailed analyses reveal

that many aspects remain to be improved. The balanced development of compulsory education should be people-oriented and a fundamental right of modern citizens. The illiteracy rate for youth and adults has greatly decreased. In 2004, the State Council promulgated the "National Breakthrough Plan on Two Basics in Western China (2004–2007)" (State Council of the People's Republic of China, 2004). Following a four-year campaign, China has basically realized nine-year compulsory education. For the general population, illiteracy had been eliminated by the end of 2007.

The gross enrolment rate for Chinese primary schools (Grade 1 to Grade 6) and junior high schools (Grade 7 to Grade 9) reached 105.7% and 98.5% respectively, and the ratio of admission to junior high schools from primary schools and the ratio of progression from junior to senior high school reached 99.7% and 83.4% respectively by the end of 2008. Despite this, there are still significant regional, urban-rural and inter-school disparities in the development of compulsory education. In the eastern provinces and cities of China, conditions are significantly better than in central and western China in terms of teaching resources, teaching quality, and opportunities for students to enroll in higher education.

On the balance of compulsory education, a representative piece of Chinese research is from Zhai (2008), at the macro-level, it is described as the balance between educational supply and demand; in medium-level analysis, it is the balance development of educational resources; in micro-level analysis, it is the balance development of school education processes including the balance of internal curriculum educational resource allocation, the balance of educational result and educational evaluation have transformed from polices to activities by school principal and school managers. Deputy Director of the Basic Education Department in China's Ministry of Education represents the definition of "balanced development of compulsory education" by the Chinese authority. From the authors' points of view, the balance of compulsory education "mainly refers to the following aspects: firstly, urban-rural balance; secondly interregional balance; thirdly, approximate balance among schools in school operating conditions, school level, teaching quality, and educational quality of compulsory education. All school-aged children receive compulsory education equally and lawfully and are entitled to equitable opportunities for

compulsory education. The approximate balance of educational need and supply is the concept of balanced development of compulsory education that we think of those indicators who introduced by ministry of education are the main responsible/ role of the school principal in primary school and secondary school in actualized of balanced development of education as is. The essence of balanced education development is to pursue and realize the balancing of education. Viewed from educational development, there can be four phases in realizing equal and fair education, especially basic education in China, there are some steps was indicated from the practiced the balanced development of education in basic compulsory of education, namely:

- 1) Phase One: low-level phase of equality, that is, the phase of spreading compulsory education. In this phase, the goal is to provide balanced opportunities for education so that each school-aged child has access to education opportunities, the main role of the school principal are engaged to the local communities to provided access all child without limited gender to get education;
- 2) Phase Two: primary phase of equality, that is, the phase of promoting the reform and creation of an educational system and pursuing the equality of educational processes and conditions. In this phase, the goal is to pursue the rational disposition of educational resources to make sure that educational resources are optimally disposed between regions, between urban and rural areas, between schools and between groups, to guarantee the balanced rights and groups and individual's opportunities for education, the specific results of which is the equality of school conditions those phase are majoring the role of school principal to lead management sector in school, how to managed day to day school activities.
- 3) Phase Three: advanced phase of equality, that is, the phase of deepening scholastic education reform, reinforcing the internal construction of scholastic education and pursuing equality of educational quality. In this phase, the goal is to pursue the equality of scholastic educational development, i.e., the development of education-receivers. The differences and individualities of students should be fully respected so that each one can give a full expression to his/her strong points and potentials.
- 4) Phase Four: high-level phase of equality. This is the ideal phase of basic education equality. It is evoked by the rapid development of economy and

society causing people's living standard to be greatly enhanced; the educational resources enriched; the differences among regions, between urban and rural areas, between schools and education-receivers greatly reduced; educational resources in society and school are all rationally dispersed. Each student can receive a relatively balanced education and they can maximally develop their own talents and potential.

2.4.2 Emerging Problems from Arranging Balanced Education Development

Balanced Development of Education is a vision put forward by people to provide equal opportunities and rights to receive education for the educated. It mainly includes three meanings: the equal opportunity of school-age children to enter school, the equality of educational process, and the equality of educational results. However, the movement does not go without problems. There are great differences in the construction level of economic and social infrastructure between different regions and cities, the unequal distribution of resources, the lack of hardware conditions for development of education, the difficulty to attract students to school, appropriate training of the teachers, lack of a professional talent training mechanism, inability of rural primary schools to meet the social needs, backward or even seriously damaged teaching equipment in some remote and poor mountainous areas, and the decline of education quality result in the waste of a large number of high-quality resources (Cai, 2017; Xue & Li, 2021).

Moreover, the age structure and educational level of rural teachers are uneven, especially many teachers' educational level is below a bachelor's degree. In some remote areas, due to limited economic conditions and shortage of educational resources, backward school hardware facilities, outdated teaching equipment, and other factors, the overall quality of rural teachers is low, the educational level is not high, and there is a lack of relevant professional skills training. The progress of rural education has been limited, and many schools have been built on the basis of urban suburbs (Ball, 2016; Unterhalter, 2019; Xiao et al., 2022).

2.5 Essential Principal Leadership Skills for Balanced Development Education

School principal skills are essential for balanced development education, and this literature review aims to show specific aspects of international comparative educational systems in China where school principals have contributed to balanced development education. The Chinese government-initiated quality-oriented and student-centered education reforms through monitoring and evaluation, and principal skills and balanced development education as one goal how to achieve quality education through inspection system or monitoring and evaluation. The school inspection system, which contributes to education quality, should be improved to better support student all-round development and equity in educational outcomes, and better accommodate policy contexts and local needs (Alexander, 2015; Arthur, Levett-Jones, & Kable, 2013).

The Balanced Development of Education sector and school principals' roles are both important in overcoming financial scarcity and contributing to poor quality and potential high dropout ratio in rural schools. Allocation and distribution of school budget are also essential for school principals-how they implement strategic allocation for better school management. To address this, the school principal has integrated multi-stakeholders to allocate their budget to help school management. Thematic activities done by the school principal will contribute to balanced development education and help schools to have strong cooperation. Additionally, the Principal Leadership Skill has coverage in Balanced Development Education at meso-level, reflecting both an economic characteristic in the whole system of educational balance and the equality of the disposition of educational resources through comprehensive cooperation with multi stakeholder (Ball, 2016; Xiao et al., 2022; Xue & Li, 2021).

In 2013, the Department of Teacher Education of the Ministry of Education of People's Republic of China was published standard for school principal in China that is Establishing Professional Standards for Principals and Developing Principals with High Quality: Understanding the Professional Standards for Compulsory Schools Principals, the standards attempt to 1) promote the professionalization of school

leaders, 2) clarify the standards for qualified principals, 3) improve the quality and management skills of principals, and 4) promote a balanced development of compulsory education (Wei, 2017).

Balanced Education Development is focusing on how education grows together with involved economic and social aspects. Education for sustainable development goals is relevant with how to create sustainable education system that emphasizes approaches such as inclusivity, equity, and equality aspects (Tetreault, 1986). Principal skills are locomotors to achieving the balanced development education that is accelerating basic compulsory of education, eliminating the gaps between school in urban and rural area which indicate starting from balanced allocation of resources, the efficiency of resource allocation, standard evaluation, and financial investment of education (Khorev, Salikov, & Serebryakova, 2015; Wang et al., 2020).

It is certain that elements of principal skills will contribute to balanced development education such as: first, increasing capacity of school faculty and staff to provide high-quality of teaching and learning system, improving the guaranteed level of teachers' remuneration, implementing the system of exchanging posts between teachers and principals, and ensuring that there are more good teachers in underprivileged schools in urban and rural areas. Second, extended comprehensive balanced education agenda in district levels such as adhering to the principle of teaching without class (providing all information and learning materials in and out the class), designing a curriculum that teach students according to their aptitude, and providing a suitable education system that is appropriate for every characteristic of student (class members). Third, rational school budget allocation is required to sustain the operations for school development. In addition, it is necessary to receive a wellmaintained school budget allocation from the government and the grantee sector (from community participation and industries) in rural and urban areas, both of whom have equal budget allocation based on their needs (Verhelst, Vanhoof, & van Petegem, 2021; Xinyi & Youlu, 2012).

Nevertheless, the global impact from the development of rapidly changing information technology in the modern field of education, both BDE and ESD require that the teaching and learning processes should integrate technology by actively introducing all kinds of modern information technology into the classroom. Besides, technology can also strengthen the cultivation of in-service teachers' information literacy and improve their own information technology skills to catch up with the changing world (Wang et al., 2020; Zhang et al., 2020).

Furthermore, school principal skills and balanced development education agenda influence not only the curricula, but also the education process and results (equal supply and demand). These goals should aim at putting students at the center of learning. Class members should be taught to understand and find solutions to social, environmental and economic problems and to collectively implement combined actions. This means involving students in the consulting activity, creating business plans, organizing events and lectures, and carrying out actions by way of example (Badea, Şerban-Oprescu, Dedu, & Pirosşcă, 2020).

Balanced Development Education guidelines can be constructed from the four dimensions of educational balance between regions, the educational balance between urban and rural areas, educational balance between schools, and educational balance between groups, which takes such important factors of balanced development for education as the disposition of educational resources were relevant to education for sustainable development (Ding & You, 2022; Pavlova, 2007; Zhai, 2013).

The principals' leadership skills are beneficial in the following activities.

1) In the balanced development of an education program, the school inspection system is expected to contribute to education quality, School inspection standards remain (standard of monitoring and evaluation) to be improved to better support student all-round development and equity in educational outcomes within and between schools, and better accommodate policy contexts and local needs (integrated supply and demands through educational system). The Chinese government initiates quality-oriented and student-centered education reforms through monitoring and evaluation to identify

relevant aspects with the national guidance determined by Ministry of Education. Principal skills are a major factor towards achieving quality education through inspection system or monitoring and evaluation. (Badea et al., 2020).

2) Allocation and distribution of school budget are essential for better school management. Increasing education resource investment are the best way to overcome the financial scarcity which often leads to poor education quality as well as potential high dropout ratio in rural schools (Eyal & Roth, 2011; Zhang, 2009). Education demand keeps rising; thus, the lack of resource and poor investment will worsen the situations.

Hu et al.(n.d.) shows that the average student-teacher ratio is 17.22:1 of all 58 schools. In fact, if student-teacher ratio is relatively high, it will probably harm school efficiency easily for it will increase the teachers' burden, impede the individual contacts between teachers and students, self-improvement, and communication, and make the resource allocation even worse especially in rural areas (Cai, 2017).

In summary, the principals' roles and responsibilities, skills and strategies can be seen covering various aspects supported by the findings of reviewed studies from 2011 to 2023. The details of what embodies the principals' roles and responsibilities, skills and strategies are shown in the table below.

Table 2.1 Studies on the Primary School Principals' Roles and Responsibilities

No	Researchers	Year	Findings
1	Behbahani	2011	-Periodically providing training courses for all staff and members of school-teachers -Increasing school management performance (improving the efficiency and effectiveness of educational staff and school services) -Determining educational equipment and need such as curricula and other related facilities -Establishing better opportunities for education process and management to assist in providing grounds and suitable conditions
			for teachers and students for progress in education affairs

Table 2.1 Studies on the Primary School Principals' Roles and Responsibilities (Cont.)

No	Researchers	Year	Findings
2	Ibrahim & Al-	2012	-Fully understanding what is meant by change in a wider context
	Mashhadany		
3	Kadji-	2013	-Facilitating the development and expressing the moral purpose
	Beltran et al.		and goals
			-Reforming and setting clear directions to which the work of all
			staff can be aligned
			-Promoting professional development to enhance the
			knowledge, skills and dispositions of teachers and other staff
			-Bridging external cooperation for professional learning of
			teachers and staff
			-Cultivating the cultural norms (e.g., trust, collaboration, risk
			taking)
			-Providing the structural organizational conditions (e.g., time to
			collaborate) and technical resources (e.g., high-quality
			curriculum and instructional materials) to support the vision
			-Involving and inspiring individuals to be committed to
	90		contribute through collective leadership to a common objective
4	Hoppey &	2012	-Creating successful inclusive environments for all students
	McLeskey	20	A DELL
		(2/7)	-Planning and managing their schools, ensuring that their
			schools meet accountability requirements, supporting teachers,
			and meeting a wide range of student needs
			-Encouraging the development of a supportive school culture,
			developing teachers as leaders within the school, and striving to
			create a collaborative, professional learning community to
			promote teacher learning

Table 2.1 Studies on the Primary School Principals' Roles and Responsibilities (Cont.)

No	Researcher (s)	Year	Findings
5	Kadji-Beltran	2013	-Ensuring equitable educational opportunities
	et al.		
6	Hoppey &	2013	-Facilitating the creation of a school culture such as support and
	McLeskey		developing teacher skills as leaders within the school
			-Treating staff fairly, such as displaying trust in school
			management
			-Optimizing the hearing process: listening to their ideas (parent,
			teachers, and staff)
			-Enhancing problem-based evaluation
			-Inviting any problem-solving recommendations whether it
			comes from an internal or external organization
			-Nurturing effective communication such as consistently talking
			to staff and students about sustainability
			-Displaying fast response of school management such as taking
			actions such as reshuffling timetables and money to release key
			teachers from their classroom duties
			-Applying for grants, revisiting school policies to embed
			sustainability
	90		-Ensuring teachers developing sustainability education
7	Bush &	2014	-Ensuring school compliance (policies implementation)
	Glover	200	-Influencing teachers and staff into the program while through
		47	group and individual work
			-Building up strong mutual communication by informing and
			communicating clear sets of personal and educational values
			which represent their moral purposes for the school
			-Getting involved in curriculum planning and professional
			development
			-Involving all staff and other stakeholders to share the vision
8	Balyera,	2015	-Having knowledge, skills about professional learning
	Karatasa, &		communities and initiation to realize it
	Alcia		-Creating a collaborative environment for teachers
			-Providing opportunities for teachers to work together in self-
			managing teams to improve their own instruction
	1	l	l

Table 2.1 Studies on the Primary School Principals' Roles and Responsibilities (Cont.)

No	Researcher (s)	Year	Findings		
			-Creating a collaborative environment		
			-Involving teachers in the design and implementation of		
			important decisions and policies		
			-Providing opportunities for staff to be involved in developing		
			school policies		
			-Creating an environment encouraging mutual cooperation,		
			emotional support, personal growth		
9	Loyalka et al.	2015	-Highlighting the principal's role in shaping educational		
			experiences		
10	Khorev,	2015	-Maintaining equilibrium and harmony. Keeping up with balance		
	Salikov, &		and amicability		
	Serebryakova	2016			
11	Lu et al.	2016	-Ensuring access to education		
	20		5		
12	Kraft &	2016	-Acting as an instructional leader		
12	Gilmour	2010	-Strategically conducting targeted assessments		
		18/	-Reducing operational responsibilities		
			-Providing primary training		
			-Hiring teaching coaches		
			-Developing peer assessment systems		
			-Providing quality, personalized and actionable feedback		
13	Bassett &	2017	C 1 2/1		
13	Shaw	ZU1/	-Being teachers first and leaders second		
	Silaw		-Emphasizing the importance of their teaching role, with leadership responsibilities being secondary		
			-A shift from traditional administrative roles to learning-focused leaders		
			ICAUCIS		

Table 2.1 Studies on the Primary School Principals' Roles and Responsibilities (Cont.)

No	Researcher (s)	Year	Findings			
14	Zheng et al.	2017	-Directly participating in arranging teaching jobs by the teachers'			
			performance			
			-Developing teaching and learning, particularly in guiding,			
			evaluating, and monitoring teaching			
			-Creating a positive campus environment and strong relationships			
			with staff such as interacting socially with staff			
			-Creating a safe, easy school atmosphere			
			-Cooperating with school middle-level personnel			
			-Building up school external relations (working with communities			
			and organizations outside of the school such as networking with			
			regional management departments to obtain resources for the school			
			-Interacting with social organizations or individuals to obtain			
		A	resources for the school			
	_		-Fundraising and working with the local community			
			-Evaluating curricula, formulating long-term school plans and			
			guaranteeing their implementation			
			-Hiring staff			
			-Implementing teachers' professional development plans			
15	Kan, Lyu, &	2017	-Shaping educational experiences			
	Huang	20				
16	Harris, Jones,	2018	-Improving teaching practices by the supervision of teachers and			
	Cheah, Lee, &	~ /	outlined the various ways in which they actively monitor the			
	Devadason		quality of teaching in schools			
			-Teaching leadership practice			
			-Supervising teaching and learning and leading professional			
			learning			
			-Being a teaching leader			
17	Bush	2018	-Leading to new socialization processes and a change in identity			
			-Playing the roles of instructional leadership, administrative			
			leadership, and community leadership			
			-Ensuring that their schools are meeting the expectations of			
			various stakeholders, including students, parents, teachers, and			
			the wider community			

Table 2.1 Studies on the Primary School Principals' Roles and Responsibilities (Cont.)

No	Researcher (s)	Year	Findings		
18	Agasisti,	2018	-Assisting instructors in their professional development		
	Bowers, &		-Being head of the teaching body and instructional leader, rather than a		
	Soncin		mature leader and manager of a complex educational organization.		
			-Filling in for teachers who are unexpectedly absent		
			-Directly overseeing student activities and instructional activities		
			in the classroom		
			Supervising the implementation of educational strategies and		
			curriculum		
			-Acting as managers responsible for defining school strategies		
			and reaching goals		
			-Paying particular attention to the school curriculum and teachers'		
			development to drive school improvement		
19	Joo-Ho, Lee,	2018	-Supporting both professional learning community and collective		
	& Cooc		responsibility for positive school climate		
			-Creating a positive learning environment rather than providing a		
			direct support		
			-Influencing teachers and teaching practices through shaping the		
			school's organizational climate		
	200		-Empowering teachers to make decisions focused on teaching		
	3	20	and learning		
	c	2/2/	-Establishing goals and supporting faculty members and		
		47	organizational culture		
			-Creating professional learning community (teachers sharing a		
			common view on a school's mission or goals		
			-Nurturing mutually reflecting on instructional activities/		
			engaging in reflective dialogue		
			-Providing each other with feedback on teaching practices, and		
			collectively focusing on student learning		
20	Hu, Zhang, &	2019	-Synthesizing data about school operations for school		
	Liang		improvement		
21	Ødegaard &	2019	-Reducing student attrition		
	Maranon				
22	Bashian,	2019	-Using technology in tele-supervision for successful management		
	Pendse, & Luu				

Table 2.1 Studies on the Primary School Principals' Roles and Responsibilities (Cont.)

No	Researcher (s)	Year	Findings
23	Qian & Walker	2019	-Working in a seemingly highly politicized environment,
			being aware of their role as an employee of the state
			-Demonstrating expertise in curriculum and teaching
			-Approaching teachers in a way that combines sincerity
			and kindness
			-Conducting observation and feedback cycles must
			address the many implementation challenges associated
			with this approach in promoting teacher development
24	McBrayer, Akins, de	2020	-Addressing equity issues.
	Blume, Cleveland,		. // < .
	& Pannell		
25	McBrayer et al.	2020	-Exercising leadership through their instructional
			leadership practices
			-Providing direction, influencing, and supporting to
			teachers, staff, and students
			-Recognizing and comprehending instructional leadership
			methods as well as executing linked professional learning
			that leads to school improvement
	200		-Engaged in self-reflection and examining decision-
	320		making and practices to improve schools
26	Abbamont	2020	-Understanding the value in developing the capacity of
	4	निहार्	his faculty
		78	-Providing opportunities to engage in the work of the
			school
			-Taking on leadership roles in the school community, to
			be accountable for that work, to reflect on that work, and
			to expand our understanding of the role of educator, be it
			teacher or leader
			-Embracing a shared responsibility for improved teaching
			and learning
27	Liebowitz & Porter	2020	-Promoting student learning and supporting teacher
			development
-			

Table 2.1 Studies on the Primary School Principals' Roles and Responsibilities (Cont.)

28 Webster & 2020 -Creating a positive school of -Managing the day-to-day of ensuring that students received -Ensuring that their school is environment in which students received -Possessing a wide range of	perations of the school, and we a high-quality education. s a safe and supportive nts can learn and grow
ensuring that students received -Ensuring that their school is environment in which students	ye a high-quality education. s a safe and supportive nts can learn and grow
-Ensuring that their school is environment in which studes	s a safe and supportive nts can learn and grow
environment in which stude	nts can learn and grow
	5
-Possessing a wide range of	skills and knowledge including
	skins and knowledge, including
instructional leadership, adn	ninistrative leadership, and
community leadership.	
29 Haiyan & Allan 2020 -Building and sustaining Pro	ofessional Learning Communities
in Chinese schools.	
Designing teacher learning-	related rules and procedures.
-Using formal structures to e	engage teachers in planning and
decision-making, and influe	ncing the values that teachers
adopt.	
-Building school learning str	ructures, cultivating collaborative
cultures, and constructing po	ositive relationships to improve
student learning outcomes	
-Nurturing trusting relations	hips, which is a key indicator of
PLC.	15
30 Feng 2020 -Planning school developme	ent and creating a culture
-Fostering student developm	nent
-Leading the curriculum and	linstruction
-Guiding and facilitating tea	icher development
-Optimizing internal manage	ement;
-Accommodating the extern	al environment
31 Qian & Walker 2020 -Actively engaging teachers	in planning, decision-making,
curriculum design and super	rvising instruction
-Developing vision and goal	ls together with teachers
-Nurturing individual and sh	nared values and experiences
-Facilitating teacher collabo	ration and dialogue to create
ample opportunities for peer	r learning and to use various
mechanisms	
-Identifying outstanding tead	chers to be role models

Table 2.1 Studies on the Primary School Principals' Roles and Responsibilities (Cont.)

No Researcher (s) Year Findings	
31 Qian & Walker 2020 -Creating relational conditions and positive re	elationship
-Creating effective teacher professional devel	opment, such
as: community-based, job-embedded, linked	to students'
outcomes, continuous, reflective and inquiry-	based
32 McBrayer et al. 2020 -being engaged instructional and managerial	practices, and
building relationships	
-Distributing both instructional and manageri	al tasks to
support staff such as assistant principals	
-Providing more opportunities for assistant pr	rincipals to learn
about and use both school instructional leader	rship and
management skills	
-Defining the School Mission and Managing	the instructional
program	
-Promoting a positive learning climate	
33 Khumalo 2021 -Promoting sustainability through motivating	teachers.
-Ensuring that teachers perform to the best of	their abilities to
keep teachers motivated in order to contribute	e towards
sustainable development	
34 Myers 2021 -Linking the goals and aspirations of their sul	oordinates
(teachers) to the goals of the organization -Enabling teachers to grow and learn from ea	
-Enabling teachers to grow and learn from ea	ch other
-Encouraging trust between school leaders an	d teachers
-Using teachers' skills and abilities to promot	e a supportive
school culture	
-Adopting leadership roles and progress in tea	acher
professional development and student learning	g
35 Gregersen- 2021 -Synthesizing education for sustainable devel	opment and
Hermans internationalization of the curriculum to prepare	are students for
the future	
36 Owens 2021 -Implementing professional learning commun	nities (PLC) in
schools	
	_
-Being knowledgeable of a multitude of conto	ent areas,

Table 2.1 Studies on the Primary School Principals' Roles and Responsibilities (Cont.)

No	Researcher (s)	Year	Findings
37	Katsigianni &	2021	-Involving, inspiring, and supporting others towards the
	Ifanti		achievement of a vision for the school which is based on clear
			personal and professional values.
			-Engaging the support of teachers for their vision for the school
			and enhance their capacities to contribute to goal achievement
			-Training teachers to carry out leadership tasks, empowering
			teachers, and allowing teachers and staff to involve in
			establishing an academic mission;
			-Taking a lead in monitoring-evaluation school activities
			-Providing feedback on teaching and learning, and promoting
			professional development.
		41	-Stipulating and bring collaborative leadership into school
			environment.
38	Nwogbo	2021	-Making plans, organising, coordinating and controling teaching
			and learning activities in order to achieve the desired school and
			educational goals within the stipulated time frame;
			-Supervising the teachers in order to ensure quality instructional
			delivery to the unique opportunity to initiate curricular changes
	233 July 25 1		that reflects the demands of the contemporary society
	320		-Controlling the staff, finances and the organization of the
	02	201- 0	curriculum and instructional materials of the school
		Y72 ह	-Creating a school climate characterized by staff and student
			productivity, creative thought, efficient and effective movement
			towards the goals of the school organization
			-Mobilizing the entire school community around the goal of
			improving students' performance and continuously increasing in
			size and complexity
39	Tran et al.	2021	-Supporting teachers' professional development as very
			important for student learning and students' achievements
			-Evaluating the performance of teachers and staff regularly to
			improve knowledge and related skills
			-Helping and guiding novice teachers with professional
			knowledge and teaching skills

Table 2.1 Studies on the Primary School Principals' Roles and Responsibilities (Cont.)

No	Researcher (s)	Year	Findings
40	Ettehad et al.	2021	-Developing conceptual plans, strategies and operational
			policies and programs for educational management
			-Interacting with relevant organs
			-Understanding the conditions and needs of students, attention
			to scientific and educational issues of students' educational
			process
			-Pursuing the issue of inclusiveness and development of
			integrated schools, counselling and finally supporting
			exceptional students' families
			-Taking a lead in the school management, such as planning,
			organizing, guiding, coordinating, monitoring, and evaluating
		41	the ability to manage financial issues
41	Liljenberg &	2021	-getting involved in establishing, maintaining and refining joint
	Andersson		responsibility for quality and improvement school systems
			-Improving practice and closing gaps in achievement of diverse
			groups of students
			-"Shaping teachers' access to policy ideas", and providing
			interpretive framing plans that influence teachers' understanding
	90		of problems to be solved.
	233	4	-Building and maintaining good communication and relations, a
	2	20,	broad focus on student achievement, and job-embedded
	,	4725	professional development for teachers and staff
42	Khumalo	2021	-Promoting sustainable education through inspiring teachers
			-Exploring the extent in which the leadership practices of
			primary school principals promote teacher motivation and
			ultimately achieving sustainable teacher workforce
			-Treating teacher equally
			-Creating opportunities where teachers take part in critical
			school decision making processes
			-Encouraging teamwork through knowledge, sharing,
			exchanging learner teacher support materials
			-Appreciating and recognizing the good job of teachers at school
			-Showing concern to teachers who have personal problems
	1	1	

Table 2.1 Studies on the Primary School Principals' Roles and Responsibilities (Cont.)

No	Researcher (s)	Year	Findings
43	Myers	2021	-Creating an environment which empowers the teachers to
			meet organizational, departmental, and individual goals
			-Building strong relationships with and among staff members
			that helps them identify and utilize the particular talents, skills,
			and knowledge of the staff members for the benefit of others
			-Developing, maintaining, and evaluating collaborative
			relationships as an instructional tool to increase teacher
			instructional capacity
			-Creating a shared enterprise among the teachers and
			administrators that motivated them
			-Allowing teachers and administrators to utilize the diverse
	4	4	skills and knowledge to solve problems
44	Draugedalen,	2021	-Training in healthy, problematic and harmful sexual behaviour
	Kleive, &		-Strengthening statutory interdisciplinary cooperation between
	Grov		schools and relevant institutions.
			-Developing and implementing national guidelines on the
			prevention of sexual violence in schools and establish an
			overall structure.
45	Holmes &	2021	-Providing uniqueness to this school through the spirit they
	Pratt-Adams		create
46	Talebizadeh,	2021	-Adopting learning-centered leadership to enhance teacher
	Hosseingholizadeh,	725	professional learning
	Mehmet, &	. 4	2 N. EL DI LA CO. 2
	Bellibas		
47	Taole	2022	-Being the curriculum leader
			-Playing a key academic role in the success of the school
			-Requiring necessary competencies and skills to operate
			effectively in a multi-grade environment
48	Dag & Bozkurt	2023	-Adopting distributive leadership style to support the teachers
			to feel valuable in the organization
	i .		I .

Table 2.1 Studies on the Primary School Principals' Roles and Responsibilities (Cont.)

No	Researcher (s)	Year	Findings
49	Pan & Hong	2022	-Guiding teachers in learning and
			-Using their own professional abilities to encourage
			teachers to commit to improving teaching practice
			-Being both learners and leaders
			-Looking after the needs of teachers
			-Leveraging external social capital
			-Seeking new ideas
			-Providing avenues for teacher empowerment
			-Employing a variety of capital-based decision-making
			strategies to encourage teachers to participate in their
			reform programs
			-Practicing and learning leadership to accumulate
			professional capital for the school
50	Jansen & du Plessis	2023	-Determining the job description of individual deputy
			principals
			-Sharing leadership practices with deputy principals
			-Highlighting the teachers' trust and displaying
			knowledge-based sharing behavior

Source: Researcher

According to the literature review and the summary of Table 2.1 with information derived from fifty reviewed studies, it can be concluded that the school principal needs to take diverse roles to improve the school, which is considered an organization. The school as well as the people in it need to learn. Thus, the school is a learning organization with the principal as the top leader. The principal is required to take the roles of 1) an academic leader with instructional leadership for quality education, 2) an administrative leader with administrative leadership for the efficient running of the school especially in providing the conducive atmosphere for learning, an inspiring leader for school improvement and teacher development and finally, 3) a network leader with community leadership that arranges support from the communities surrounding each school.

A question that can be raised here is "Do the BDE principals have the roles and responsibilities. leadership skills and strategies discussed in this section?" This question was the major area of investigation of this study.

2.6 Conclusion

This literature review chapter has discussed many topics that lead to a conclusion how primary school principals can successfully implement BDE in their schools.

2.7 Related Research

This section reveals the findings from related studies conducted to investigate the principals' roles and responsibilities, skills and strategies.

Zeng et al. (2007) conducted research under the title "Balanced Development of Compulsory Education: Cornerstone of Education Equity". The aim of the research was to analyse the issues and challenges that the development of compulsory education in China is still facing, and to provide suggestions for policy-makers to achieve a more balanced and equitable development of compulsory education. the research adopted a literature review approach to analyse the issues and challenges that the development of compulsory education in China is still facing, and to provide suggestions for policy-makers to achieve a more balanced and equitable development of compulsory education. The findings indicated the gaps between rural and urban schools, the gaps between teacher's situations in rural and urban areas, and higher drop-out rates of rural compulsory education than that of the national average level.

Kadji-Beltran et al. (2013) discussed in their paper "Leading Sustainable Schools: Exploring the Role of Primary School Principals". The background of this research focused on the role of primary school principals in leading sustainable schools. The study examined the relationship between the activities implemented by primary school principals in Cyprus and the leadership actions they undertake to encourage and

support teachers' engagement in innovative programs or activities. The research aimed to explore two core leadership practices: understanding and developing people, and attending to the culture and conditions of teaching, learning, and managing the school's operations according to sustainability principles. The data for the research were obtained through a nationally administered questionnaire and semi-structured interviews with primary school principals in Cyprus. The research methodology was conducted by two phases of data collection. In the first phase, a nationally administered questionnaire was sent to all primary school principals in Cyprus, resulting in a 47% response rate. The questionnaire collected information on the principals' demographics, their schools, the kinds and frequency of environmental and sustainable development (ESD) activities implemented in their schools, and their leadership approaches. In the second phase, semi-structured interviews were conducted to further explore the connection between school principals' roles and balanced development education in promoting and sustaining sustainable schools. Principals were seen as key agents for change and were responsible for motivating and supporting teachers and students in changing their attitudes and behaviours towards the environment. They were also expected to be visionary, collaborative, and share responsibility and decisions. The characteristics mentioned by principals mainly focused on general dimensions of change related to leadership. However, there was a need for principals to have knowledge and skills in sustainability and to connect with external expertise to effectively implement education for sustainable development (ESD) in schools. Finally, the conclusion was primary school principals in Cyprus had limited knowledge and understanding of Education for Sustainable Development (ESD) principles and lacked the necessary skills and resources to implement sustainable practices in their schools. The study highlighted the need for targeted preparation and professional development programs for principals to enhance their understanding of ESD and leadership in sustainable schools. It also emphasized the importance of collaboration between researchers, ESD specialists, educational leadership specialists, practitioners, and policy-makers to define the desired changes and goals for sustainable schools. The research suggested that future studies should involve other stakeholders, such as teachers, students, and parents, and explore additional aspects of leading ESD reform, including staff engagement, collective vision-building, and organizational restructuring.

Balyer, Karatas, and Alci (2015) conducted a study under the title "School Principals' Roles in Establishing Collaborative Professional Learning Communities at Schools". The objective of this research was to explore the role of school principals in establishing and maintaining professional learning communities. The study examined the perceptions of school principals regarding the establishment and maintenance of professional learning communities in Istanbul province, Turkey. The research provided recommendations for principals to create effective professional learning communities and improve education, teaching, and learning. The study utilized ethnographic designs and in-depth interviews to explore the shared patterns of behaviour, beliefs, and language among principals in Turkey regarding professional learning communities. The purpose of using qualitative research was to gain in-depth knowledge and understanding of the principals' views and experiences. The constant comparative approach was used to analyse the data, which resulted in the saturation of categories and the emergence of theory. The study aimed to provide recommendations for school principals to establish effective professional learning communities and improve education, teaching, and learning. It was recommended that school principals created effective professional learning communities and improve education, teaching, and learning. The importance of collaboration and trust among teachers should be emphasized by establishing and maintaining professional learning communities. The findings indicated that school principals have significant roles in establishing professional learning communities, but they need to perform this role adequately to achieve the desired outcomes.

Zheng et al. (2017) published a research paper under the title "What Aspects of Principal Leadership Are Most Highly Correlated with School Outcomes in China?", The aim of the present study was to develop a broader framework for principals' leadership in China and to detect its relationships with certain school outcomes from both principals' and their teachers' perspectives. Furthermore, the objective of this research was to explore what constitutes principal leadership effectiveness, compare the differences between principals' and teachers' perspectives, and examine principal leadership effectiveness using empirical data from both sides. The research questions focused on identifying the dimensions of principal leadership, the differences between

principals' and teachers' ratings of leadership effectiveness, and the key factors in principal leadership that correlate most highly with school outcomes from both perspectives. In summary, the aspect of principal leadership that was most highly correlated with positive school outcomes in China was Instruction Organization. This factor reflected principals' organizational skills, particularly regarding instruction and the curriculum, and has a strong positive correlation with students' reading achievement and Chinese learning efficacy.

Agasisti and Soncin (2019) conducted a study entitle "School Principals' Leadership Types and Student Achievement in the Italian Context: Empirical Results from a Three-Step Latent Class Analysis", which identified three separate subgroups of school leaders and examined their individual characteristic as well as school setting elements to assess their relationship with leadership attitudes. Furthermore, the study discovered a correlation between schools with "leaders who teach" and lower academic test scores. The findings advocate for governmental measures aimed at increasing principals' managerial talents and capacities.

Broström and Frøkjær (2019) conducted a study titled "Developing a Pedagogy of Education for Sustainable Futures: Experiences and Observations from Danish Preschools", it has combined expertise from several action research projects as well as personal observations from a variety of preschool settings. The study aimed to outline an approach to education for sustainability based on play and science activities. The following finding was in the development of an educational method: a scientific to encourage emergent science and sustainability.

Farisia (2019) conducted a study titled "Principal's Leadership to Improve the Quality of Early Childhood Education in the 4.0 Era" which provided unique insights on the knowledge, abilities, and personal characteristics needed for school principals to improve the quality of Early Childhood Education (ECE) in the current technology era. This study used in-depth interviews with 10 selected ECE principals, while the questionnaire was used to gain the data about school as well as to collect information regarding the principal's leadership skills. The results of the study indicated the

principals' roles as leaders of learning, leaders of student entitlement, leaders of capacity building, leaders of community, and leaders of resource management. In brief, these were taken to be critical leadership qualities for school principals in the 4.0.

McBrayer et al. (2020) published a research paper under the title "Instructional Leadership Practices and School Leaders' Self-Efficacy". The objective of this research was firstly to examine the relationship between instructional leadership practices of school leaders and their leadership self-efficacy. Secondly, the study aimed to determine whether school leaders who engaged in effective instructional leadership practices felt more confident and effective in their responsibilities, decisions, and actions. The study aimed to explore differences in leadership self-efficacy between principals and assistant principals. Moreover, this research examined the connection between the principal role and instructional leadership practices. The study adopted a cross-sectional survey methodology. The researchers invited principals and assistant principals to respond to a survey regarding their instructional leadership practices and leadership self-efficacy. The study aimed to gather data from one group at one point in time. Convenience sampling was used to select participants based on their school leadership assignments in public schools in the south-eastern United States. Descriptive statistics and inferential statistics, such as ordinary least squares regression and t-tests, were used to analyse the data and examine the relationship between instructional leadership practices and leadership self-efficacy. In conclusion, the research found that the instructional leadership practices of school leaders predicted their leadership self-efficacy. As school leaders were engaged in tasks impacting school improvement, they felt effective in their responsibilities, decisions, and actions. However, differences existed in the leadership self-efficacy of principals and assistant principals. It was recommended that school leaders adopted instructional leadership practices and leadership self-efficacy to strengthen their practices through professional learning, leading to the attainment of school improvement as the intended outcome. The principal was considered the primary leader of the school, responsible for setting a direction, supporting staff motivation, and coordinating evidence-based practices to positively impact teaching and learning. Instructional leadership practices involve setting a direction, developing

people, and designing the organization, which significantly contributes to student learning. The study highlighted how instructional leadership practices predicted leadership self-efficacy and the importance of the principal's role in school improvement. The study acknowledged that instructional leadership extended to other individuals like assistant principals, who supported principals in achieving school improvement goals through shared instructional leadership practices.

Badea and Pirosscă (2020) conducted a study entitled "The Impact of Education for Sustainable Development on Romanian Economics and Business Students' Behaviour". The purpose of this study was to provide an overview of how students' sustainable behaviours were impacted by their perceptions of sustainable campus efforts, teaching staff involvement, and curricula. The findings emphasized that sustainable development topics, combined with student involvement in raising awareness of sustainability issues, were critical to students' sustainable conduct. On-campus actions, on the other hand, were unlikely to affect behaviour unless they were elective rather than mandatory. In addition, because education was a major driver of sustainable development, there was an urgent need for coherence in structuring higher education to address sustainability challenges.

Tran et al. (2021) conducted research under the title "Principal Leadership and Teacher Professional Development in a Vietnamese High School for Gifted Students: Perspectives into Practice". This research focused on studying teacher professional development practices in Ha Tinh Provincial High School for Gifted Students in Central Vietnam. The purposeful sampling method was used to select information-rich cases that would provide a thick description of teacher professional learning in this specific school. The school was chosen for its reputation and success in terms of teacher and student achievements. The research aimed to understand the teachers' perspectives, motivations, and experiences related to professional development in order to improve teaching practices and student outcomes. furthermore, the principal and teachers emphasized the importance of teacher quality and its impact on students' achievements at the national and international levels. The study also highlighted the use of professional development practices, such as mentoring, coaching, and weekly professional meetings, to support

teachers' growth and collaboration. However, there were some challenges, including the need for more engaging topics in professional meetings and the difficulty of translating cultural and linguistic differences. Overall, the study provided insights into the unique context of this school and its efforts to promote teacher effectiveness and student success.

Xiao et al. (2022) published a paper under the title "Research on the Model of Balanced Development of Compulsory Education and Difficult Problems of Rural Education Based on a Deep Learning Algorithm". The first aim of this research was to understand the gap between the equity of rural CE and the level of urban education in China. The research used a questionnaire survey to investigate and analyse the difficult problems and current situation of rural education, with the goal of providing reference and policy suggestions for the further progress of CE in the new era. Moreover, the second aim was to better understand the obvious differences between urban and rural areas in all aspects and put forward corresponding countermeasures to help the government, schools, and students' parents improve their quality and jointly solve these problems. The third aim was to promote educational equity and balanced development of compulsory education in China. The findings revealed that there was a significant gap between the equity of rural CE and the level of urban education in China. Secondly, the research identified several difficult problems faced by rural education in China, including the serious imbalance of UAR education progress, the lack of diverse and rich teaching courses in rural CE, and the economic backwardness, serious brain drain, and deteriorating poverty in rural areas. The research suggested several measures to address these issues, such as strengthening the construction of rural teachers, improving the income level and welfare treatment of farmers, increasing financial investment, improving the construction of a relevant law and regulation system, and improving the quality of teachers and the hardware infrastructure construction of rural CE. Finally, the research emphasized the importance of a perfect and powerful guarantee mechanism to effectively promote and implement the Balanced Development of Compulsory Education (BDCE) and promote educational equity and balanced development of compulsory education in China. From this research, it was found that the issues discussed were the serious imbalance of UAR education progress, the lack of diverse and rich teaching courses in rural CE, and the economic backwardness, serious brain drain, and deteriorating poverty in rural areas. Strengthening the construction of rural teachers, improving the income level and welfare treatment of farmers, increasing financial investment, improving the construction of a relevant law and regulation system, and improving the quality of teachers and the hardware infrastructure construction of rural CE were recommended.

Xiao et al. (2022) has conducted research under the title, "Research on the Model of Balanced Development of Compulsory Education and Difficult Problems of Rural Education Based on a Deep Learning Algorithm", the research rationale of this research was to understand the gap between the equity of rural CE (Comprehensive Education) and the level of urban education. The purpose of the survey was to analyse the questionnaire data and identify the differences between urban and rural areas in terms of education. The study aimed to propose corresponding countermeasures to narrow the gap and improve the quality of education in rural areas. The research also aimed to provide reference and policy suggestions for the further progress of CE in the new era. Moreover, the research methodology in this paper involved an experimental investigation on BDCE (Balanced Development of Compulsory Education) and the difficult problems of rural education. The data analysis was based on a questionnaire survey conducted by the author. The purpose of the survey was to understand the gap between the equity of rural CE and urban education and to propose corresponding countermeasures. The respondents of the survey included school leaders, teachers, parents, and relevant institutions. The questionnaire covered various aspects such as satisfaction with the input quality of rural CE, distribution of rural teachers, form and quality of rural teaching, and the perfection of the rural teaching curriculum system. The data collected from the questionnaire was analysed to gain insights into the current situation of rural education equity and the gap between cities, with the aim of narrowing the gap and promoting fair education. In the end, the conclusion of this research explained that there was a significant gap between rural and urban areas in terms of education quality and resources. The study highlighted the need for balanced progress in rural education and suggested measures to improve the situation. These measures included strengthening hardware facilities, increasing capital investment, improving infrastructure services, and enhancing the quality of teachers and teaching methods. The paper emphasized the importance of promoting fairness in education and narrowing the gap between rural and urban areas.

2.8 Chapter Summary

This literature review chapter has discussed many topics that lead to a conclusion how primary school principals can successfully implement BDE in their schools. There are a number of essential factors to pay attention to. The following mind-map illustrates the aspects of significance the principals should address.

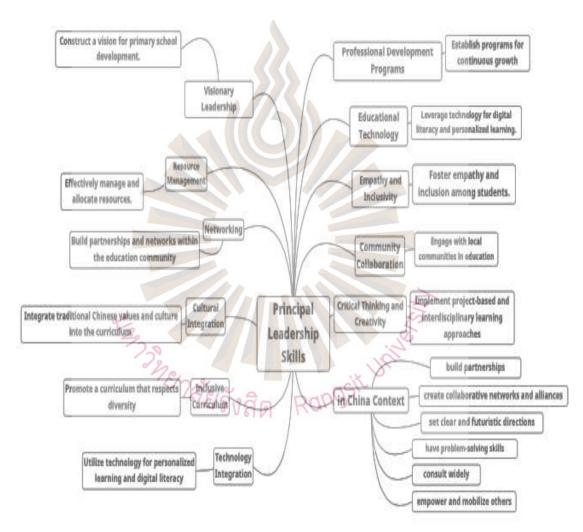


Figure 2.1 Mind Map of Literature on PS Principals' Management Source: Researcher

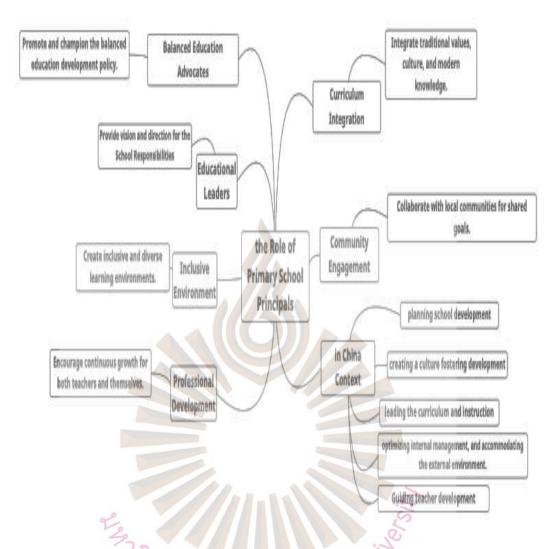


Figure 2.2 Mind Map of Literature on PS Principals' Management

Source: Researcher

CHAPTER 3

RESEARCH METHODOLOGY

This chapter mainly introduces the research design, research site, population and the sample groups, research instruments, data collection and data analysis methods as well as ethical consideration of the study. In addition, this research methodology chapter introduces and discusses the research methods, data collection methods and data analysis methods explained in this study. The last part of the chapter presents ethical considerations for the study.

3.1 Research Design

This research design was a mixed-methods approach since the researcher used four research methods to collect quantitative data and qualitative data from several sources: a document study, a questionnaire survey, a semi-structured interview and an analytical and critical focus group discussion. This mixed-methods approach choice was appropriate because the phenomena of this study could not be fully explained or clarified by using only quantitative (number-oriented) or qualitative method (text-oriented) (Creswell, 2023; Venkhates et al., 2012).

This study aimed to 1) study the influence of the roles, responsibilities, leadership skills and strategies of the primary school principals to implement Balanced Development Education (BDE) in Kunming, Yunnan Province 2) explore the roles, responsibilities, leadership skills and strategies of the primary school principals to implement Balanced Development Education (BDE) in Kunming, Yunnan Province and 3) develop guidelines for the principals of primary schools that will enable them to effectively implement Balanced Development Education (BDE) in Kunming, Yunnan Province

Therefore, the study was designed as a sequential mixed methods multi-phase study. The following table shows the different research phases.

Table 3.1 The Three-Phase Mixed-Methods Sequential Research Process

Phase	Data Collection Technique	Data to Obtain	Involved principals and Documents
Phase 1	Content	The body of the	-Documents on BDE
Document Study	Analysis	theoretical knowledge	adopted in China
		with keywords as	-National policy
		follows:	implementation
		-Balanced Development	reports
		Education in China	-Published studies
		-Principals role in	from google scholars
		primary school	-Related documents
		-Principals	
		responsibilities in	
		primary schools	
		-"Balanced	13
20	2	Development	
	233	Education" and "Role of	
	18/7200	Principals"	
	10/E/308	-"Balanced	
		Development	
		Education" and	
		"Responsibilities of	
		Principals"	

Result—Obtaining Body of Knowledge about the Principals' Roles,
Responsibilities, Skills and Strategies towards Balanced Development Education

Table 3.1 The Three-Phase Mixed-Methods Sequential Research Process (Cont.)

Phase	Data Collection	Data to Obtain	Involved principals
1 Hase	Technique	Data to Obtain	and Documents
Phase 2	Questionnaire	A questionnaire for	-Groups of Principals
Questionnaire	Design—based	principals	(obtained from
Design and	on the findings	-The questionnaire	probability sampling
Validity and	obtained from	should consist of	with simple random
Reliability	Phase 1	questions reflects to the	sampling.)
Check		variables (Dependent	
		and Independent	
		variables) to be IOC-ed	
	44	and pilot tested.	

Result—Obtaining Quantitative Data on the Principals' Roles and Responsibilities, Skills and Strategies as well as Quality of Education towards Balanced Development Education

Phase 3	-Critical	-Develop the leadership	-Semi structured
Semi structured	Analysis by	guidelines for the	interview applied to
Interview and	Experts (In-	principals of primary	the 12 principals
Focus Group	depth Interview	schools to implemented	related to the
Discussion	and Focus	BDE	implementation of
	Groups)	asit	BDE.
	195130	in Rango	-Focus Group
			Discussion,
			approximately 7
			individual education
			experts (ministry;
			supervisor of schools;
			policy makers)

Result—Obtaining a synthesizing list of necessary leadership skills of primary school principals which can be used to prepare practical guidelines. This is considered as a final round.

The table above clearly shows how the study was conducted step by step following a pre-designed order. As a result, different instruments were designed for different purposes and different groups of research participants were determined. The research collected both quantitative and qualitative data. The figure below provides the research process for better understanding of the research steps in an attempt to answer the research questions.

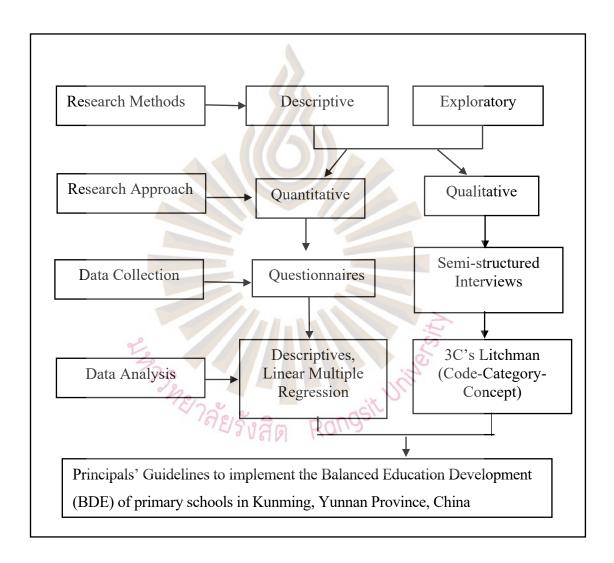


Figure 3.1 Research Plan of the Study

As can be seen in Figure 3.1, the research methods adopted were descriptive and exploratory, that is, quantitative research methods and qualitative research methods implemented in detail, and then data collection and data analysis were carried

out. In the data collection, the questionnaire survey and in-depth semi-structured interview were used. Statistical descriptive analysis and multiple regression analysis were used for quantitative data analysis. Litchman's 3Cs cycle was used for qualitative semi-interviews. In addition, analytical and critical focus group discussion of seven invited experts in education was arranged for the experts to critically analyze the proposed guidelines which were derived from the findings of the questionnaires and semi-structured interviews with an aim to polish the derived guidelines.

3.2 The Research Site

The research site in this study consisted of 755 primary schools in Kunming city, Yunnan province. Thus, 755 principals of the schools in Kunming city were considered the population for this research. Kunming city was chosen with several reasons as follows:

- 1) Kunming is the capital city of Yunnan and has the largest number population of ethnic groups in China.
- 2) The Chinese Government has been attentive to developing the education system and environment.
- 3) Kunming is a city designated as a potential area and a capital city which is expected to receive financial support from the government.

Based on the 2020 census, Kunming had a population of 8,460,088 people. Kunming remains a major education and cultural center in the southwest region of China with teacher-training colleges. Public primary schools are the main part of compulsory education with a number as high as 678 in 2017, while private schools are 77. Balanced Development of Education (BDE) focuses on developing the knowledge, skills, perspectives and value which will empower people of all ages to assume responsibility to create sustainable future to end poverty and illiteracy (Kadji-Beltran et al., 2013). The key transformation to implement BDE is the school principals who have their main responsibilities for making decisions, organizing schools in the teaching, and learning process. Since the Chinese Government is now introducing Balanced Development Education (BDE) which reflects the goals of Education for

Sustainable Development (ESD), the study will also identify the principals' roles, values and skills and other contributing factors for successful implementation of BDE and ESD as well.

At the same time, Kunming Education Bureau and all primary and secondary schools have always attached great importance to the effectiveness and enthusiasm of Kunming's implementation and implementation of the policy of balanced education development. In 2018 and 2019, seven districts and counties within the jurisdiction of Kunming have achieved the overall goal of basic balance. The education government department proposed that we should continue to increase the investment guarantee and accelerate the standardization construction of schools; strengthen the construction of teachers, balanced allocation of teachers; further strengthen the work of controlling dropout, eliminate dropout phenomenon; gradually eliminate the phenomenon of large class sizes; continue to care for and help to promote education equity; improve the supervision mechanism, strengthen the education supervision work; intensify publicity efforts, create a good social atmosphere, and ensure that by 2023, all counties (cities and districts) in Yunnan Province will fully complete the goal of balanced development of compulsory education.

3.3 Population and Sample

3.3.1 Population

The population for the study was calculated based on the total number of principals of primary schools in Yunnan Province. The samples were selected based on each phase of the study. Since the study was conducted in three phases, the population and the sample groups were selected based on the most appropriate technique of each adopted instrument.

3.3.2 Samples

In the part, the references were collected from 162 documents (research reports and academic articles) from 2018 to 2023, from various well-known and

reliable databases such as documents of the UN and UNESCO and published research reports in reliable journals.

Phase 1. Document Research

The document research was carried out through the Internet. The Internet research was conducted based on previous research with similar topics and key important words, namely Balanced Development Education, and Principals of Primary schools with 162 publications between year 2018 to 2023. The Internet source was based on google scholar and Rangsit University's databases. Here are the details:

Table 3.2 Findings from Phase 1: Document Research

Keywords	Research publications	Findings	Applied in
Reywords	Research publications 1 midnigs		Questionnaire
Balanced	33 previous papers	-Resources of BDE	-Balance resources
Development	related to the	-Balanced and	-Strategic directions
Education in	implementation of	sufficient	in BDE policy
China	BDE in China for	development	-Participation of BDE
,	compulsory	education	-Advocacy on
9	education	-Balanced	equalizing education
2	50 research papers on	development of	for students and
	the principals' roles,	preschool education	community
	responsibilities, skills	-Rural vitalization	
	and strategies	education in China	
Principals' Roles	41 previous papers	-Teacher quality and	-Students' academic
in China	related to the role of	professional	activities
	principals in primary	improvement	-Teachers' quality and
	school in China were	- Culture on schools'	improvement
	used.	leadership	-Role model for the
		-Principal-teacher	schools
			-Network of
			relationship
			external

Table 3.2 Findings from Phase 1: Document Research (Cont.)

Keywords	Research		Applied in
Reywords	publications	Findings	Questionnaire
		-interaction	-Skills allocation
		-Teacher's performance	teaching
		management	-Evaluation of staff
		-School-level mechanism	performance
		-Principal leadership	-Schools' development
		effects on student	philosophy
		achievement	
Principals'	37 previous	-Leadership strategies	-Planning development
Responsibilities in	publication	-Facilities professional	in achieving goals.
China	research to	learning communities	-Partnership
	support the	-Principals and sustain	-Teacher training
	keywords on	school improvement.	mechanism
	developing the	-School principals on	-Evaluation and job
	questionnaires	organizational	satisfaction
	concerning the	commitment	-Curriculum design
	principals'	-Resilience of Chinese	-Monitoring
مہ	responsibilities.	teachers	mechanism
3.	7411	-Critical reflection of	-Developing Teaching
	responsibilities.	teachers and teaching	process
	18/72012 2	towards principals'	
	"ปรุงส	leadership	
		-Principals' competencies	

3.3.3 Phase

2) Population and Sample for the Questionnaires

In this part, population sampling that is adopted to collect the quantitative data through the use of the questionnaire is explained. Kunming is the central city of Yunnan. The total number of primary schools at the time of the research was 755 schools. So, 755 principles of these school were the population. The sample for the questionnaire were selected with simple random sampling from two types of

schools-government and private. The sample size of this study was justified by Taro Yamane formula with 95% confidence level. The calculation formula of Taro Yamane is presented as follows:

$$n = \frac{N}{1 + N(e)^2} \tag{3-1}$$

Where:

n = sample size required

N = number of population (primary schools in Kunming city)

e = standard error (%)

Therefore, based on the formula above, the measurement of sample size has been found as follows:

$$n = \frac{755}{1 + 755 (0.05)^2}$$

$$n = 268$$

The number of primary schools managed by the government (referred to as public schools) was 678 (89.8%) and the number of primary schools managed by the private sector or companies was 77 schools (10.2%). Based on the percentage of the population number of primary schools both government and private, the two sample groups were shown below.

Table 3.3 Distribution of Sampling of Primary Schools in Kunming city

No	Status Primary	Managed by	Population	Percentage	Sample
	Schools	Principals			size
1	Public schools	Government	678	89.8	239
2	Private schools	Company/Non-	77	10.2	29
		government			
	Total		755	100.0	268

For a clearer picture of the questionnaire respondents, the primary schools from 14 subdivisions in the study were 1) Chenggong District; 2) Panlong District; 3) Wuhua District; 4) Guandu District; 5) Xishan District; 6) Jinning District; 7) Dongchuan District; 8) Anning City; 9) Fumin County; 10) Yiliang County; 11) Songming County; 12) Shilin Yi County; 13) Luquan County; 14) Xundian Hui County.

Phase 3: The Sample Groups for the In-depth Semi-Structured Interviews and the Focus Group Discussion

This study adopted the semi-structured interviews in the third phase to collect the specific data from the volunteering interviewees, who were the key informants in this data set. The primary school principals from both public and private sectors were invited to join the interviews. The key informants were the people who had access to in-depth knowledge concerning the study topic (Neuman, 2003).

About the number of interviewees, Patton (2002, p. 244) emphatically states, "There are no rules for sample size in qualitative inquiry" because the size depends on several factors, such as 'What you want to know?' and 'What will have credibility?'. However, according to Creswell (2008), eight to twelve interviewees were the most appropriate number in terms of sufficient data that were explored in depth. Each informant was interviewed for 30 to 45 minutes.

To sum up, the data source for the questionnaire was calculated to be 268 primary school principals, while the second data source included one of 12 local principals from each target school. See Table 3.4 below for the list of the interviewees.

Table 3.4 Interviewees of the Study

No	Name of Working Unit	Principal
1	Kunming First Primary School	1
2	Kunming Guandu District Experimental Primary School	1
3	Kunming Spring City Primary School	1

Table 3.4 Interviewees of the Study (Cont.)

No	Name of Working Unit	Principal
4	Kunming Kungong-affiliated Primary School	1
5	Kunming Xishan Second Primary School	1
6	Kunming Panlong District Third Primary School	1
7	Kunming Manlai Primary School	1
8	Kunming Ganzhuang Central Primary School	1
9	Kunming Chenggong District No. 2 Primary School	1
10	Kunming Songming District First Primary School	1
11	Kunming Jinning District Central Primary School	1
12 Kunming Yiliang County Third Primary School		1
	Total	12

Selection Criteria of the Key informants of the Study for Semi structured Interviews

The specific characteristics of principals for primary schools were 1) working as principals for at least 1 year; 2) located in Kunming city; 3) registered in the Department of Education in Yunnan Province; 4) full time status as principal in the designated primary school 5) with outstanding school management reputation.

Selection Criteria of the Key informants of the Study for Focus Group Discussion

The specific characteristics of key Informants for Focus Group Discussion schools are 1) working in policy making concerning implementation of BDE with at least 1-year experience; 2) located in Kunming city. In this part of the study the researcher proposed the guidelines derived from the findings of both the questionnaire and the semi-structured for the principals to implement BDE, which was derived from the findings from the questionnaires and the findings from the principals' semi-structured interviews to the invited experts for them to give their comments and suggestions on it. First, the researcher presented 1) how the data was collected or generated, and 2) how it was analyzed.

The seven invited experts to the Fous Group Discussion were listed in the following table.

Table 3.5 Information about Experts Invited to the Focus Group Discussion

No	Name	Experts' Units and Positions	
1	Guirong Fang	Dean of Yunnan Academy of Educational Sciences, Ph.D.	
2	Ming Liu	Director of the Development Planning Division of the Yunnan	
		Provincial Department of Education, Ph.D.	
3	Lin Wang	Director of Policy Research Center of Yunnan Provincial	
		Department of Education	
4	Hui Chen	Director of Education Bureau of Wuhua District, Kunming City	
5	Xin Li	Director of the Education Evaluation Center of Chuxiong Normal	
		University	
6	Wei Yang	Deputy Director of the Education Bureau of Panlong District,	
		Kunming City	
7	Li Ning	Director, Basic Education Division, Yunnan Provincial	
		Department of Education, Ph.D.	

3.4 Research Instrument Design

The three major research instruments to collect the data from research participants in the study from were utilized in this study, namely the questionnaires for the primary school principals; semi structured interview questions, and the focus group discussion for the experts from MoE in Yunnan Province.

3.4.1 The Questionnaire for the Primary Schools Principals

Research instruments were regarded as the most important data collection tools. They needed to be carefully designed to ensure that they would bring the answer the research questions asked. In this study, the research questions were:

1) What is the influence of the roles, responsibilities, leadership skills and strategies required in the implementation of BDE in Kunming, Yunnan Province?

- 2) What are the roles, responsibilities, leadership skills and strategies of the primary school principals in implementing implement Balanced Development Education (BDE) in Kunming, Yunnan Province?
- 3) What will be the guidelines for the principals of primary schools that will enable them to effectively implement the BDE in Kunming, Yunnan Province?

The 48-item questionnaire designed for the collection of data from the 268 primary school principals was divided into three parts: Part 1 Personal Particulars (Items 1-5), Part 2: The Principal's Roles (8 items), Part 3: The principals' Responsibilities (9 items), Part 4: The Principal's Leadership Skills (13 items), and Part 5: The Principal's Strategies (13 items). It adopted the Likert-scale format with five available choices from 5 (strongly agree), 4 (agree), 3(undecided), 2 (disagree) and 1 (strongly disagree). See Appendix C for details of the questionnaire.

As for the content of each questionnaire item, the researcher adopted the information from the results obtained from document research in Phase 1 as well as the information obtained from the literature interview.

3.4.2 The Semi-Structured Interviews for the Principals

Semi-structured interviews are frequently employed as a qualitative research method. Some questions had been prepared as prompt questions in advance before the data collection step. Semi-structured interviews are frequently characterized by their open-ended nature, which affords a degree of freedom in the questioning process. The semi-structured interviews were arranged for 12 primary principal school volunteers to be interviewed for 30-45 minutes. After that, the data were transcribed and content analyzed with Litchman's 3Cs Steps of Analysis (Code-Category-Concept). The interview questions were shown in the table below:

Table 3.6 Semi-Structured Interview Questions

No.	Prompt Questions
1	Please tell me about your experience working as a primary school principal.
2	In the principal's position, what are your roles in promoting educational
	quality in the school?
3	In the principal's position, what are your responsibilities?
4	What do you think about the application of the balanced development
	education policy in primary schools
5	During the implementation of the BDE (Policy for Balanced Development of
	Education) in primary schools. Are there any factors that you want to
	emphasize as essential roles and responsibilities?
6	Do you think BDE is launched successfully in your school? What are the
	reasons?
7	What do you think can be the guidelines for other principals in implementing
	BDE?
8	How should the principals lead the primary school in implementing the
	Balanced Development Education in Kunming Province?
9	In your opinion, what skills and actions does the principal need to have in
	moving towards quality education?
10	Can you evaluate yourself as the principal in primary school?
	What can you do well in the position and what you want to improve?

In actual interviewing of each interviewee, not all of these questions were used and if some were used, the order would not be from 1 to 10. All this depended on the flow of the interview conversation.

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3.5 Validity and Reliability of The Instruments

3.5.1 Validity and Reliability

To observe the validity of the research tools were, five education experts rated and validated them to make sure that the items matched the objectives and could bring out the results investigated. After evaluation by the five invited experts, their validity was calculated by using IOC (Index of Item Objective-Congruence). According to Rovinelli and Hambleton (1977), the items with the value of 1.67 were acceptable for use in this study. Items with a lower value than 1.67 needed to be checked, verified and corrected before the pilot test if they were to be used in the study. If not, they could be deleted.

The researcher first prepared 50 items for IOC experts to validate but two items were deleted because they did not get the acceptable IOC scores. The questionnaire that was used in the study had 48 items.

The questionnaire respondents were asked to select a score from 1-5. The range from 1-5 indicates the opinions of the questionnaire respondents from 'Strongly Disagree' to 'Strongly Agree'. The details are shown in Table 3.7.

Table 3.7 Scores and Interpretation of the Survey Questionnaire Responses

Scores	Range	Interpretation
5	4.51 - 5.00	Strongly Agree
4	3.51 – 4.50	Agree
3	2.51 - 3.50	Undecided
2	1.51 - 2.50	Disagree
1	1.00 - 1.50	Strongly Disagree

Table 3.8 below summarizes the steps for validity and reliability check of the study instruments. Only the questionnaire had both validity and reliability scores.

Table 3.8 Validity and Reliability Check

No.	Instrument or Method	Validity	Reliability
1	Document research	Set up the criteria to select the	-
		documents: Documents of	
		which the topics are related to	
		National policy of Balanced	
		Education Development; and	
		the principals' roles, leadership	
		skills and strategies between	
		2018-2023.	
2	The Questionnaire on	The questionnaire was	Later, after all the
	the Principals'	assessed for validity by 5 IOC	suggested revisions are
	Leadership Skills	experts with a score of 1.67.	done, the questionnaire
			final draft was pilot tested
			for the Cronbach Alpha
			score of 0.917 or above.
3	Semi-structured	The interview questions were	-
	Interviews	validated by 5 IOC experts	
		with a score of 1.	4

In this study, validity of the two instruments, the questionnaire and the semi-structured interview, were carried out through Item Objective Congruence (IOC) activity. The pilot test was done to find the reliability score of the questionnaire. Frankel and Wallen (1996) stated that the reliability of items is acceptable if the alpha is within 0.70 and 1.00. With the content validity ascertained by experts, the questionnaires were sent out for pilot testing to ensure reliability. In assessing the internal consistency of the questionnaire items, a reliability test was conducted for a Cronbach's alpha score. This statistical analysis helped ensure that the items used were clear to every respondent in the same way. A pilot test was conducted with a convenience sample of 30 principals from primary schools that were not in the target group. The responses were collected, and Cronbach's alpha (α) was employed to check the coefficient of reliability of the questionnaires. The following formula was adopted.

Cronbach's alpha (
$$\alpha$$
) formula: $\alpha = \frac{N\overline{c}}{\overline{v} + (n-1)\overline{c}}$ (3-2)

Where; N = the number of items

 \overline{C} = average covariance between item-pairs

 \overline{V} = average variance

Table 3.9 Rating Scale

Alpha Coefficient Range	Internal Consistency
≥0.9	Excellent
≥0.8	Good
≥0.7	Acceptable
≥0.6	Questionable
≥0.5	Poor
≤0.5	Unacceptable

Source: George & Mallery, 2003

The following results were obtained. The details were presented in the following table.

Table 3.10 Cronbach's Alpha Score for Validity of the Questionnaire

Item count (of a consignment etc.)	Sample size	Cronbach's alpha coefficient
48	30	0.971

Cronbach's alpha coefficient is a measure of internal consistency or reliability of a scale or questionnaire. It indicates the extent to which the items in the scale are consistently measuring the same construct. In Table 3.10, the Cronbach's alpha coefficient was calculated to assess the reliability of the scale that consisted of 48 items and was administered to a sample of 30 participants. The obtained Cronbach's alpha coefficient value of 0.971 indicated a high level of internal consistency among

the items in the scale. Generally, a Cronbach's alpha value greater than 0.7 is considered acceptable for most research purposes, and a value of 0.9 or higher is indicative of excellent reliability.

3.5.2 Translation of the Instruments

Since the study was conducted in China, the original English questionnaire was translated into Chinese in order to give participants a better understanding of the questionnaire as two different languages were often shaded with cultural bias in the words used. In order to ensure the quality and accuracy of the translation, the service of professional translation agencies for English to Chinese translation was sought. In doing so, the problem that might occur from different cultural elements of the two languages was also solved. The translation carried out by a professional translator from English to Chinese, Xiaoli Zhao, President of the Translation Association of Yunnan province in China, Vice President of the College of Foreign Languages and Director of the Translation Center of Yunnan Normal University in Yunnan province of China.

3.6 Data Collection

With permission from the Education Bureau from Yunnan Province, the researcher started to collect the data in June 2023 by sending out the questionnaires to 268 primary school's principals online and the filled-out questionnaires were also sent back online. After that, semi-structured interviews began for 12 interviewees based on appointment with the researcher/interviewer. The following table shows how data collection and data analysis process were designed for each instrument.

Table 3.11 Instruments and Data Collection Methods

Instrument or Method	Data Collection Method		
Document research	Collection of 161 related documents for		
	content analysis		

Table 3.11 Instruments and Data Collection Methods (Cont.)

Instrument or Method	Data Collection Method
The Questionnaire on the Principals'	268 questionnaires were sent and collected
Roles, Responsibilities, Leadership	back on an online application.
Skills and Strategies	
Semi-structured Interviews	Each interview, based on appointment, took
	around 30-45 minutes. Each interview was
	tape-recorded and transcribed.

3.7 Data Analysis

Quantitative research materials were analyzed using Statistic Package for Social Sciences (SPSS) statistical software to conduct t statistical analysis of relevant problem studies. Since the main data analysis of this study was a linear multiple regression analysis, new dependent variables were created from the questionnaires and the categorical variables or the variables measured in nominal scales were converted into dummy variables as shown in Tables 3.12 and 3.13 below:

Table 3.12 Breakdown of Surveys Questions for PS Principals' Variables

Primary School Principals' Variables	Items
Background information (IVs)	eangsit 1-5
Principals' Roles (DV1)	6-11, 24 & 29 (8 items)
Principals' Responsibilities (DV2)	12, 17-18, 25-28, 32, 35 (9 items)
Principals' Leadership skills (DV3)	31, 33, 34, 37-43, 45, 46, 48 (13 items)
Principals' Strategies (DV4)	13-16, 19-23, 30, 36, 44, 47 (13 items)

Table 3.13 Creating Dummy Codes for Nominal Scales (Independent Variables)

Variables	Categories	Dummy	Code 1	Code2	Code3	Code4	Code 5
Gender	Male	Male	1	-	-	-	-
	Female	Female	0				
Age	<30	Age 1	1	0	0	-	-
	30-40	Age 2	0	1	0		
	41-50	Age 3	0	0	1		
	51-60	Age 4	0	0	0		
Ed levels	Bachelor's	Edu 1	1	0	0	0	-
	Diploma	Edu 2	0	1	0	0	
	Master's	Edu 3	0	0	1	0	
	Doctoral	Edu 4	0	0	0	1	
	Post	Edu 5	0	0	0	0	
	Doctorate						
Years in	1-5 yrs	Post 1	1	0	0	0	-
Position	6-10 yrs	Post 2	0	1	0	0	
	11-15 yrs	Post 33	0	0	1	0	
	16-20 yrs	Post 44	0	0	0	1	
	> 20 yrs	Post 5	0	0	0	0	
Years with	1-2 yrs	Yrs	1	0	0	0	0
BDE	3-4 yrs	BDE1	0	Nigo.	0	0	0
	5-6 yrs	Yrs	7 Rai	0	1	0	0
	7-8 yrs	BDE2	0	0	0	1	0
	9-10 yrs	Yrs	0	0	0	0	1
	> 10 yrs	BDE3	0	0	0	0	0
		Yrs					
		BDE4					
		Yrs					
		BDE5					
		Yrs					
		BDE6					

A linear multiple regression analysis was utilyzd using Stepwise Technique because there were many independent variables (Harrell, 2015). The data were analyzed by SPSS 29 (Statistical Package for the Social Sciences, Version 29). Finally, to find the answers for Research Question 3, "What will be the guidelines for the principals of primary schools that will enable them to effectively implement the BDE in Kunming, Yunnan Province?", the findings resulted from Research Questions 1 and 2 would be analyzed to find the answers.

This section defined how the two types of data were analysed. The quantitative data in Items 1-5 were analysed into percentage. Quantitative analysis was first done with percentage and descriptive analysis was calculated with median to show the true picture of where the trend of the majority choices was.

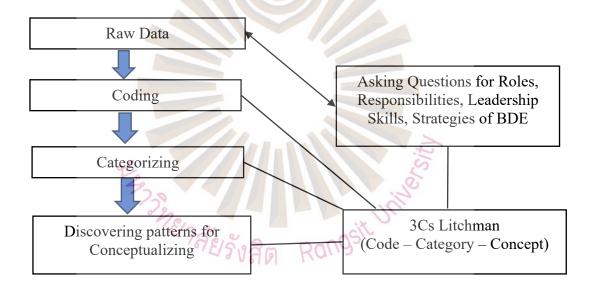


Figure 3.2 The Qualitative Data Analysis Process

In this study, analysis of the interviewed data followed the process shown in Figure 3.3.

The following section shows an example of how the raw interview data were analysed. As can be seen, there were several ideas about what Principal 1 thought the principal should do—Being an academic leader in the school for school quality or improvement.

Table 3.14 Examples of Lichtman's 3 Cs Process

Interviews	Codes	Categories	Concepts
Principal 1	Integration of	Curriculum	Academic Leadership
	curriculum and	Quality	for school quality
	quality of teaching (7		
	thought units)	Developing the	
	Professional	Quality of teaching	
	leadership		
		Development of	
	Professional	professional skills	
	development	Improving school	
		quality	
Principal 1	Requirement	Curriculum	Academic Leadership
	for development	Quality	for school quality
	of school		
	quality	Developing the	
		Quality of teaching	
	Curriculum	11111	1
	development	Development of	8
	25	professional skills	
	Improve the quality	Improving school	
	of teaching 75/7	quality	
	Mutual Learning		
	Equal and open		
	learning environment		

Semi-structured interviewed data was content analysed with Lichtman's 3Cs Steps of Analysis (Code-Category-Concept). The three Cs were utilized. As a result, from coding, an initial list of categories was developed. Categories were grouped based on repeated pattern arrangement, and finally, categories were regrouped into

concepts. When the whole data were coded and categorized, patterns emerged for concepts and guidelines can be drafted with the analyzed data.

3.8 Ethical Considerations

The researcher strictly observed ethics in conducting the study in all steps of data collection based on Creswell and Creswell (2018, pp. 88-98) To avoid any unexpected circumstances and protect the rights of the participants, the identities of thirty research participants were written by their code names. Additionally, they never knew or saw their friends' performance scores. If any mistakes happened during the presentations, they were informed in private conversations with the researcher after class. They got feedback because the researcher promised to give them advice or suggestions if the researcher found any blunders during their demonstrations. However, they all accepted that the results of this study would not affect their grades and they all agreed to sign the consent forms designed for this purpose.

- 1) The researcher took great care to protect the privacy of the principals who provide both types of data by not identifying them by names but by numbers only.
- 2) The researcher obtained permission to collect data of the schools of the principals participating in this research from Yunnan's Education Unit.
- 3) The researcher asked all the participating principals to fill out the consent forms to indicate their willingness to provide their information to the researcher.
- 4) The researcher submitted the research proposal with the intended instruments to the Ethics Research Board of Rangsit University for approval.

This study was approved by ethics review for Human Research of Rangsit University. The certificate number is. "COA. No. RSUERB2023-100".

CHAPTER 4

RESEARCH RESULTS

This chapter presented the results from the data analysis of the questionnaire responses, in-depth interview inductive data and the final analytical and critical focus group discussion. The research purposes were 1) to study the influence of these factors in the implementation of Balanced Development Education (BDE) in Kunming, Yunnan Province, 2) to explore the roles, responsibilities, leadership skills and strategies of the primary school principals to implement Balanced Development Education (BDE) in Kunming, Yunnan Province and 3) to develop guidelines for the principals of primary schools that will enable them to effectively implement Balanced Development Education (BDE) in Kunming, Yunnan Province.

4.1 Results from The Questionniare

This section presents the analyzed data obtained from the five parts of the questionnaire—1) Personal Particulars, 2) The Principals' Roles, 3) The Principals' Responsibilities, 4) The Principals' Leadership Skills and 5) Strategies. The results from this questionnaire from all the five parts were used to answer the Research Questions 1 and 2. The details are as follows:

4.1.1 Personal Particulars

The results of the first part described here is the personal particulars of the principals of primary schools through percentage, namely gender, age, level of education, year of being the principal, and year of being the principal implementing BDE. See Table 4.1 for details of their personal particulars.

Table 4.1 Personal Particulars

Items	Choice	N (268)	Percentage
Gender	Female	69	25.82%
	Male	199	74.18%
Age	< 30 years old	20	7.42%
	30-40 years old	110	40.95%
	41 – 50 years old	130	48.66%
	51 – 60 years old	8	2.97%
Level of Education	Diploma	13	4.75%
	Bachelor's degree	251	93.47%
	Master's degree	3	1.19%
	Doctoral degree	0	0%
	Post-doctoral study	1	0.59%
Year of Being in the Principal's	<5 years	165	61.42%
Position	6-10 years	56	21.07%
	Years	22	8.31%
	16-20 years	6	2.08%
	>20 years	19	7.12%
Year of Being the Principal	1-2 years	134	49.85%
implementing BDE	3-4 years	62	23.15%
าริกยาลัยรัง	5-6 years	41	15.43%
18/7200	7-8 years	14	5.34%
15/21	9-10 years	7	2.37%
	>10 years	10	3.86%

Table 4.1 indicates the majority of the respondents (74.18%) was male. Female principals were only 25.82%. According to the data collected in the questionnaire, most of the respondents, with the age range between 41 to 50 years old, were 48.66%, followed by another big group (40.95 %) of the age range between 30-40 years old. If the two groups are combined, the percentage was already 89.15 %. It can be clearly seen that the principals in the study was mainly bachelor's degree holders. accounting for 93.47%. However, 61.42% of the group had fewer than five years' experience in the principal's position. Of all the principals, the majority

(49.85%) had 1 to 2 years' experience with Balance Education Development, followed by 23.15% of those with 3 to 4 years' experience with BDE.

4.1.2 The Roles, Responsibilities, Leadership Skills and Strategies of the Primary School Principals

The second objective of the research was to explore the roles, responsibilities, leadership skills and strategies of the primary school principals in implementing BDE in Kunming, Yunnan Province. The findings from Parts 2 -5 were used to show which roles, responsibilities, leadership skills and strategies were most commonly used by the principals and accepted by them as the most important or the least important and other related information. Descriptive statistics, namely mean and S.D., was used to derive at the answers. Look at the results in the table below.

Table 4.2 The Principals' Roles

Item	Statement As a principal,	Mean	S.D.	Interpretation
6	I do everything I can to provide support so	4.57	0.61	Strongly agree
	that my staff gets better teaching and	5	0	
	students get good learning outcomes.	, Irillo		
7	I require all units in my school to participate	4.40	0.77	Agree
	in the implementation of the BDE (Balanced			
	Development of Education) policy.			
8	I provide opportunities for my staff to work	4.50	0.65	Agree
	as a team to achieve school goals.			
9	I evaluate the school for students, determine	4.00	0.81	Agree
	what kind of school students want and			
	communicate that information to staff.			
10	I create a favorable working environment	4.60	0.62	Strongly agree
	for teachers to make the most of their roles.			

Table 4.2 The Principals' Roles (Cont.)

Item	Statement As a principal,	Mean	S.D.	Interpretation
11	I organize group studies to remind everyone	4.00	0.70	Agree
	of the development philosophy and			
	development goals of our school.			
24	My staff can easily approach me for advice	4.36	0.62	Agree
	on work related matters.			
29	I strive to promote teacher development and	4.00	0.70	Agree
	co-operation with other organizations.			
	Average	4.37	0.69	Agree

When the questionnaire items under the Principals' Roles were considered, it was found that the mean score was (X=4.37/S.D.=0.69), which indicate that the principals in the study were aware of their roles as the top administrators to ensure the smooth running of the school. The three items: Item 10: I create a favorable working environment for teachers to make the most of their roles (X=4.60/S.D.=0.60), Item 6: I do everything I can to provide support so that my staff gets better teaching and students get good learning outcomes (X=4.57/S.D.=0.61) and Item 8: I provide opportunities for my staff to work as a team to achieve school goals (X=4.50/S.D.=0.65) had the highest mean scores with two at "Strongly agree" and the third at "Agree". The rest of the items were rated at "Agree" level. However, the three items with the lowest scores were Item 9: I evaluate the school for students, determine what kind of school students want and communicate that information to staff (X=4.00/S.D.= 0.81) Item 11: I organize group studies to remind everyone of the development philosophy and development goals of our school (X=4.00/S.D.= 0.70). Item 29: I strive to promote teacher development and co-operation with other organizations (X=4.00/S.D.= 0.70).

When the responsibilities of the principals were discussed, the principals' responses indicated that they agreed but not strongly agreed with all the statements in the table. Look at Table 4.3 below.

Table 4.3 The Principals' Responsibilities

Item	Statement	Mean	S.D.	Interpretation
	As a principal,			
12	I get feedback from all stakeholders about my	4.14	0.84	Agree
	leadership of the school.			
17	I monitor the teaching methods of every	4.11	0.84	Agree
	teacher in my school.			
18	I evaluate competitive teaching methods.	4.04	0.84	Agree
25	I apply to the government for additional	4.12	0.91	Agree
	educational resources for our school in terms of			
	software and hardware.			
26	I provide continuing professional development	4.41	0.70	Agree
	opportunities for teachers.			
27	I evaluate the job satisfaction of our faculty and	4.20	0.85	Agree
	staff every semester.			
28	I monitor student performance in both	4.30	0.77	Agree
	academic and non-academic areas.			
32	Classroom observations are used to monitor the	4.21	0.81	Agree
	effectiveness of teachers' teaching processes.	0		
35	As a principal, I am actively involved in	4.10	1.00	Agree
	curriculum design and improvement in urban			
	and rural primary schools.			
	Average	4.44	0.72	Agree

Based on the table above, it was found that the principal ranked all the items in this part at the "Agree" Level even Items 26, 28 and 32, which had the highest scores. Item 26: I provide continuing professional development opportunities for teachers (X=4.41/S.D.=0.70), Item 28: I monitor student performance in both academic and non-academic areas (X=4.30/S.D.=0.77) and Item 32: Classroom observations are used to monitor the effectiveness of teachers' teaching processes (X=4.21/S.D.=0.81). The items with the lowest mean scores were also at the "Agree" level. They were Item 18: I evaluate competitive teaching methods (X=4.04/S.D.=0.84), Item 35: I am actively involved in

curriculum design and improvement in urban and rural primary schools (X = 4.10/S.D.=1.00), Item 17: I monitor the teaching methods of every teacher in my school (X = 4.11/S.D. = 0.84). These items did not have high mean scores but the content in each of these items were mainly about participating curriculum design, monitoring and evaluating the adopted teaching methods. As for the Principals' Leadership Skills, the details were shown in the following table.

Table 4.4 The Principals' Leadership Skills

Item	Statement As a principal,	Mean	S.D.	Interpretation
31	I lead staff in the process of developing	4.35	0.78	Agree
	school plans and development strategies.			
33	I must be the academic leader of the	4.30	0.86	Agree
	school.		1	
34	I implement the curriculum equity policy	4.56	0.64	Strongly agree
	of the Ministry of Education and the			
	Department of Education.			
37	I establish school activities in	4.27	0.77	Agree
	accordance with the strategic direction		5	
	of BDE (Balanced Development	ini		
	Education Policy).	sit		
38	I support primary schools in rural areas	4.42	0.73	Agree
	to improve the physical conditions of the			
	schools.			
39	I actively participate in the project of	4.18	0.89	Agree
	improving school conditions of public			
	schools under the BDE (Balanced			
	Development Education Policy) of			
	Yunnan Province.			

Table 4.4 The Principals' Leadership Skills (Cont.)

т.	Statement	3.6	C D	Interpretation	
Item	As a principal,	Mean	S.D.		
40	I earnestly implement the BDE policy to	4.51	0.70	Strongly agree	
	promote the compulsory primary school				
	education for children in my district.				
41	I advocate equality of educational	4.55	0.65	Strongly agree	
	conditions in the process of education.				
42	I enforce the right of balance in the	4.59	0.64	Strongly agree	
	school and guarantee equal access to				
	education for groups and individuals.				
43	I actively provide for equal academic	4.60	0.64	Strongly agree	
	and educational development of the				
	educated (number of students).				
45	I welcome the strong support of the	4.56	0.69	Strongly agree	
	community for educational resources.				
46	I am proud that I have been given full	4.30	0.88	Agree	
	authority to make the school towards the		1,4		
	direction of balanced educational		5		
	development.	Iki			
48	I strive to be a role model for my staff in	4.58	0.62	Strongly agree	
	all aspects of behavior, knowledge,	ס			
	skills, and attitude towards educational				
	goals and commitments				
	Average	4.44	0.75	Agree	

For the principals' leadership skills, there were seven items with the highest mean scores at the "Strongly agree" level--Item 43: I actively provide for equal academic and educational development of the educated (number of students) (X = 4.60/ S.D. = 0.64), Item 42: I enforce the right of balance in the school and guarantee equal access to education for groups and individuals (X = 4.59/ S.D. = 0.64), Item 48: I strive to be a role model for my staff in all aspects of behavior, knowledge, skills,

and attitude towards educational goals and commitments (X = 4.58/ S.D. = 0.62), Item 45: I welcome the strong support of the community for educational resources (X = 4.56/ S.D. = 0.69), Item 34: I implement the curriculum equity policy of the Ministry of Education and the Department of Education (X = 4.56/ S.D. = 0.64). Item 41: I advocate equality of educational conditions in the process of education (X = 4.55/ S.D. = 0.65), Item 40: I earnestly implement the BDE policy to promote the compulsory primary school education for children in my district (X = 4.51/S.D. = 0.70). This means the principals tried their best to seriously lead to realize the government policy, using positive enforcement and provide support. For the item with the least mean score at the "Agree" level is Item 3I actively participate in the project of improving school conditions of public schools under the BDE (Balanced Development Education Policy) of Yunnan Province (X = 4.18/S.D. = 0.89). It can be seen that the main concern of the principals is to follow the government's BDE policy at their best ability.

Another section of the questionnaire was on the Principals' Strategies. The details are shown in the table below.

Table 4.5 The Principals' Strategies

Item	Statement As a principal,	Mean	S.D.	Interpretation
13	In our school, staff are recognized for their performance.	4.46	0.66	Agree
14	I reward teachers and staff for the correct implementation of the instructional curriculum.	4.41	0.71	Agree
15	I build a network of relationships in my school and in the area where my school is located.	4.21	0.88	Agree
16	I involve all stakeholders in the development of school management objectives.	4.23	0.92	Agree
19	In my school, teachers are assigned instruction based on relevant teaching experience and skills.	4.30	0.72	Agree

Table 4.5 The Principals' Strategies (Cont.)

Item	Statement	Mean	S.D.	Interpretation	
Item	As a principal,	Mean	S.D.		
20	I arrange strategic criteria to achieve the goals	4.27	0.83	Agree	
	set by the school.				
21	I build partnerships with teachers to achieve the	4.49	0.63	Agree	
	school's vision and mission.				
22	I treat all teachers equally.	4.69	0.56	Strongly agree	
23	I establish mechanisms for the long-term	4.37	0.78	Agree	
	development of teachers.				
24	I establish a school network to collaborate with		0.60	Agree	
	external organizations to improve the quality of				
	teaching and the learning process.				
30	Every development project in primary schools		0.81	Agree	
	is based on the balance of resources.				
44	I often reward students according to their merit		0.73	Agree	
	and potential.				
47	My staff and I must work as a team to improve		0.58	Strongly agree	
	and develop the school.	Su			
	Average	4.40	0.72	Agree	

Based on the information in the table above, the mean score was X=4.40/ S.D.= 0.72). That means the mean score for the Principals' Strategies was high although not the highest There were two items that were rated at the "Strongly agree" level. They were Item 22: I treat all teachers equally (X=4.69/S.D.=0.56). Item 47: My staff and I must work as a team to improve and develop the school (X=4.62/S.D.=0.58), Item 24: I establish a school network to collaborate with external organizations to improve the quality of teaching and the learning process (X=0.50/S.D.=0.60). In the first two, the principals chose the strategies of equal treatment for the teachers as well as working closely with the teachers as teams. The third one which is rated at the "Agree" level, the principals also saw the significance of networking with external organizations to improve education quality. On the other hand, the items

with the lowest mean scores of this group were rated at the "Agree" level comprised Item 15: I build a network of relationships in my school and in the area where my school is located (X=4.21/S.D.=0.88), Item 16: I involve all stakeholders in the development of school management objectives (X=4.23/S.D.=0.92) and Item 30: Every development project in primary schools is based on the balance of resources (X=4.24/S.D.=0.81). The items with the lower mean scores pointed out that the common strategy that these principals chose to use were in the direction of building a network with the communities close to the schools as well as involving all stakeholders in supporting the school especially with resources.

In conclusion, the data from all the four parts of the questionnaire point out to what BDE principals should be capable of. The principals know that they must support the government. They must look at the big picture of school development and improvement by facilitating and supporting student learning and teacher development. In other words, schools should be a learning organization. The principals are also required to participate in curriculum design, monitoring and evaluating the adopted teaching methods. principals tried their best to seriously lead to realize the government policy, using positive enforcement and provide support. It can be seen that the main concern of the principals is to follow the government's BDE policy at their best ability. The principals chose specific strategies of equal treatment for the teachers as well as working closely with the teachers as teams. In addition, the principals saw the significance of networking with external organizations to improve education quality such as a network with the community of the schools in the area as well as involving all stakeholders in supporting the school especially with resources.

4.1.3 Multiple Regression Analysis for Roles, Responsibilities, Leadership Skills and Strategies of The Primary School Principals

The quantitative analysis on this section was conducted using a linear multiple regression analysis to investigate the effects of genders, ages, levels of education, numbers of years in principal position and numbers of years dealing with Balanced Development Education (BDE) of the principals on their roles,

responsibilities, leadership skills and strategies. The findings were provided as follows:

4.1.3.1 The effects of gender, age, level of education, number of years in the principal position, and number of years dealing with Balanced Development Education (BDE) of the principals on their roles

When all independent variables in the form of dummy variables (17) were interred into the multiple analysis using the Stepwise Techniques, the findings are shown in Table 4.6 below.

Table 4.6 The Effects of Independent Variables on the Principals' Roles

Coefficients ^a							
Model		Unstand	lardized	Standardized			
		Coefficients		Coefficients	t	Sig.	
		В	Std. Error	Beta			
	(Constant)	36.294	.356		101.832	.001	
3	YrsBDE3	-6.535	2.063	188	-3.168	.002	
3	YrsBDE5	-10.294	4.110	149	-2.504	.013	
	Post1	-1.017	.501	121	-2.029	.043	
a. Dependent Variable: Roles							

^{*}p<0.05

Based on the figures in Table 4.6, it reveals explicitly that out of 17 dummy variables, there were only three, namely (1) YrsBDE3 or the number of 5-6 years of the principals dealing with the Balanced Development Education, (2) YrsBDE5 or the number of 9-10 years of the principals dealing with the Balanced Development Education and (3) Post1 or the number of 1-5 years being in the post had significant effects on their roles as the principals. Their effects can be arranged in descending order as -0.188, -0.149, and -0.121, respectively. It is very interesting to find that all the 3 mentioned factors had negative effects at p = 0.05. In other words, it means that the longer they were in their post as the principal and dealing with BDE, these 3 factors caused them to have more negative effects on their roles. The rest of the factors, for example, gender, age, and educational

levels had insignificant effects on the principals' roles.

4.1.3.2 The effects of gender, age, level of education, number of years in the principal position, and number of years dealing with Balanced Development Education (BDE) of the principals on their responsibilities

When all independent variables in the form of dummy variables (17) were interred into the multiple analysis using the Stepwise Techniques, the findings are shown in Table 4.7 below.

Table 4.7 The Effects of Independent Variables on the Principals' Responsibilities

Coefficients ^a							
Model		Unstandardized		Standardized			
		Coefficients		Coefficients t		Sig.	
		В	Std. Error	Beta			
3	(Constant)	37.906	.394		96.122	.001	
	YrsBDE3	-6.579	2.735	144	-2.405	.017	
	Edu3	2.616	1.194	.132	2.190	.029	
	Edu2	-1.653	.825	121	-2.002	.046	
a. Dependent Variable: Responsibilities							

*p<0.05

Based on the figures in Table 4.7, it reveals explicitly that out of 17 dummy variables, there were only three, namely (1) YrsBDE3 or the number of 5-6 years of the principals dealing with the Balanced Development Education, (2) Edu3 or holding a master's degree and (3) Edu2 or holding a diploma had significant effects on their responsibilities as the principals. Their effects can be arranged in descending order as -0.144, 0.132, and -0.121, respectively. It is very interesting to find that YrsBDE3 and Edu2 had negative effects at p = 0.05. In other words, it means that for those principals who held a diploma and were dealing with BDE for 5-6 years, these 2 factors caused them to have negative effects on their responsibilities. The rest of the factors, for example, gender, age, and number of years in position had insignificant

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effects on the principals' responsibilities.

4.1.3.3 The effects of gender, age, level of education, number of years in the principal position, and number of years dealing with Balanced Development Education (BDE) of the principals on their leadership skills

When all independent variables in the form of dummy variables (17) were interred into the multiple analysis using the Stepwise Techniques, the findings are shown in Table 4.8 below.

Table 4.8 The Effects of Independent Variables on the Principals' Leadership Skills

Coefficients ^a							
Model		Unstandardized		Standardized			
		Coefficients		Coefficients	t	Sig.	
		В	Std. Error	Beta			
4	(Constant)	57.766	1.697		34.043	.001	
	Post2	-4.982	1.195	294	-4.169	.001	
	Post1	-3.866	1.060	272	-3.646	.001	
	Edu2	-2.904	1.096	166	-2.649	.009	
	YrsBDE1	3.941	1.597	.146	2.468	.014	
a. Dependent Variable: Leadership							
*p<0.03	*p<0.05						

^{*}p<0.05

Based on the figures in Table 4.8, it shows explicitly that out of 17 dummy variables, there were only 4, namely (1) Post2 (being in principal position for 6-10 years), (2) Post1 (being in principal position for 1-5 years), (3) Edu2 (holding a diploma certificate), and (4) YrsBDE1 (dealing with BDE for 1-2 years) had significant effect on the leadership skills of the principals at p = 0.05. The effects of the 4 variables can be arranged in descending order as -0.294, -0.272, -0.166, and 0.146, respectively. It is also interesting to find that 3 out of 4 mentioned factors had significant negative effects on the principals' leadership skills. This indicates that the longer the principals who held a diploma certificate and worked in their post for 1-10

years, these mentioned factors had significant negative effects on their leadership skills. Only the experience dealing with BDE for 1-2 years had a significant positive effect on their leadership skills. The rest of the factors, for example, gender and age had insignificant effects on the principals' leadership skills.

4.1.3.4 The effects of gender, age, level of education, number of years in the principal position, and number of years dealing with Balanced Development Education (BDE) of the principals on their strategies.

When all independent variables in the form of dummy variables (17) were interred into the multiple analysis using the Stepwise Techniques, the findings are shown in Table 4.9 below.

Table 4.9 The Effects of Independent Variables on the Principals' Strategies

Coefficients ^a						
Model		Unstandardized		Standardized		
		Coefficients		Coefficients	t	Sig.
		В	Std. Error	Beta		
	(Constant)	56.739	.437	0	129.845	.001
2	YrsBDE3	-9.489	3.420	166	-2.775	.006
	Edu3	3.435	1.480	OSI .139	2.320	.021
	a. Dependent Variable: Strategies					

^{*}p<0.05

Based on the figures in Table 4.9, it shows explicitly that out of 17 dummy variables, there were only 2, namely (1) YrsBDE3 or having experience dealing with BDE for 5-6 years, and (2) Edu3 or holding a master's degree had significant effects on the principals' strategies at p = 0.05. It is interesting to find that YrsBDE3 had a significant negative effect, but Edu3 had a significant positive effect at -0.166 and 0.139, respectively. This indicates that dealing with BDE for 5-6 years had a bad effect on the principals' strategies, but having a master's degree had a good effect on their strategies. The rest of the factors, for example, gender, age, and the

length of being in their position had insignificant effects on the principals' strategies.

4.2 Analysis of The Semi-Structured Interview Data

In the pursuit of understanding the pivotal role of principals in the successful implementation of the Balanced Development Education (BDE) policy in primary schools within Kunming, Yunnan Province, China, a meticulous and insightful study was undertaken. To glean firsthand insights from those at the forefront of educational leadership, a purposeful selection process was employed, resulting in a cohort of 12 seasoned primary school principals who possess significant experience and expertise in the field to give comments and suggestion concerning the PS Principals' guideline. There are 12 primary principals of schools interviewed. The analysis is applied content analysis through Lichtman's 3Cs Steps of Analysis (Code-Category-Concept).

Table 4.10 The number of Codes, Categories and Concepts

Interviewees 1-6	Number of -			
micryicwees 1-0	Codes	Categories	Concepts	
Interviewee 1	33///	3	3	
Interviewee 2	21	6	3	
Interviewee 3	29	2 Dec	3	
Interviewee 4	18134 Ag V	Rangs 11	3	
Interviewee 5	36	11	3	
Interviewee 6	41	11	3	
Interviewee 7	33	10	3	
Interviewee 8	31	9	3	
Interviewee 9	32	9	3	
Interviewee 10	38	9	3	
Interviewee 11	28	9	3	
Interviewee 12	33	9	3	
Total	379	119	36	

Table 4.10. shows the total of 36 concepts from 12 interviewees, which can be subsequently reduced into themes. The analysis of the interviewed data is in the 3Cs (Code-Category-Concept) columns below.

4.2.1 Principals' Roles

In this section, the collected qualitative analysis reveals the principals' roles in implementing Balanced Development Education. The 3Cs' analysis was applied.

Table 4.11 The Code-Category-Concept Analysis of the Principals' Roles

Codes (Indicator of Frequencies)	Categories	Concept
Leader and decision maker (5) Responsible improve quality of education (4) Development of teachers (4) Concentrate running the schools (3)	Improving quality of education (7) Running the schools (4) Research (4) Supervising (4) Setting vision and goals (3) Optimizing the environment (3)	Principals' Roles for the Implementation BDE as academic leader
Local responsibility Setting educational vision and goals (3) Development school characteristics (2) Adapt outside environment (2) Researcher and life-long learning (2) Development school characteristics (2) Adapt outside environment (2) Researcher and life-long learning (2)	Improving quality of education (7) Running the schools (4) Research (4) Supervising (4) Setting vision and goals (3) Optimizing the environment (3)	Principals' Roles for the Implementation BDE as academic leader

According to Table 4.11, the principals developed their visions and goals for school development as well as professionally developed themselves and their teachers. Also, they had to be role models as researchers and lifelong learners.

"As a principal, he is the first responsible person in the process of improving the quality of education. He is the designer, organizer, leader and evaluator. He determines plans for school development. As a principal, we should regard the professional development of teachers as an important part of the promotion of educational quality" (Interviewee 1, personal communication, July 23, 2023).

"As far as China's basic education is concerned, there are many problems. The state has issued many policies. In this area, we concentrate on running schools based on the policies. As a key primary school in the provincial capital, the school has been given a leading role. Therefore, we train principals and teachers of other schools through such means as famous teachers' studios to conduct training and exchange, and to radiate our advantageous educational ideas and resources to the 16 prefectures and cities in the vicinity." (Interviewee 4, personal communication, July 25, 2023)

"Basically, there are six roles: 1) planning school development; 2) creating a nurturing environment; 3) leading curriculum design 4) leading teacher development 5) optimizing the internal environment 6) adapting to the outside environment. In addition, what I consider the most important action is the development of professional standards for the principals for educational quality. The principal is the leader. To improve the quality of education and teaching, the principal must be first and foremost an active researcher." (Interviewee 6, personal communication, July 27, 2023)

"I suggest that the principal needs to establish a good cooperative relationship with the parents and the community, to communicate the situation of students in time, to promote home-school cooperation, and to promote the development of students." (Interviewee 11, personal communication, July 31, 2023)

"The principal is required to do many tasks--setting educational vision and goals, setting the direction of the school's efforts to achieve the school's short-term goals and long-term development, and helping the entire school team to work towards a common goal as well as acting as principal, to support the professional development of teachers to provide every teacher with training opportunities for professional development and to encourage teachers to participate in professional development activities and continuous learning. Most important, the principal must build up the three teams of middle-level management team, class teacher and key teacher of a good school. In addition, taking lead in the project application and research and promote the quality of education research." (Interviewee 12, personal communication, August 1, 2023)

4.2.2 Principals' Responsibilities

The roles are what the principals should take in leading the school, the teachers and the supportive community. This section describes the responsibilities for primary schools' principals as derived from the interviewed data. Table 4.12 reveals the 3C's Lichtman for the Principals' Responsibilities for the implementation BDE.

Table 4.12 The Code-Category-Concept Analysis of the Principals' Responsibilities

Codes (Indicator of Frequencies)	Categories	Concept
Teaching and learning in the classroom	Teaching and learning (9)	Principals'
(5)	Managing the internal and	Responsibilities
Professional leader (5)	external management (8)	in being
Put moral and culture education (5)	School administration (2)	management
Responsibility of management (4)	Security of the students	leader to make
December of the state of the st	(3)	sure the smooth
Promote professional ability of teachers	Developing mission for	running of the
(4)		

Table 4.12 The Code-Category-Concept Analysis of the Principals' Responsibilities (Cont.)

Codes (Indicator of Frequencies)	Categories	Concept
Optimize internal and external	the school (4)	school
management (3)	Hardware and software	
Preside overall work of school	environment (3)	
administration (3)	Quality of campus (7)	
Development the security for students (2)		
Mission of school and principals (2)		
Updating school rules, standards, and		
norms (2)		
Share resources and learn each other's (7)		
Standardized the management (6)		
Strengthen the teaching and research (4)	Sharing and equalizing	
Set up rewards and assessment	resources (5)	
mechanism (2)	Standardizing the	
Strengthen the local ideological guidance	management (3)	
(1)	Assessment mechanism	
Principals learn the policy and implement	(2)	
(1)	10	
Controlling dropouts (1)	Will	

Primary school principals' responsibilities are essentially the teaching and the learning process involving managing the internal and external management, school administration, developing the mission for the school and implementing integrated to national policy and keeping the quality of schools. The following presents the principals' actual words in the interviews.

"As a principal, my responsibilities include: chairing school affairs, administration and school meetings, establishing and improving the school's management rules and regulations to be fully responsible for the teaching, ideological and political education, sports and health, security and stability of schools, of which it is particularly important to give prominence to the

teaching work, organize and carry out teaching research and teaching reform, mobilize the enthusiasm and creativity of all teaching staff." (Interviewee 2, personal communication, July 24, 2023).

"To ensure the quality of teaching and learning in the classroom. There is also an eternal topic, that is, school safety. Responsibility is very important, as a principal to seriously implement the development of security responsibility system, in-depth detection of hidden dangers, to ensure the safety of every child." (Interviewee 4, personal communication, July 25, 2023).

"Responsibilities are to ensure stability, development and safety of the school, quality of teaching and to ensure that the school does not have a major safety accident or a major teaching accident to ensure the comprehensive development of the school" (Interviewee 7, personal communication, July 28, 2023)

"The principal's overall responsibilities include strictly implementing the national education policy, formulating the overall school-running policy, presiding over the overall work of the school, and guiding the staff towards the correct goals. In addition, the principal is responsible for reviewing the formulation and updating of school rules and regulations, standards and norms, and ensuring their normal implementation to comprehensively manage and coordinate the work of all departments of the school as well as to ensure that students, staff and staff of the school maintain the normal order of study and work". (Interviewee 10, personal communication, July 30, 2023).

"Ensuring equal access to compulsory education for special groups and equal access to compulsory education for the children of migrant workers. A service system of caring for students left behind in rural areas receiving compulsory education will be established and improved. We will focus on developing special education at the stage of compulsory education. We should take care of students who need special care" (Interviewee 10, personal communication, July 30, 2023).

"With the advancement of urbanization, the number of school-age children in rural areas has been greatly reduced. It is imperative for our school to concentrate on running schools." (Interviewee 8, personal communication, July 8, 2023)

"The principals are key figures in the implementation of the balanced development of education policy. Principals should learn thoroughly about the policy and implement it. You should dare to break through the status quo, dare to innovate, dare to lead and break through. Based on the previous answers, we see how we can get teachers to be willing to participate in labor education and other non-achievement work. We set up a reward and assessment mechanism, have an incentive mechanism, assess teachers, develop good teachers, have corresponding bonus points for performance pay, because they do everything for themselves, so they take the initiative, it's a great way to motivate people" (Interviewee 7, personal communication, July 28, 2023).

"Our school's success in controlling dropouts can also serve as a role model for other schools. Standardized management, the application of learning management, and standardized management of student status were systematized. Three levels of reporting assessment--from personal to class to school. Three levels of management have been in place for seven or eight years, greatly improving the effectiveness of management, daily reporting and clocking in. The established learning version can be an example of other primary schools." (Interviewee 3, personal communication, July 24, 2023).

4.2.3 Leadership Skills for Primary Schools' Principals

Table 4.13 below explains the areas of leadership skills of primary school principals based on the qualitative data analysis. As the leader of each school, the principal needs to have good management skills in all school activities.

Table 4.13 The Code-Category-Concept Analysis of the Leadership Skills for primary school's principals

Government needs to fulfil the duty of education – investment (7) Advancing teaching concept (6) Principals' leadership (5) Research to find solution (3) Make students develop in all around way (3) More Sport activities and infrastructure (2) Against standard of selftesting and evaluation (2) Cultural development (1) Allocation of professional teachers improved (1) Cooperate with the higher	Codes (Indicator of Frequencies)	Categories	Concept
authorities (1)	Government needs to fulfil the duty of education – investment (7) Advancing teaching concept (6) Principals' leadership (5) Research to find solution (3) Make students develop in all around way (3) More Sport activities and infrastructure (2) Against standard of selftesting and evaluation (2) Cultural development (1) Allocation of professional teachers improved (1)	Investment from government (9) Advance teaching methods (8) Allocation professional teachers	Leadership Skills for Principals by sharpening the skills to lead and adopting desirable

The actual words of the interviewed principals are presented below:

"The principals lead their schools in developing quality of education through the curriculum teaching reform and teaching research to improve our teaching quality and effective reform. Thus, the principals are required to lead in academic matters. (Interviewee 1, personal communication, July 23, 2023). "To run a school well, the principal with leadership skills is very important. As a principal, you need to have an advanced teaching concept. You need to look up at the stars. You need to have a good top-level design, with desirable characteristics as the principal with the leading role of school-running, as well as down-to-earth implementation of the work style." (Interviewee 4, personal communication, July 25, 2023).

"Teaching and research in 2023 in our schools is relatively backward. In particular, the quality resources of the provinces and cities should be attended to." (Interviewee 5, personal communication, July 26, 2023)

"During the implementation of the balanced development of education policy, I feel that the school hardware facilities have been continuously improved and upgraded, but the quality of rural teachers still needs to be further enhanced and more training is needed. The principal needs to have skills in effective school-based teaching and research, school-based training to narrow the educational gap between urban and rural areas." (Interviewee 9, personal communication, July 29, 2023).

"Overall planning of funds to ensure that schools can effectively solve the problem of insufficient funds for the future and allocation of professional teachers should be further improved." (Interviewee 12, personal communication, August 1, 2023).

4.2.4 Strategies Required to Implement BDE

The management strategy of primary school principals plays a certain role in the policy of balanced development of education. Through qualitative research analysis, we can see the results.

In all activities, the principals need to choose the right strategies that will help to make their attempts successful. Table 4.14 is the description of code-categoryconcept analysis for the concept of strategies required in Implementing Balanced Development Education.

Table 4.14 The Code-Category-Concept Analysis of the Strategies required in Implementing BDE

Codes (Indicator of Frequencies)	Categories	Concept
School-based curriculum (6) Professional leader (6) Detecting and proposing project design countermeasures (5) Control in comprehensive way (4) Digital literacy and lifelong learning (4) Firm political culture (4)	The application of the balanced education policy in PS principals: School based equal curriculum (9) Control the comprehensive implementation curriculum (7) Establish interest-groups (4) Political culture (3) Digital literacy and lifelong learning (4)	
Open-minded principals: learning different teaching management (7) Teaching quality improvement (7) Strengthening the management ability (7) Discovery teaching process gains and losses (4) Responsible principal – fair and quality education (3) Studying philosophy and education management (2) Communication – internal and external (2) Increasing investment from state (1) Home-school cooperation (1)	Principals in success BDE: Principals develop teaching quality (9) Fair and Quality Education based (7) Symmetric communication (5)	Strategies required to Implementing BDE

The principals explained in their own words what strategies had been adopted in schools.

"There are still some problems with teachers in some villages and towns. Building a Chinese-style modernization, especially in primary education, is very important. In such a large development background, the state encourages the development of rural education and improves the treatment of rural teachers. Work is under way, especially Kunming University of Science and Technology, which is also undertaking related work, establishing partnerships with many regional schools, and developing the trend of collectivization. For example, in the local state branch schools, Assign teachers to local and state branch schools for teaching and management, and play an exemplary role." (Interviewee 4, personal communication, July 25, 2023).

"Quality resources-balanced development promoting quality resourcespromoting teacher exchange such as teachers from Yuanjiang No. 1 Primary School came to our school for a one-year exchange. The impact on our school teachers is quite large-- how to raise the quality classroom, how to conduct lectures and guidance, how to make good use of quality resources and how to give a good lesson. This indeed gives us a great inspiration." (Interviewee 5, personal communication, July 26, 2023).

"I think this is a hot topic for us. It is a very good policy for the future development of education. As front-line educators, we actively respond to it. We also actively promote it to teachers in schools, and it goes deep into the hearts of the people. The integration of parents, society and Campus Construction is also a positive response to this policy. We all get involved in this education policy by further implementing and deepening this policy." (Interviewee 3, personal communication, July 24, 2023).

"A balanced development policy ensures that every pupil has access to the same basic educational opportunities and resources, including curricula, facilities and teachers. By promoting educational equity through balanced development policies, we can reduce the gap in educational resources between urban and rural areas and between regions, improve educational equity and enable every child to enjoy a fair education. A balanced development policy can ensure that every student receives a good education by directing schools to focus on improving the quality of education rather than simply pursuing the rate of progression. By promoting all-round development: the balanced development policy can focus on students' all-round development, including subject knowledge, physical quality, moral quality, mental health. Thuus, the three keywords to pay attention to are equity, equality and quality" (Interviewee 11, personal communication, July 31, 2023)

"The quality and balanced development of compulsory education is the quality of a single school. Compared with other schools, the main success of our school is reflected in the curriculum development, the school has collected some specialized resources and specialized curriculum teachers (aesthetic education, physical education, labor, mental health and other aspects of school-based curriculum) and practical courses. Through a period of curriculum implementation, the overall quality of the improvement, students become more confident. The curriculum is a comprehensive implementation from Grade 1 to grade 6 that develops the characteristics and strengths of the students." (Interviewee 1, personal communication, July 23, 2023).

"I think it's quite successful. First of all, I'm in charge of moral education. I'm also a front-line teacher. My class has special circumstances: including students from other classes. Many students have dropped out of school due to many reasons of their own. We conducted a grid management for strict attendance control of students. So we do a lot of work to control dropouts. We all encourage teachers to follow up with some students who are potential drop-outs by giving them special care and attentionfor them, and even by

sending teachers to their homes. Besides, we carefully watch for signs of dropping out in the students' behaviour. With the careful efforts of teachers, a lot of work has been done to follow up on students' learning." (Interviewee 3, personal communication, July 24, 2023).

"The implementation is successful. First, from the change of the school environment, it gives people a new feeling. Teachers and students can teach better in such a good environment. Second, from the software development, we installed the silver whiteboard, all-in-one computer and installed smart classrooms so that teachers improve the efficiency of the classroom. Third, we launched a variety of community activities so that students can have all-round person development. Fourth, according to the local characteristics of our ethnic group, we integrate and develop courses with ethnic characteristics, such as Sanxian of the Yi nationality, fitness exercises of the Dai and Hani nationalities. Our school has a choir (sailing choir) to participate in the municipal competition—we won the first prize for two consecutive years. These are the results and advantages of the balanced development policy." (Interviewee 5, personal communication, July 26, 2023).

"I think the balanced development of education policy in our Ganzhuang primary school development is successful, with our actions. We are in practice. In doing well, we attach importance to the following: 1) In the process of promoting current affairs policies, we have continuously pushed forward the standardization of conditions for the balanced development of compulsory education. The requirements are very high, but we are actually making progress. 2) We are in the area of controlling dropouts. It can be said that controlling dropouts is a headache for us. After several years of research efforts, controlling dropouts has changed from 'Dynamic zero' to 'Normal zero.' 3) According to the characteristics of ethnic minority areas, we are thinking and practicing the promotion of the quality of compulsory education for students in our ethnic minority areas (Interviewee 6, personal communication, July 27, 2023)

"As a primary school principal, I feel that I have strong ideological awareness, dedication in the school management, a certain ability to organize and lead in the face of various emergencies, have a certain degree of decision-making and judgment, and can effectively organize responses. I think in this position, teaching and research skills need to continue to improve, communication and in a variety of public relations also need to continue to learn to improve." (Interviewee 9, personal communication, July 29, 2023).

In summary, the qualitative data have been analyzed with Research Questions 1 and 2 as the guiding direction. As a result, emerging themes have been conceptualized as shown in the following figure.

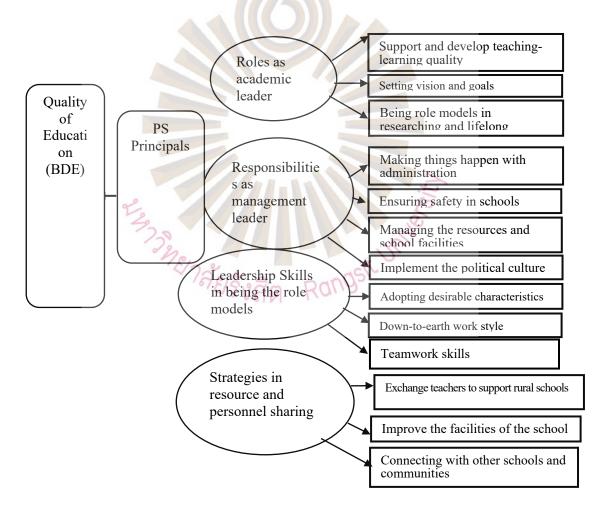


Figure 4.1 Themes form Interviews of the PS Principals in BDE Implementation

4.3 Combining Quantitative and Qualitative Data into The Principles' Guidelines for Focus Group Experts

The following figure illustrates the major points to be considered when the BDE policy is implemented especially for the primary school principals to be used as guidelines.

Findings from the 48-Item Questionnaire

- -BDE Policy-equity, equality, quality
- -Executing the government's BDE policy at their best ability.
- -Care and support for stake-holders—teachers, students and the communities
- -Value the children and treat the teachers fairly.
- -Facilitating student learning and teacher professional development to enhance quality education
- -Aiming at all schools to be a learning organization where all parties (the principals, the teachers and the students) must continue to learn
- -Leading in academic activities
- -Leading in curriculum design, monitoring and evaluating the teachers' adopted teaching methods
- -Using strategies of treating all the teachers equally as well as working closely with the teachers as teams.
- -Networking with external organizations to improve education quality such as a network with the parents, with the community, with the schools in the rural and urban areas as well as involving all stakeholders in supporting the school especially with educational resources and expertise sharing.

There are 12 primary principals of schools interviewed.

The principals must be

- -Academic leader
- -Management leader
- -Network leader

The principals must have -Desirable skills and abilities

Figure 4.2 Combined Findings from the Questionnaire and the Semi-Structured Interviews

Thus, the following map was drawn and used as the proposed principals' guidelines for seven experts invited to analytically and critically review of the guidelines.

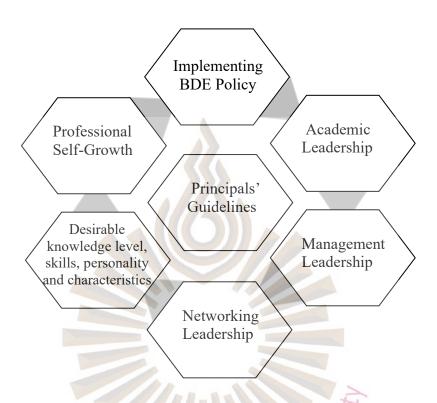


Figure 4.3 The Proposed Principals' Guidelines to Be Reviewed by the Focus Group

Educational Experts

4.4 Experts' Critical Analysis for Guidelines Development

To develop guidelines for the principals for their work towards school improvement in all areas and in developing both the student learning and the teachers' professional development, seven experts from the Chinese Ministry of Education were invited to the focus group discussion. The experts gave their detailed comments and suggestions based on the guidelines prepared by the researcher from the findings of two major instruments used in the study shown here. Here are some comments and suggestions of the experts.

The comments at the Focus Group Discussion could be extracted as follows:

Designing Curriculum Integrated with Traditional Chinese
 Values and Culture

Designing curricula with traditional Chinesse values and culture is important. By valuing the culture and Chinesse values, all the students and parents accept the political education of government, and support the compulsory education need for their the children. Look at the actual words of Expert 1.

"I suggest integrating traditional Chinese values and culture into the curriculum. This will ensure that students receive a well-rounded education that includes both modern knowledge and our cultural heritag" (Expert 1, personal communication, August 31, 2023)

The incorporation of traditional Chinese values and culture into the curriculum is deemed essential. Chinese traditional values place significant emphasis on six components of a value system that can be recognised in relation to the natural environment. In comparison with the Western and the Chinese Culture. The Western culture is observed to prioritise the attainment of mastery, whereas Eastern culture places a significant emphasis on the cultivation of harmony. In Chinese traditional culture, the pursuit of harmony is regarded as the ultimate objective of humanity, as exemplified by the concept of "Tian Ren He Yi," which emphasises the profound harmony between humans and nature.

The second component encompassed under the value system pertains to the interconnections and dynamics among individuals. The Western culture is commonly associated with individualism, but Chinese traditional culture is often characterised by collectivism. In collectivistic cultures, such as that of China, the importance placed on the communal interest is greater than that placed on the individual.

The third component within the value system pertains to the perceived significance attributed to different activities carried out by individuals. This

dimension pertains to the hierarchy of activities. Western culture lays a higher emphasis on the cognitive process of thinking prior to engaging in action, while Chinese traditional culture places greater importance on the state of being and subsequent action.

The fourth dimension of values serves as the foundation for establishing moral standards. In Western culture, the utilisation of reasoning as a means of making moral judgements has been observed. This cultural framework places emphasis on distinguishing between various levels of moral judgement, namely good, right, and ought. The Western moral standard is characterised by a preference for justice and duty, but Chinese culture tends to prioritise sympathy and self-control as its moral standard.

The fifth dimension within a value system pertains to the prioritisation of time and its influence on our primary concerns and allocation of energy within the context of the nature-time framework. Traditional Chinese culture places emphasis on a present-oriented approach in the decision-making process.

The sixth dimension within a belief system pertains to the contemplation of the optimal ultimate outcome or destiny for individuals. Western culture places a significant emphasis on the values of individual rights and freedom, considering the attainment of fully formed persons as the ultimate objective. The ultimate objective of Chinese traditional culture is to achieve harmony between human beings and nature. In Chinese society, the significance of a harmonised society is considered to outweigh the importance of an individual's rights or personal development. Western civilization strives to achieve the fullest realisation of human potential through an active and autonomous approach. The purpose of cross-cultural studies is to examine and analyse the interactions, similarities, and differences between different cultures, with the aim of gaining a deeper understanding of the complexities of human behaviour, societal norms, values, The initial dimension pertains to the existence of human beings.

2) Professional training for PS Principals

Leadership skill is part of important findings found in this research. Developing professional training for PS Principals is the key on developing the strategy of implementing the Balanced Development Education effectively. The principal assumes the role of overseeing and safeguarding the school's vision, missions, and values. Consequently, it is imperative for each individual to serve as a source of inspiration in order to realise the educational institution's goals and objectives. This entails fostering personal growth among individuals to effectively contribute towards the attainment of the institution's vision and missions. Moreover, it is essential to embrace and adapt to change in order to effectively guide the school towards its desired destination. Lastly, fostering collaboration with diverse interest groups is crucial in order to collectively work towards the realisation of the institution's vision and missions. It is recognised that in order to fulfil the school's vision and missions, it is imperative for the principal to assume a leadership role in the formulation of policies, objectives, and strategies. Furthermore, it is imperative for the principal to offer direction to teachers, students, parents, and other individuals involved in the educational process regarding the most effective strategies and methodologies that can contribute to the achievement of the school's overarching goals and objectives. The aforementioned discourse suggests and presents ample evidence to support the notion that the acquisition of a principalship should not be based on luck or personal connections. Instead, it necessitates the involvement of individuals who have received specialised training and possess the ability to effectively perform the role from the outset. This approach is preferable to appointing individuals who lack the necessary qualifications and constantly feel insecure within the school environment.

"The proposed practices for primary school principals align well with the balanced education development policy. To enhance their effectiveness, I recommend incorporating a stronger focus on continuous professional development for principals themselves. By fostering their own growth, principals will be better equipped to lead their schools effectively." (Expert 2, personal communication, August 31, 2023)

In contemporary times, educational institutions require principals who possess exceptional qualifications, enabling them to establish an environment conducive to effective pedagogy and learning. Additionally, these principals must possess the ability to effectively promote the offerings of the school within the broader community. Likewise, the professionalisation of principalship can be categorised as a component of career-pathing, wherein professional training is distinct from academic growth. This perspective aligns with the notion that educational institutions should be overseen by competent individuals who possess the necessary expertise and qualifications in school administration and leadership. The professionalisation of principalship in China is a necessary and overdue measure, with the expectation that it would enhance the productivity of schools. A proficient principal should possess the knowledge and comprehension that the aptitudes of the staff within the educational institution should consistently be refined and enhanced. In this context, principals are expected to serve as catalysts and motivators for the ongoing professional growth of their employees. It has been observed that when a principal lacks the necessary qualifications for their position, they may perceive any efforts made by staff members to enhance their qualifications as a potential danger to their own position. Furthermore, it is imperative to replace the trial-and-error method of school management and leadership with the appointment of highly competent principals who possess the necessary skills to uphold stability inside schools while remaining aligned with the schools' visions and mission statements.

3) Balanced Professional Quality of Teachers in Rural and Urban Areas

รงสิต Rang

A well qualified principal recognises the importance of educators and instructors continuously enhancing their qualifications, knowledge, and skills as a means to facilitate effective teaching. In accordance with the Skills Development Act of 1998 and various other factors that require the acquisition of new skills and knowledge for effective teaching, it is imperative for principals to possess the ability to analyse the personnel and human resource requirements of schools. This is because an indiscriminate generation of talent may result in the placement of individuals in positions that do not align with their abilities and skills. It is imperative for

professional development programmes to align with the specific requirements of individuals, and principals should exercise caution in avoiding an excessive focus on particular skill sets while neglecting other areas that are lacking in proficiency.

One example pertains to the necessity for principals to possess expertise in effectively positioning and prioritising the allocation of human resources. Additionally, it is crucial for professional development and training initiatives to align harmoniously with the operational demands and necessities within an educational institution.

"Start with the establishment and improvement of the teaching quality evaluation system, connect the smart teaching with the construction of digitalization and information technology, establish and improve the teaching quality control system, strengthen the supervision of teaching quality, and implement the control of teaching quality into every class, every link and every process. Only in this way can we fundamentally improve the quality of education. Promote the balanced development of education" (Expert 7, personal communication, August 31, 2023)

To begin with, it is imperative to undertake innovative measures and enhance the existing policies and systems pertaining to rural teacher training. Moreover, it is crucial to ensure that rural teachers are equipped with a greater number of high-quality training activities.

The findings of this study indicate that the balanced growth of urban and rural education can only be achieved when rural teachers have access to both training opportunities and high-quality education.

4) Digital Learning and Creativity Development for Students

The resource conversion rate disadvantage experienced by rural pupils can be attributed to several factors, including inadequate academic foundations, limited access to family resources, and a lower level of parental

involvement. Hence, it is recommended that educational institutions promote the integration of "family and pre-school education" in the immediate timeframe.

This will enhance the time efficiency of teachers' engagement in training activities.

"Guide could further emphasize the importance of cultivating an inclusive and diverse learning environment. Principals should be encouraged to create spaces where students from different backgrounds feel valued, fostering social harmony and empathy among the younger generation" (Expert 2, personal communication, August 31, 2023)

"The guide should underscore the need for primary school principals to leverage technology not only for improving digital literacy but also for personalized learning. Tailoring teaching approaches to individual students needs will maximize the impact of the balanced education policy and enhance educational outcomes." (Expert 4, personal communication, August 31, 2023)

"I propose the inclusion of strategies for fostering critical thinking and creativity among students. Primary school principals should be encouraged to incorporate project-based learning and interdisciplinary approaches, enabling students to develop the skills required for the challenges of the modern world. This aligns well with the goals of balanced education development." (Expert 6, personal communication, August 31, 2023)

5) Local Communities Engagement

Principals have a duty to demonstrate dedication towards fostering the participation of parents and the community in the governance and management of educational institutions. Principals should possess the capacity to establish and sustain effective professional connections with School Governing Bodies (SGBs), parents, students, communities, and other stakeholders involved in the field of education.

"I appreciate the comprehensive approach presented in the guide, particularly the emphasis on shared resources and networking. However, to strengthen the implementation of balanced education development, I recommend integrating a community engagement component. Primary school principals should collaborate with local communities to understand their unique needs and aspirations, thereby fostering a sense of ownership and active participation in the education process." (Expert 5, personal communication, August 31, 2023)

"There are still some difficulties in replacing teachers in urban and rural areas, because there are still some difficulties or guarantees in the flow of teachers, which can not even improve the enthusiasm of teachers, let alone improve or change the difference between urban and rural education in the long run" (Expert 7, personal communication, August 31, 2023)

In summary, the experts all agreed on the findings from the instruments used in the study. However, they added more specific details to several aspects so that the researcher will prepare the guidelines in the best possible way.

4.5 The Emerging Guidelines

Based on the comments and suggestions of the experts at the Focus Group Discussion. The guidelines that have been modified as follows:

Being role-model for lifelong learning, researching Academic Leadership Principals' Network Leadership Guidelines for BDE > Shared goals and Cooperation and vision Collaboration with Quality education of external Management Leadership the whole school partnerships > Getting into actions > School as a learning > Networking with (Making things organization external happen) ■ Appropriate curriculum organizations > Establishing school design and development ■ Networking with the work culture (Traditional and Modern) parents Leading and supporting Quality of teaching and ■ Networking with the all school activities for learning community improvement and Student learning ■ Networking with the development enhancement schools in the rural and Creating a safety and Teacher professional urban areas caring learning development ■ Involving all environment for all stakeholders in Setting up needed school supporting the school facilities especially with Working in teams educational resources Treating all teachers and expertise fairly

Appropriate knowledge level and skills for the principal's job

Desirable personality and characteristics (down-to-earth work style)

Personal and Professional Self

Desirable characteristics
Professional Self-Growth

Figure 4.4 The Emerging Guidelines

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATION

This chapter is divided into three parts: conclusion, discussion and recommendation. Conclusion will present the responses to Research Questions 1, 2 and 3. Discussion will explain the results of the study and compare them to other researches in the area, especially their similarities and differences as well as the rising issues that need attention. Recommendation will be proposed on how the findings of the study can be used and what future studies can be conducted.

5.1 Conclusion

5.1.1 Responses to Research Question 1

The first research question is "What is the influence of the roles, responsibilities, leadership skills and strategies required in the implementation of BDE in Kunming, Yunnan Province?". The results of the questionnaires collected revealed that this group of principals were mostly male at 74.18%, while the female principals were only 25.82%. Two big groups were with the age range from 30–40 years old (40.95%) and 41–50 years old were 48.66%. It can be concluded that the majority of the principals were between 30 to 50 years old when two groups were combined. About the level of education, most principals (93.47%) had a bachelor's degree, followed by the diploma's group (4.75%). The number of years of being in the principal's position is 61.42%. They had less than 5 years' experience, while 21.07% had about 6-10 years' experience. The number of years of being in the BDE principal's position reveals that the majority of the principals had 1-2 years (49.85%) followed by 3-4 years (23.15% and 5-6 years (15.43%).

These independent variables were calculated with multiple regression responded to Research Question 1 as follows:

- 1) There were only three, namely (1) YrsBDE3 or the number of 5-6 years of the principals dealing with the Balanced Development Education, (2) YrsBDE5 or the number of 9-10 years of the principals dealing with the Balanced Development Education and (3) Post1 or the number of 1-5 years being in the post had significant effects on their roles as the principals. It is very interesting to find that all the 3 mentioned factors had negative effects at p = 0.05. In other words, it means that the longer they were in their post as the principal and dealing with BDE, these 3 factors caused them to have more negative effects on their roles. The rest of the factors, for example, gender, age, and educational levels had insignificant effects on the principals' roles.
- 2) The findings reveal explicitly that (1) YrsBDE3 or the number of 5-6 years of the principals dealing with the Balanced Development Education, (2) Edu3 or holding a master's degree and (3) Edu2 or holding a diploma had significant effects on their responsibilities as the principals. It is very interesting to find that YrsBDE3 and Edu2 had negative effects at p = 0.05. In other words, it means that for those principals who held a diploma and were dealing with BDE for 5-6 years have negative effects on their responsibilities. The rest of the factors, for example, gender, age, and number of years in the principal's position had insignificant effects on the principals' responsibilities.
- 3) It is also interesting to find that 3 out of 4 mentioned factors had significant negative effects on the principals' leadership skills. This indicates that the longer the principals who held a diploma certificate and worked in their post for 1-10 years, these mentioned factors had significant negative effects on their leadership skills. Only the experience dealing with BDE for 1-2 years had a significant positive effect on their leadership skills. The rest of the factors, for example, gender and age had insignificant effects on the principals' leadership skills.
- 4) There were only 2, namely (1) YrsBDE3 or having experience dealing with BDE for 5-6 years, and (2) Edu3 or holding a master's degree had significant effects on the principals' strategies at p = 0.05. It is interesting to find that YrsBDE3 had a significant negative effect, but Edu3 had a significant positive effect.

This indicates that dealing with BDE for 5-6 years had a bad effect on the principals' strategies, but having a master's degree had a good effect on their strategies. The rest of the factors, for example, gender, age, and the length of being in their position had insignificant effects on the principals' strategies.

5.1.2 Responses to Research Question 2

What are the roles, responsibilities, leadership skills and strategies of the primary school principals in implementing implement Balanced Development Education (BDE) in Kunming, Yunnan Province? The following figure shows the combination of the questionnaire and the semi-structured interview results.

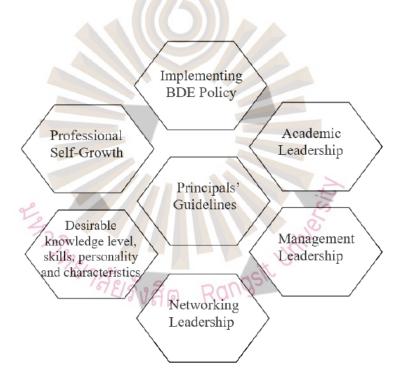


Figure 5.1 Combined Questionnaire and Interview Results

It was found that based on the questionnaire findings and the interviews' emerging themes, the BDE principals need to be academic leaders to ensure quality education through paying attention to appropriate curriculum development, teaching and learning process and teacher professional development. Secondly, the principals need to be efficient manager by ensuring that all staff members work in teams

pursuing the same vision and goals. Besides, the schools need to be well-equipped with facilities and are a safe place for all students. Thirdly, the principals must be excellent at networking with external organizations so they can pull support in terms of educational resources and teacher exchange. Besides, the principals must be outstanding as leaders in three areas, they need to have desirable characteristics such down-to earth working lifestyle and a role model for lifelong learning. In other words, they must continue to learn for their self-growth and development.

5.1.3 Responses to Research Question 3

For the third research question: "What will be the guidelines for the principals of primary schools that will enable them to effectively implement the BDE in Kunming, Yunnan Province? Guidelines for PS principals for effective the implementation of BDE will be proposed to guide all the principals into the right directions. All principals-novice and experienced-can learn from the guidelines and make their own plans to become effective principals for the BDE policy. Look at the map showing the various aspects of importance to the principals.

5.1.4 The Emerging Guidelines

The guidelines that have been modified with the experts' comments and suggestions are as follows:

As seen from Figure 5.2, according to the research results generated by all research methods, we developed a new guideline, which includes the main content of four parts. The first part is the personal and professional self; The second part is that the principal should pay attention to improving academic leadership in the process of implementing BDE. The third part is that principals need to improve management leadership, and the fourth part is that primary school principals need to strengthen network leadership in the process of implementing balanced development education.

Personal and Professional Self

- > Desirable characteristics
- > Professional Self-Growth
- Appropriate knowledge level and skills for the principal's job
- Desirable personality and characteristics (down-to-earth work style)
- Being role-model for lifelong learning, researching

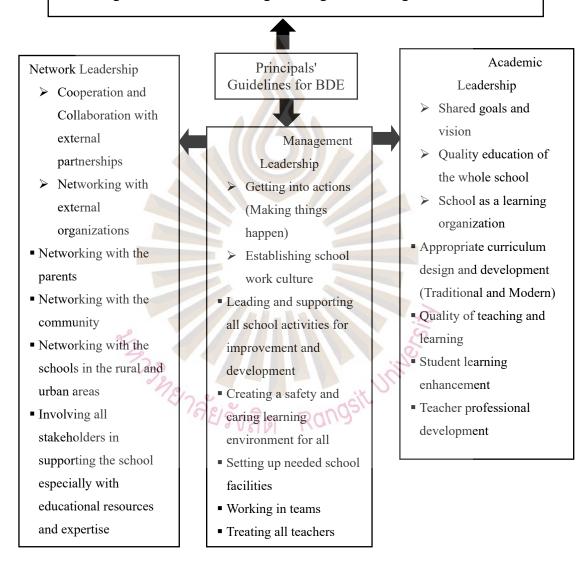


Figure 5.2 The Emerging Guidelines

5.2 Discussion

Based on the guidelines presented in the previous part, the issues that should be discussed are as follows:

5.2.1 Significance of the Principal's Leadership

The findings of the study can be concluded that primary school principals are expected to develop three major formats of leadership—Academic Leadership, Management Leadership and Network Leadership. Besides, they should possess desirable characteristics that are approachable to all parties or as the FGD experts defined as "the down-to-earth style of leader". This is in line with the studies done in previous years since 2011 to the present time (e.g. Abbamont, 2020; Agasish et al., 2018; Balyera et al., 2015; Basett & Shaw, 2017; Behbahania, 2011; Boush & Glover, 2014; Bush, 2018; Dag et al., 2023; David et al., 2020; Feng, 2020; Hoppey & Meleskey, 2013; Jones et al., 2018; Kadji-Beltran et al., 2012; Kraft et al., 2016; Maryan & Allan, 2021; McBrayer et al., 2020; Ngoc Hai Tran et al., 2021; Pan & Hong, 2022; Park et al., 2018; Talebizadeh et al., 2021; Taole, 2022; Webster & Litchka, 2020; Zheng et al., 2017). These references are only part of the work done in this area. The bulk literature reveals that this topic is thoroughly researched with resulting similar findings. In brief, it can be said that the principals have complex role and responsibilities requiring well-designed leadership skills and specific strategies.

As the top administrators in the school hierarchy of power, the principals must be the leaders in all school activities, especially academic activities such as curriculum development, the teaching and learning process that enhance student learning and the teachers' professional learning. Based on the study findings, curriculum development is rated as a very important mission for the principals. The curricula designed should be tailor-made, which integrated knowledge and skills with the traditional Chinese values. According to Chan et al. (2022), attention to curriculum design and development should be the top priority of all the principal' jobs as that leads to improved student learning and better teaching practices. Not only the students

but also the teachers learn from their teaching.

For the learning of the teachers and students, the principals are trusted with transforming schools into learning organizations in which all stakeholders must learn all the time. "The learning organization is one capable of continual regeneration from the variety of knowledge, experience and skills of individuals within a culture which encourages mutual questioning and challenge around a shared purpose or vision (Johnson & Scholes, 2003, p. 153).

It is worth realizing that the context specific leadership styles of the principal are fundamental in bringing improvements in different areas of a school system (Andrews & Soder, 1987; Brown & Wynn, 2009; Dinham, 2005; Fullan, 2001, 2007; Moos, 2013; Newman, King, & Youngs, 2000). However, it is not only the styles but the way a leader involves in whole process of influencing the led to achieve the desired objectives of the SI in a particular environmental context (Bush & Glover, 2002; Lithwood, Jantzi, & Steinbach, 1999; Robbins, DeCenzo, & Wolter, 2012). This means the principal needs to plan and identify the needs of his or her school which may be different from those of other schools. According to Mahsa, Talebizadeh, Hosseingholizadeh, and Bellibas (2021), the principals whose learning-centered leadership as called by Hallinger (2015) can enhance teacher professional learning by developing trust among teachers and foster knowledge sharing. This means the teachers will no longer learn in the traditional style of workshops or conferences but through school-based knowledge sharing and knowledge management.

As a management leader, school principals have to play different roles to effectively manage the school. They have to play the role of a leader, supervisor, motivator, evaluator, and caretaker, academic as well as administrative success of the school completely depends on the managerial skills of the principal.

As a network leader, school principals must work closely with external organizations which means other schools both in the urban and local areas with an aim to share resources and human expertise. Schools should support one another. When one

school is better in one way, that expertise must be transferred to other schools. Or when educational resources are plentiful in one school, other schools should be able to use them.

5.2.2 Personal Characteristics of the Principal in the Leading Role

Leading a school is a not an easy task and leader of the school needs to be prompt, hardworking, self-motivated and mentally tough person. There may be many occasions on daily basis where he or she is required showing multifaceted skills and character to deal with the challenges encountered to manage the school. Success of an educational institute depends on the approach and attitude of the principal. It can be on his/her attitude that he is taking challenges as a problem or as an opportunity. Challenges and what kind of innovative and improvised steps he or she is taking to overcome the challenges coming before her/him. There are many ways to overcome the challenges such as excessive paper work may be eliminated by moving to online forms and applications, parental and other stakeholder involvement may be an answer to deal with the management of classroom, absenteeism of teachers, overcrowded classes etc.

The principal to implement BDE cannot be anyone who only knows the policy and use his or her authority to manage the school. The principal is required to have excellent teamwork skills, persuasive ability and down-to-earth management style. This means that he can lead in all activities by making all parties willing to participate in them, not by forcing them to join the activities. Thus, trust and shared vision will be significant. When all parties realize that by putting in their efforts to support school improvement, they will feel valued and the activities will be meaningful for all. Besides, by treating all the teachers and staff equally and fairly, everyone will be willing to support the school and the principal wholeheartedly.

5.2.3 Promotion of Quality Education

Quality education is the ultimate goal for BDE with three clear goals—equity, equality and quality. The school starts with equity that is to make education accessible to all children especially those in remote areas. By paying attention to all, making

them feel valued and by identifying their needs which may not be the same, the children will be able to improve their learning. This is also what the Focus Group Discussion expert says "Personalized learning should be developed". With appropriate curricular that match the needs of the school's context will finally lead to quality education for all. According to Racheed (2000), quality education is seen in healthy learners, safe and well-equipped environments, relevant curricula, child-centred teaching and learning processes and learning outcomes that lead to desirable knowledge, skills and attitudes.

5.2.4 School as a Learning Organization

The concept of "School of a Learning Organization" probably is a clear answer for the primary school principals. All schools must learn. All the parties-the principal himself or herself, the teachers and the students in schools must learn. That is why the concept of lifelong learning must be promoted. For school to be a learning organization, Garvin et al. (2008) suggest that three major characteristics must be instilled: 1) supporting learning environment, 2) concrete learning processes and 3) practices and leadership that reinforces learning.

In conclusion, the findings from the study are found to point out to these emerging issues. Therefore, for BDE primary school principals in Kunming, Yunnan, these listed issues should be considered.

5.3 Recommendations

5.3.1 Recommendation for the use of the findings

The findings inform that the principals should have academic leadership, management leadership and network leadership. However, this study is only investigating the principals in Yunnan with specific role, responsibilities, leadership skills and strategies identified. However, these may vary in other areas. There may be more expectations for the principals and this is worth studying further.

5.3.2 Recommendation for Future Studies

Studies of the principals' jobs and attempts for school development should be further studies to really measure what can be done successfully, what needs to be improved, what are the factors of success and what are the factors of failure. Many studies can be generated based on these in various different contexts and in larger or smaller scales of study.



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APPENDIX A LETTERS OF INVITATION FOR IOC EXPERTS





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STC 4800/1315

July 19, 2023

Subject: Invitation for you to be an Index Item - Objective Congruence (IOC) expert

Dear Professor Shibing Dong.

Yuman Ethnic Education Department,

Department of Education, Yannan Province, China

The Doctoral Degree Program in Education Studies, Suryudhep Touchers College at Rangsit University organized a Research Proposal Defense for Ms. Zhen Wang, Student Number 6206098 (Asst.Prof.Dr. Anchalec Chayenavatis is her advisor) on 15 November, 2022. Her research title is * Development of Principals' Leadership Guidelines to Implement the Balanced Development Education (BDE) of Primary Schools in Kunming, Yunnan Province, China*, Currently, she is in the middle of the instrument design phase and has come up with the instrument for her study.

Thus, the Program would like to invite you to be our NCC expert for examining the research instruments and we believe that you will give ascrul suggestions to improve our student's research by accepting our invitation. Survadhep Tenebers College buly appreciates the kind support you will also use.

Sincerely yours,

Maliyan Praditteera, Ed.D.

Dean, Suryadhep Teachers College

Rangsit University



นหาวิทยาลัยรังลัก เมืองเฉก ก.พหลโยรัย จ.ปทุยธาติ เขียชิช Rangsit University Muong-Ake, Poholyothin Rd. Pothumthori 12000, Theiland

T. (66) 2997 2200-30 F. (66) 2791 5757

STC 4800/1316

July 19, 2023

Subject: Invitation for you to be an Index Item - Objective Congruence (IOC) expert

Dear Professor Zhaochun He,

Yunnan Department of Basic Education, Education Department of Yunnan Province, China

The Doctoral Degree Program in Education Studies, Suryadhep Teachers College at Rangsit University organized a Research Proposal Defense for Ms. Zhen Wang, Student Number 6206098 (Asst.Prof.Dr. Anchalee Chayanuvatis is her advisor) on 15 November, 2022. Her research title is "Development of Principals' Leadership Guidelines to Implement the Balanced Development Education(BDE) of Primary Schools in Kunming, Yunnan Province, China". Currently, she is in the middle of the instrument design phase and has come up with the instrument for her study.

Thus, the Program would like to invite you to be our IOC expert for examining the research instruments and we believe that you will give useful suggestions to improve our student's research by accepting our invitation. Suryadhep Teachers College truly appreciates the kind support you will give us.

Sincerely yours,

Malivan Praditteera, Ed.D.

Dean, Suryadhep Teachers College

Rangsit University

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มหาวิทยาลัยรัชคัด เนื่องเอท ท.พหล่ยธิบ จ.ปญมราชี 12000

Rongsit University Muong-Ake, Poholyothin Rd. Pathumthoni 12000, Thailand T. (66) 2997 2200-30 F. (66) 2791 5757

STC 4800/1317

July 19, 2023

Subject: Invitation for you to be an Index Item - Objective Congruence (IOC) expert

Dear Professor Liusheng Liu,

Major in comparative Education research,

Faculty of Education, Yunnan Normal University in Yunnan Province of China

The Doctoral Degree Program in Education Studies, Suryadhep Teachers College at Rangsit University organized a Research Proposal Defense for Ms. Zhen Wang, Student Number 6206098 (Asst.Prof.Dr. Anchalee Chayanuvatis is her advisor) on 15 November, 2022. Her research title is "Development of Principals' Leadership Guidelines to Implement the Balanced Development Education(BDE) of Primary Schools in Kunming, Yunnan Province, China". Currently, she is in the middle of the instrument design phase and has come up with the instrument for her study.

Thus, the Program would like to invite you to be our IOC expert for examining the research instruments and we believe that you will give useful suggestions to improve our student's research by accepting our invitation. Suryadhep Teachers College truly appreciates the kind support you will give us.

Sincerely yours,

Malivan Praditteera, Ed.D.

Dean, Suryadhep Teachers College

Rangsit University

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มหาวิทยาลัยจังสัก เมืองเอก ก.พหลในจัน จ.ปฏบธานี 12000 Rangsit University Muong-Ako: Poholyothin Rd. Pathumthoni 12000, Thalland T. (66) 2997 2200-30 F. (66) 2791 5757

STC 4800/1318

July 19, 2023

Subject: Invitation for you to be an Index Item - Objective Congruence (IOC) expert

Dear Professor Lianjie Liu,

Department of Education Management Studies Faculty of Education, Yunnan Normal University

The Doctoral Degree Program in Education Studies, Suryadhep Teachers College at Rangsit University organized a Research Proposal Defense for Ms. Zhen Wang, Student Number 6206098 (Asst.Prof.Dr. Anchalee Chayanuvatis is her advisor) on 15 November, 2022. Her research title is "Development of Principals' Leadership Guidelines to Implement the Balanced Development Education (BDE) of Primary Schools in Kunming, Yunnan Province, China". Currently, she is in the middle of the instrument design phase and has come up with the instrument for her study.

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Sincerely yours,

Malivan Praditteera, Ed.D.

Dean, Suryadhep Teachers College

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Rangsit University Mixing-Ake, Paholyathin Rd. Pathumthani (2000), Thailand

(66) 2997 2200-30 (66) 2791 5757

STC 4800/1319

July 19, 2023

Subject: Invitation for you to be an Index Item - Objective Congruence (IOC) expert

Dear Associate Professor Dr. Jiarong Zhou,

Educational Assessment and Evaluation,

Yunnan Institute of Education Sciences, Yunnan Department of Education

The Doctoral Degree Program in Education Studies, Suryadhep Teachers College at Rangsit University organized a Research Proposal Defense for Ms. Zhen Wang, Student Number 6206098 (Asst.Prof.Dr. Anchalee Chayanuvatis is her advisor) on 15 November, 2022. Her research title is "Development of Principals' Leadership Guidelines to Implement the Balanced Development Education(BDE) of Primary Schools in Kunming, Yunnan Province, China". Currently, she is in the middle of the instrument design phase and has come up with the instrument for her study.

Thus, the Program would like to invite you to be our IOC expert for examining the research instruments and we believe that you will give useful suggestions to improve our student's research by accepting our invitation. Suryadhep Teachers College truly appreciates the kind support you will give us.

Sincerely yours,

Malivan Praditteera, Ed.D.

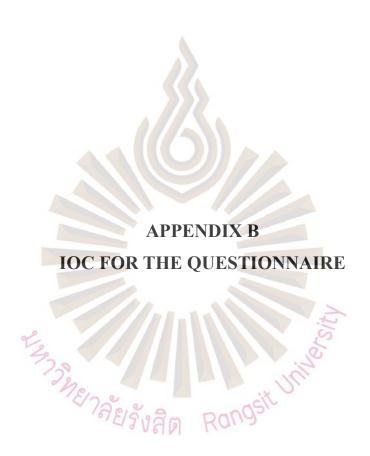
Dean, Suryadhep Teachers College

Rangsit University

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IOC's Experts Information

No	Name	Professional	Professional	Subordinate units and
110	Name	Frotessional	title / Position	Departments
1	Liu	Comparative	Assoc. Prof.	Department of Education,
	LiuSheng	Education	Dr.,	Yunnan Normal University
			Phd Supervisor	
2	Liu	Education	Assoc. Prof.	Department of Education,
	LianJie	management	Dr.,	Yunnan Normal University
			Ph.D Supervisor	
3	Zhou	Education	Assoc. Prof.	Yunnan Academy of
	JiaRong	assessment	Dr.,	Education of Yunnan
			Master's	Province
			Advisor	
4	Не	Basic	Assoc. Prof.	Department of Basic
	ZhaoChun	Education	Dr.,	Education, Department of
		theory	Director of	Education, Yunnan Province
			Basic Education	The state of the s
5	Deng 🔑	Management	Assoc. Prof.	Yunnan Ethnic Education
	ShiBin	of ethnic	Dr.,	Department, Department of
		education	Director of	Education of Yunnan
		विधिन् १	Ethnic (10)	Province
			Education	



Instrument I The Questionnaire

Dear Participant:

Thank you for your kindness in agreeing to fill out the questionnaire. This is an online Doctoral Dissertation questionnaire from Suryadhep Teachers College, Rangsit University. This questionnaire is launched to collect the data for the following research questions.

- 1. What is study the influence of the roles, responsibilities, leadership skills and strategies of the primary school principals to implement BDE in Kunming, Yunnan Province?
- 2. What are the roles, responsibilities, leadership skills and strategies of the primary school principals to implement Balanced Development Education (BDE) in Kunming, Yunnan Province?
- 3. What will be the guidelines for the principals of primary schools that will enable them to effectively implement the BDE in their schools in Kunming, Yunnan Province?

Your honest answer will provide a valuable basis for the current education status of Chinese university students. There are a total of questions in this questionnaire, and it will only take you 30 minutes. Please check the options that match your real thoughts according to the actual situation. There are no good or bad options. This questionnaire is anonymous, only for research purposes, and I will keep your information confidential. I truly appreciate your kind help and valuable support for my thesis. Please tick (\checkmark) that correspond to your opinion towards content validity to examine the congruence between the research questions and statement from -1 to +1. Rating Criteria

- +1 for the item that matches the stated objectives
 - 0 for the unclear item and the rater is unsure whether it meets the stated objectives
- -1 for the item that does not match the objectives

Thank you for your support and cooperation.

Researcher, Wang Zhen

Part 1: Personal Particular (Please tick the box that is true to you in each item.)

No	Item	-1	0	1
1	Gender			
	□Male			
	□Female			
2	Age:			
	□Under 30			
	□30-40 years old			
	□41-50 years old			
	□51-60 years old			
3	Years in the Principal's Position:			
	□0-5 years			
	□6-10 years			
	□11-15 years			
	□16-20 years			
	□Over 20 years			
4	Years in the Principal's Position to Deal with			
	Balanced Development Education (BDE):	ity		
	□1-2 years	2		
	□3-4 years	Ris		
	□5-6 years			
	□7-8 years			
	□9-10 years			
	□Over 10 years			
5	Level of Education:			
	☐Bachelor's Degree			
	□Diploma			
	☐Master's Degree			
	□Doctoral Degree			
	□Post-doctoral study			
L			i .	

Part 2: The Role and Responsibilities of the PS Principal

Please answer the following questions from a principal's perspective: Please tick the box showing you on each assessment to indicate how often you take on the role and responsibility of implementing the BDE and what you are doing at the school to help improve it. (+1 = Agree, $\theta = Not Sure$, -1 = Disagree)

No	Statement	-1	0	1
6	As a Principal, I do everything I can to provide support so that			
	my staff gets better teaching and students get good learning			
	outcomes.			
7	As Principal, I require all units in my school to participate in the			
	implementation of the BDE (Balanced Development of			
	Education) policy.			
8	As principal, I provide opportunities for my staff to work as a			
	team to achieve school goals.			
9	As a principal, I evaluate the school for students, determine			
	what kind of school students want and communicate that			
	information to staff.			
10	As a principal, I create a favorable working environment for			
	teachers to make the most of their roles.			
11	As a principal, I organize group studies to remind everyone of			
	the development philosophy and development goals of our			
	school.			
12	As a principal, I get feedback from all stakeholders about my			
	leadership of the school.			
13	In our school, staff are recognized for their performance.			
14	As a principal, I reward teachers and staff for the correct			
	implementation of the instructional curriculum.			
15	As principal, I build a network of relationships in my school and			
	in the area where my school is located.			

No	Statement	-1	0	1
16	As a principal, I involve all stakeholders in the development of			
	school management objectives.			
17	As a principal, I monitor the teaching methods of every teacher			
	in my school.			
18	As a principal, I evaluate competitive teaching methods.			
19	In my school, teachers are assigned instruction based on			
	relevant teaching experience and skills.			
20	As a principal, I arrange strategic criteria to achieve the goals			
	set by the school.			
21	As a principal, I build partnerships with teachers to achieve the			
	school's vision and mission.			
22	As a principal, I treat all teachers equally.			
23	As a principal, I establish mechanisms for the long-term			
	development of teachers.			
24	As headteacher, my staff can easily approach me for advice on			
	work related matters.			
25	As a principal, I apply to the government for additional			
	educational resources for our school in terms of software and			
	hardware.			
26	As a principal, I provide continuing professional development			
	opportunities for teachers.			
27	As a principal, we evaluate the job satisfaction of our faculty			
	and staff every semester.			
28	As principal, I monitor student performance in both academic			
	and non-academic areas.			
29	As Headteacher, I strive to promote teacher development and			
	co-operation with other organizations.			
30	As a principal, I establish a school network to collaborate with			
	external organizations to improve the quality of teaching and the			
	learning process.			

No	Statement	-1	0	1
31	As a principal, I lead staff in the process of developing school			
	plans and development strategies.			
32	Classroom observations are used to monitor the effectiveness of			
	teachers' teaching processes.			
33	As a principal, I must be the academic leader of the school.			
34	As a principal, I implement the curriculum equity policy of the			
	Ministry of Education and the Department of Education.			
35	As a principal, I am actively involved in curriculum design and			
	improvement in urban and rural primary schools.			
36	The Compulsory Education Law implemented in 2006 made			
	detailed plans for compulsory education at the primary school			
	level in China.			
37	Every development project in primary schools is based on the			
	balance of resources.			
38	As a principal, I establish school activities in accordance with			
	the strategic direction of BED (Balanced Education			
	Development Policy).			
39	We support primary schools in rural areas to improve the			
	physical conditions of the schools.			
40	As the principal, I actively participated in the project of			
	improving school conditions of public schools under the BDE			
	(Balanced Education Development Policy) of Yunnan Province.			
41	As the principal, I earnestly implement the BDE policy to			
	promote the compulsory primary school education for children			
	in my district.			
42	As a principal, you will provide after-school tutoring for the			
	development of the school and increase the students' learning			
	burden.			
43	As a principal, I advocate equality of educational conditions in			
	the process of education.			

No	Statement	-1	0	1
44	As Principal, I enforce the right of balance in the school and			
	guarantee equal access to education for groups and individuals.			
45	As Principal, I actively provide for equal academic and			
	educational development of the educated (number of students).			
46	As principal, I often reward students according to their merit			
	and potential.			
47	As a principal, I welcome the strong support of the community			
	for educational resources.			
48	As a principal, I am proud that I have been given full authority			
	to make the school towards the direction of balanced			
	educational development.			
49	As principal, my staff and I must work as a team to improve and			
	develop the school.			
50	As a principal, I strive to be a role model for my staff in all			
	aspects of behavior, knowledge, skills, and attitude towards			
	educational goals and commitments.			



Instrument 2 Semi-Structured Interviews

I would like to ask you to assess content validity of the ten questions by choosing one of the boxes for each item (+1=Agree, 0=Not sure, -1=Disagree) to indicate whether the following questions can be used as interview questions.

No.	Prompt Questions	-1	0	1
1	Please tell me about your experience working as a			
	primary school principal.			
2	In the principal's position, what are your roles in			
	promoting educational quality in the school?			
3	In the principal's position, what are your			
	responsibilities?			
4	What do you think about the application of the			
	balanced development education policy in primary			
	schools			
5	During the implementation of the BDE schools, are			
	there any factors that you want to emphasize as			
	essential roles and responsibilities?	121		
6	Do you think BDE is launched successfully in your			
	school? What are the reasons?			
7	What do you think can be the guidelines for other			
	principals in implementing BDE?			
8	How should the principals lead the primary school in			
	implementing the Balanced Development Education			
	in Kunming Province?			
9	In your opinion, what skills and actions does the			
	principal need to have in moving towards quality			
	education?			
10	Can you evaluate yourself as the principal in primary			
	school? What can you do well in the position and			
	what you want to improve?			

Summary Table of Five Expert Ratings

No.	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Final Result
1	+1	+1	+1	+1	+1	5
2	+1	+1	+1	+1	+1	5
3	+1	+1	+1	+1	+1	5
4	+1	+1	+1	+1	+1	5
5	+1	+1	+1	+1	+1	5
6	+1	+1	+1	+1	+1	5
7	+1	-1	+1	+1	+1	4
8	+1	+1	+1	+1	+1	5
9	+1	+1	+1	+1	+1	5
10	+1	+1	+1	+1	+1	5
11	+1	+1	+1	+1	+1	5
12	+1	+1	+1	+1	-1	4
13	+1	+1	+1	+1	+1	5
14	+1	+1	+1	+1	+1	5
15	+1	+1	+1	+1	+1	5
16	+1.	+1	+1	+1	1,5	5
17	+1	+1	-1	+1	+1	4
18	+1	98/20		+1 //	+1	5
19	+1	478/9	រតិត្ ¹ R	JU O'FI	+1	4
20	-1	+1	+1	-1	+1	3
21	+1	-1	+1	+1	+1	4
22	+1	-1	+1	+1	+1	4
23	+1	-1	+1	+1	+1	4
24	+1	+1	+1	+1	+1	5
25	-1	+1	-1	+1	+1	3
26	+1	+1	+1	+1	+1	5
27	+1	+1	+1	+1	+1	5
28	-1	+1	+1	+1	+1	4
29	+1	+1	+1	+1	-1	4

No.	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Final Result
30	+1	+1	+1	+1	+1	5
31	+1	+1	+1	+1	+1	5
32	+1	+1	-1	-1	+1	3
33	+1	-1	+1	+1	-1	3
34	+1	+1	+1	+1	-1	4
35	+1	+1	+1	+1	+1	5
36	-1	+1	-1	-1	+1	2
37	+1	+1	-1	+1	+1	4
38	+1	-1	+1	+1	+1	4
39	-1	+1	+1	+1	+1	4
40	-1	+1	+1	+1	+1	4
41	+1	+1	+1	+1	+1	5
42	-1	-1	-1	+1	+1	2
43	+1	+1	+1	+1	-1	4
44	+1	+1	+1	+1	-1	4
45	+1	+1	+1	+1	+1	5
46	-1	+1	+1	-1	1	3
47	+149	+1	+1	+1	+1	5
48	+1	95 -1	+1	+1 //	+1	4
49	+1	1818	ෘකිල ¹ R(1UQ±J	+1	4
50	+1	+1	+1	+1	+1	5
1	+1	+1	+1	+1	+1	5
2	+1	+1	+1	+1	+1	5
3	+1	+1	+1	+1	+1	5
4	+1	+1	+1	+1	+1	5
5	+1	+1	+1	+1	+1	5
6	+1	+1	+1	+1	+1	5
7	+1	+1	+1	+1	+1	5
8	+1	+1	+1	+1	+1	5
9	+1	+1	+1	+1	+1	5

No.	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Final Result
10	+1	+1	+1	+1	+1	5





Dear Participant:

Thank you for your kindness in agreeing to fill out the questionnaire. This is an online Doctoral Dissertation questionnaire from Suryadhep Teachers College, Rangsit University. This questionnaire is launched to collect the data for the following research questions.

- 1. What is study the influence of the roles, responsibilities, leadership skills and strategies of the primary school principals to implement BDE in Kunming, Yunnan Province?
- 2. What are the roles, responsibilities, leadership skills and strategies of the primary school principals to implement Balanced Development Education (BDE) in Kunming, Yunnan Province?
- 3. What will be the guidelines for the principals of primary schools that will enable them to effectively implement the BDE in their schools in Kunming, Yunnan Province?

Your honest answer will provide a valuable basis for the current education status of Chinese university students. There are a total of 5 personal particular questions and 45 questions in this questionnaire, and it will only take you 25 minutes. Please check the options that match your real thoughts according to the actual situation. There are no good or bad options. This questionnaire is anonymous, only for research purposes, and I will keep your information confidential.

^{ไปา}ลัยรังสิต

Thank you for your support and cooperation.

Researcher, Zhen Wang

Part 1: Personal Particular

(Please tick the box that is true to you in each item.)

No	Item
1	Gender
	□Male
	□Female
2	Age:
	□Under 30
	□30-40 years old
	□41-50 years old
	□51-60 years old
3	Years in the Principal's Position:
	\Box 0-5 years
	□6-10 years
	□11-15 years
	□16-20 years
	□Over 20 years
4	Years in the Principal's Position to Deal with Balanced Development Education
	(BDE):
	□ 1-2 years □ 3-4 years □ 5-6 years
	□3-4 years □5-6 years
	□5-6 years
	□7-8 years
	\Box 9-10 years
	□Over 10 years
5	Level of Education:
	☐Bachelor's Degree
	□Diploma
	□Master's Degree
	□Doctoral Degree
	□Post-doctoral study

Part 2: The Role, Responsibilities, Leadership Skills and Strategies of the PS Principal

Please answer the following questions from a principal's perspective: Please tick the box showing you on each assessment to indicate how often you take on the role and responsibility of implementing the BDE and what you are doing at the school to help improve it.

1= Strongly Disagree 2= Disagree, 3= Undecided, 4= Agree, 5= Strongly Agree

No	Statement	5	4	3	2	1
6	As a Principal, I do everything I can to provide support					
	so that my staff gets better teaching and students get					
	good learning outcomes.					
7	As Principal, I require all units in my school to					
	participate in the implementation of the BDE (Balanced					
	Development of Education) policy.					
8	As principal, I provide opportunities for my staff to work					
	as a team to achieve school goals.					
9	As a principal, I evaluate the school for students,					
	determine what kind of school students want and					
	communicate that information to staff.					
10	As a principal, I create a favorable working environment					
	for teachers to make the most of their roles.					
11	As a principal, I organize group studies to remind					
	everyone of the development philosophy and					
	development goals of our school.					
12	As a principal, I get feedback from all stakeholders					
	about my leadership of the school.					
13	In our school, staff are recognized for their performance.					
14	As a principal, I reward teachers and staff for the correct					
	implementation of the instructional curriculum.					

No	Statement	5	4	3	2	1
15	As principal, I build a network of relationships in my					
	school and in the area where my school is located.					
16	As a principal, I involve all stakeholders in the					
	development of school management objectives.					
17	As a principal, I monitor the teaching methods of every					
	teacher in my school.					
18	As a principal, I evaluate competitive teaching methods.					
19	In my school, teachers are assigned instruction based on					
	relevant teaching experience and skills.					
20	As a principal, I arrange strategic criteria to achieve the					
	goals set by the school.					
21	As a principal, I build partnerships with teachers to					
	achieve the school's vision and mission.					
22	As a principal, I treat all teachers equally.					
23	As a principal, I establish mechanisms for the long-term					
	development of teachers.					
24	As headteacher, my staff can easily approach me for					
	advice on work related matters.					
25	As a principal, I apply to the government for additional					
	educational resources for our school in terms of software					
	and hardware.					
26	As a principal, I provide continuing professional					
	development opportunities for teachers.					
27	As a principal, we evaluate the job satisfaction of our					
	faculty and staff every semester.					
28	As principal, I monitor student performance in both					
	academic and non-academic areas.					
29	As Headteacher, I strive to promote teacher development					
	and co-operation with other organizations.					

No	Statement	5	4	3	2	1
30	As a principal, I establish a school network to					
	collaborate with external organizations to improve the					
	quality of teaching and the learning process.					
31	As a principal, I lead staff in the process of developing					
	school plans and development strategies.					
32	Classroom observations are used to monitor the					
	effectiveness of teachers' teaching processes.					
33	As a principal, I must be the academic leader of the					
	school.					
34	As a principal, I implement the curriculum equity policy					
	of the Ministry of Education and the Department of					
	Education.					
35	As a principal, I am actively involved in curriculum					
	design and improvement in urban and rural primary					
	schools.					
36	Every development project in primary schools is based					
	on the balance of resources.					
37	As a principal, I establish school activities in accordance					
	with the strategic direction of BED (Balanced Education					
	Development Policy).					
38	We support primary schools in rural areas to improve the					
	physical conditions of the schools.					
39	As the principal, I actively participated in the project of					
	improving school conditions of public schools under the					
	BDE (Balanced Education Development Policy) of					
	Yunnan Province.					
40	As the principal, I earnestly implement the BDE policy					
	to promote the compulsory primary school education for					
	children in my district.					

No	Statement	5	4	3	2	1
41	As a principal, I advocate equality of educational					
	conditions in the process of education.					
42	As Principal, I enforce the right of balance in the school					
	and guarantee equal access to education for groups and					
	individuals.					
43	As Principal, I actively provide for equal academic and					
	educational development of the educated (number of					
	students).					
44	As principal, I often reward students according to their					
	merit and potential.					
45	As a principal, I welcome the strong support of the					
	community for educational resources.					
46	As a principal, I am proud that I have been given full					
	authority to make the school towards the direction of					
	balanced educational development.					
47	As principal, my staff and I must work as a team to					
	improve and develop the school.					
48	As a principal, I strive to be a role model for my staff in					
	all aspects of behavior, knowledge, skills, and attitude					
	towards educational goals and commitments.					

GINSA BEARD

APPENDIX E CERTIFICATE OF APPROVAL BY ETHICS REVIEW BOARD OF RANGSIT UNIVERSITY

COA. No. RSUERB2023-100



Certificate of Approval By Ethics Review Board of Rangsit University

COA. No.

COA. No. RSUERB2023-100

Protocol Title

DEVELOPMENT OF PRINCIPALS' LEADERSHIP GUIDELINES TO IMPLEMENT THE BALANCED DEVELOPMENT EDUCATION

(BDE) OF PRIMARY SCHOOLS IN KUNMING, YUNNAN

PROVINCE, CHINA

Principle Investigator

Wang Zhen

Affiliation

Suryadhep Teachers College, Rangsit University

How to review

Expedited Review

Approval includes

1. Project proposal

2. Information sheet

3. Informed consent form

4. Data collection form/Program or Activity plan

Date of Approval:

3 July 2023

Date of Expiration:

3 July 2025

The prior-mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature....

(Associate Professor Dr. Panan Kanchanaphum)

Chairman, Ethics Review Board for Human Research

BIOGRAPHY

Name Zhen Wang

Date of birth October 13, 1981

Place of birth Xinjiang, China

Education background Northeast Forestry University, China

Bachelor of Forest Resource

Conservation and Recreation, 2005

Yunnan Normal University, China

Master of Human Geography, 2008

Rangsit University, Thailand

Doctor of Education in Educational Studies,

2023

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Work position