

Sustainable Leadership and Quality Teaching Towards Educational Transformation in the New Normal

Yuling Xiao^{1,2}

1. Shaoyang University, Shaoyang 422000, China.

2. Adamson University, Manila 0900, Philippines.

Abstract: Unexpected pandemic results in a dramatic and rapid shift in academic institutions. Future learning strategies for educational transformation and lifelong learning are required. This study firstly aims to determine the profile of the respondents specifically their age, gender, year level and degree. Furthermore, it aims to identify the students' perception on the impact of educational transformation in new normal in terms of the following: (1) inclusivity, (2) critical thinking, (3) communication skills, (4) collaboration and (5) creativity. Using a descriptive design research method to investigate the variables presented in the study, the researcher utilizes a purposive sampling for this study. Upon conducting and interpretation of results, the researcher concludes that there is no significant difference in the students' perception on the impact of educational transformation in the new normal following the variables.

Keywords: Sustainable Leadership; Quality Teaching; Educational Transformation; The New Normal

Introduction

The pandemic has given rise to unforeseen circumstances resulting in a dramatic and fast change in academic institutions. Future learning strategies towards educational transformation and lifelong learning must be in place. Moreover, there is a felt need to promote the competence of the learners and to stimulate their development by creating an appropriate environment requiring the proper interplay of content, methods and media.

1. Researching Scope and Methodology

This study deals with how students in Shaoyang University perceive the impact of sustainable leadership and quality teaching on educational transformation in the new normal. Further, the respondents are students of Shaoyang University in China who are currently enrolled and have been with the University for at least one semester or trimester^[1]. There will be 120 respondents who are mainly from different grades in foreign language department and at least 100 samples will be analyzed. The data gathering will be guided and delimited to a self-made questionnaire which will be validated by at least three academic experts and the research adviser and to be tested its reliability through Cronbach Alpha Reliability test as well and will be interpreted and analyzed using statistical treatment applicable for a descriptive quantitative research design. The research opted to use a descriptive design research methods to investigate one or more variables.

The respondents of the study are students of Shaoyang University in China who will answer the self-made questionnaire guided by the concepts developed and/or conceptualized in the Development Framework for the Development of Teaching Expertise (Kenny, et. al., 2017) and reviewed as well as validated by academic experts and the research adviser. The survey questionnaire will be composed of three parts and these are: first, profile of the respondents which includes age, gender, position, years in service and department; the second part will be the assessment of students perceived impact of educational transformation in the new normal, in terms of the foundational habits of mind namely inclusivity, critical thinking, communications skills, collaborative and creativity; the third part will be determining as to what extent do teachers embrace the new normal on sustainable leadership and quality teaching as perceived by the students based on the following interwoven and non-hierarchical facets of teaching expertise as follows: teaching and supporting Learning; professional learning and development, mentorship, research, scholarship and inquiry and educational leadership^[2]. The survey

questionnaire was piloted to 30 respondents other than the target respondents and tested its reliability and internal consistency using Cronbach Alpha Reliability test with the result of .931 which is interpreted as Excellent. The measurement to be used is the Likert scale with descriptions.

2. Results of Assessment

Below are the results of assessment. Among the 150 respondents, the majority are aged from 18-23 years old, females and bachelors at school. As to students' Perception on the Impact of Educational Transformation in the New Normal, majority of the respondents strongly agree on the perceptions on the impact of educational transformation on the new normal relative to inclusivity, communications skills, inclusivity, collaboration, and creativity. Most students-respondents from Shaoyang University are 17- 24years old which are composed of the Generation Z and considered to be digital natives which are convenient of using technology in application to education. Most of the students-respondents strongly agree to comprehend and overcome the impact of educational transformation in the new normal, the elements such Inclusivity, Critical Thinking, Communication Skills, Collaboration and Creativity are considered important contributors to the adaptation of the new normal education system. There is a no significant difference in the students' perception on the impact of educational transformation in the new normal when they are grouped according to age, gender, year level. This denotes that age, gender and year level doesn't matter when they disclose their perceptions on the impact of educational transformation in the new normal. However, there is significant difference when grouped according to respondent's degree. That educational attainment would be a factor in revealing their perceptions and assessment on educational transformation in the next normal. There is great extent on students' perception of the teachers on sustainable leadership and quality teaching in terms of Teaching and Supporting Learning Professional Learning and Development, Mentorship Research, Scholarship and Inquiry and Educational Leadership. Educators must strategize their learning methodologies in this new normal learning situation as follows: Self-examination, (objectively evaluate teachers ability to manage emotions, and align behavior based on values) ; teachers should have Communication Skills to deliver information to learners that can stimulate their thinking abilities; continuous Collaboration with the learners increasing student learning progress., to be Creative that helps students connect to new information and Critical Thinking ability which aids to reflect and understand different challenges as a learner.

3. Conclusion and Suggestions

Based on the above findings, following recommendations had been suggested rendered significant for future studies. To strengthen sustainable leadership as the school faces the new normal as well as appropriate strategic reforms designed to improve quality teaching in an educational transformation system. It is also highly recommended that educators should continuously learn adapting new teaching strategies and learn how to embrace different learning styles to accept that leadership that has a great significance in quality teaching towards this new educational transformation in the new normal condition. Students-respondents were driven to realize that the new normal learning environment was not an easy situation to adapt to new learning transformations. Many faculty members and students now see the value of online learning and the educators should continue the adaptation of different learning modalities in accepting challenges. Sustainable leadership and quality teaching towards educational transformation in the new normal contributed to the ideas that the education system is changing and educational institutions must be prepared with the necessary adjustment not only with the present situation but also for future preparation. Educators should continue professional advancement in terms of personal and professional qualities. The researcher's eagerness in conducting this research study was determined how do students perceive the impact of educational transformation in the new normal using the elements of the foundational habits of mind and these were inclusivity, learning-centered and collaboration among learners as well as determining how educators embraced the new normal on sustainable leadership and quality teaching as perceived by the students based on different variables such as teaching and supporting learning, professional learning and development, mentorship, research, scholarship and inquiry, and lastly educational leadership.

References

[1] Ali Z, et. al. (2018). A Review of Teacher Coaching and Mentoring Approach. Retrieved from Human Resource Management Academic Research Society.

[2] Dimitrov N. & Hague A. (2016). Intercultural teaching competence: a multi-disciplinary model for instructor reflection. Intercultural Education. Retrieved from: https://connections.ucalgaryblogs.ca/files/2017/11/CC3_Teaching-Expertise-Framework-Fall-2017.pdf.

Resume: Xiao Yuling, 1975 -, born in Dongkou County, Hunan Province, China, an associate professor working in Shaoyang University and a doctor of educational administration at Adamson University in the Philippines)