

Research on Spiritual Leadership and School Leadership Training

Ting Jing ^{1,2}, Soonyew Ju ^{1,3}

1. Faculty of Education and Liberal Studies, City University Malaysia, 46100 Petaling Jaya, Selangor, Malaysia.

2. Faculty of Educational Sciences, Guangdong Preschool Normal College In Maoming, 525000 Maoming, Guangdong, China.

3. Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA (UiTM), Malaysia.

Abstract: A headmaster with strong school leadership is the key to the success of a school. Spiritual leadership theory can bring much beneficial enlightenment to the cultivation of school leadership. This paper discusses the urgency of school leadership training from three aspects: the challenging campus environment, the internal requirements of the school and the external requirements of the school, comprehensively analyzes the connotation of spiritual leadership, and focuses on explaining the three attributes of spiritual leadership, namely, the independence of spirituality and religious belief; Spirituality and religious belief are interrelated; The relationship between spirituality and religious belief should be blurred, that is, spiritual and spiritual leadership in the workplace may or may not involve religious theory. Based on the theory of spiritual leadership, this paper puts forward the ways to cultivate school leadership.

Keywords: Spiritual leadership; School leadership; Cultivation pathway

To adapt to the changing environment, schools at all levels and all kinds of schools across the country are in a state of transformation and transformation. The ever-strengthening accountability system, the ever-changing family needs, the arrival of the high-tech era, and the continuous progress and development of the economy and society all put forward higher demands on the school. To comprehensively improve the level of running schools at all levels and all types of schools in China, improve the quality of education, and cultivate a high-quality, professional, and innovative school leadership team at all levels and all types of schools with the consciousness to learn and implement the Party's and the country's education policies and regulations, strong politics, advanced ideas, profound business, good school management, and keeping up with the times, which is very urgent, and also brings new challenges to schools and leaders. Society pays great attention to high-stakes tests and school transcripts because the evaluation of the success of a school is based on these reports. Leithwood et al.

1. The urgency of school leadership training

1.1 Requirements for internal development of the school

Today's students come from families with different structures. For example, some students come from single-parent families, and some students are left-behind children raised by grandparents in rural areas. Without a complete family support system, parents often seek help from schools. Students from families with financial difficulties are facing great difficulties. They are more likely to have changes in residence, abnormal parent-child relations, peer exclusion, and discipline problems. These students also often encounter more physical and emotional problems, causing them to be twice as likely to repeat grades and drop out of school as their peers who are not in financial difficulties.

Foreign studies have shown that family economic status is often related to academic success. School leaders must understand the basic needs of students in advance, and need schools to fill these gaps to meet the needs of students. Many times, schools should be responsible for the nutritional, physical, and emotional needs of students whose families are in a state of chaos.

1.2 The need for the external competition of the school

Nowadays, changes in communication and information brought by technological innovations such as artificial intelligence, mobile

internet, big data, and virtual simulation are affecting school teaching. The development of these technologies and the means of obtaining and sharing information have changed the traditional classroom style. Teachers must learn new and better teaching and evaluation methods. But these new methods often contradict their accustomed teaching style. In addition, students' performance in school is very different from that of previous students.

Today's students live in an environment of rapid development, information, and stimulation saturation. Research shows that when teachers use modern educational technology properly and effectively in the classroom, students will be more engaged in learning. With the emergence of new technologies in the classroom, teachers must be able to adapt and change teaching styles and strategies to combine with new technologies. Combining new technology to obtain better teaching and evaluation practices is a necessary condition to meet the needs of today's students. This change in classroom practice is achieved through professional learning.

2. The connotation and characteristics of spiritual leadership

The discussion of spiritual leadership is developed in the deep religious and cultural background of the United States. When foreign scholars discuss spiritual leadership, almost all of them are drawn from the relationship between religious belief and spirituality. Based on the existing foreign literature, this paper concludes that the relationship between spirituality and religious belief mainly derives from three orientations: spirituality and religious belief are independent of each other; Spirituality and religious belief are interrelated; The relationship between spirituality and religious belief should be blurred, that is, spiritual and spiritual leadership in the workplace may or may not involve religious theory. At present, the definition of the concept of spiritual leadership in foreign academic circles is mainly based on the third relationship orientation.

As a representative scholar of the third relationship orientation, Fry believes that spirituality is a necessary condition for religious belief, but religious belief is not a necessary condition relative to spirituality. The connection between spirituality and religious belief is based on altruistic love. At the same time, Fry believed that the establishment of any theoretical study of spiritual leadership should combine the spiritual theory of the workplace with the spiritual existence under the framework of incentive theory. This is because there is a lot of overlap between the spirituality of the workplace and the leadership theory based on the perspective of motivation, the components and implementation process of internal motivation, the spiritual existence based on mission and membership, and the dimensions of the spirituality of the workplace.

3. Ways to cultivate school leadership

Today's society has a stronger demand for school reform than ever before. Schools have more things to do and often have to use fewer resources to complete. In some cases, teachers and managers will experience "collapse" because all internal and external needs force them to adapt to the needs of educational reform. The reasons for the collapse are related to classroom management, workload, school environment, low decision-making ability, the ambiguity of roles, and little support from superiors and colleagues.

In such a complex and changeable environment, school leaders must be able to clearly express their vision of success, inspire others to accept the vision, and have the ability to make necessary changes. Competent school leaders put forward clear organizational goals. For teachers, a clear organizational mission and clear operational organizational goals are goal incentives. Teachers' recognition of organizational goals makes their work more meaningful and more mission. Therefore, the cultivation of school leadership has become the most important issue in the current education reform.

3.1 Develop effective school leadership

There is a positive correlation between effective school leadership and student achievement. If the school is to develop into an effective school in this period of highly strengthened accountability, the headmaster must become a positive driving force to lead this profound cultural change. These principals must pay attention to specific leadership tasks and actions. In the process of seeking change, open and continuous communication is crucial.

The headmaster must communicate with the school staff and tell them that the school's mission is to educate all students well. The communication lines must be open, not only from top to bottom but also from bottom to top. The principal must supervise and take care of the needs of the school. Principals need to guide the development of school culture, which is the fundamental basis for effectiveness.

The principal must involve teachers in the decision-making process and encourage teachers to become leaders of the school. Leaders are often far-sighted. They emphasize personal charm, passion, and ideas. In the process of cultural change in the school, it is crucial to cultivate a culture of solidarity and guide everyone to focus on common goals. It is extremely important for principals, teachers, and students to work hard to achieve a common goal and vision. School leaders must change schools through the common goal of unifying managers and teachers at a higher level.

3.2 Cultivate the ability of single-cycle learning and double-cycle learning

Successful teaching in the past is equivalent to proper curriculum planning, classroom control, institutional norms, and compliance with instructions. When the school does not produce well-educated students, the students themselves are usually regarded as the problem. Today, principals and teachers must change the way they work to promote students' success. With this in mind, their work can be classified according to changes or learning at two levels. Argyris focuses on single-cycle and double-cycle learning by changing the description of learning to explain how an organization successfully adjusts or corrects problems. Single-cycle learning can be considered a progressive adaptive learning form. In the daily management of schools, we can often see single-cycle learning. On the contrary, double-cycle learning has greatly changed the whole system. In double-cycle learning, the change of direction, thinking, and behavior is obvious. Double cycle learning is considered to be a break from the past and exists outside the existing paradigm. Therefore, this type of learning may conflict with current values and organizational policies. They believe that single-double cycle learning is necessary for long-term effects. In today's schools, single-cycle and double-cycle learning is necessary to meet the needs of all students and the expectations of parents and society.

3.3 Cultivate school leaders with emotional skills

While demonstrating spiritual leadership skills, leaders must be able to recognize, use, understand, and manage their own and others' emotions. First of all, leaders who can recognize emotions have a high awareness of not only their feelings but also the emotions of their followers. These leaders can accurately express emotions and identify wrong emotions. Secondly, for leaders, the ability to promote the development of ideas through appropriate emotional use is very important. This ability reflects people's understanding of how emotions affect thinking and decision-making. This is very important because leaders' emotions are usually the basis of the organization's emotions. These leaders will also use emotions to motivate people, understand different views, and encourage open thinking and planning. Thirdly, an emotional leader can identify and develop interpersonal relationships that can be used to guide others to change. Fourth, leaders must be able to deal with the pressure of leadership and effectively control their emotions.

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