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Practices and Problems of the Famous Principal's Studio in China: Towards a Proposed Plan of Action

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Abstract

Aim: This research included a thorough analysis of the practices used by the Famous Principals' Studio in a Chinese learning organization, with a particular emphasis on collaboration, systems thinking, self-mastery, shared vision creation, and mental model improvement. The study also explored the practices that the studio uses to support these facets of organizational learning. Furthermore, the research examined the difficulties encountered during the development of Famous Principals' Studios in Guangdong Province, with a specific focus on problems such as inadequate funding, restrictions on the scope of training, and the lack of an efficient system for evaluation.

Methodology: This quantitative descriptive study was conducted in 21 schools or cities with famous principals' studios located in Guangdong Province, China, including primary and secondary schools, in Guangdong Province. This included all the 150 principals in Guangdong Province. The principals of both elementary and secondary schools were included in this comprehensive sample, which allowed for a comprehensive investigation into the diverse leadership techniques and issues that are encountered at various educational levels.

Results: Based on the gathered data, the degree of practices of the famous principals' studio in establishing shared vision, improving mental models, self-mastery, team learning and systems thinking are quite high. Moreover, the problem of insufficient financial resources, limitations of training scale and lack of effective evaluation mechanism are present to a significant degree in each and every facet of the construction of the famous principals' studio. As the output of this study, a solution plan of action was proposed.

Conclusion: Famous Principal's Studios in Guangdong Province is currently facing a number of obstacles, including financial, operational, and evaluative issues. The purpose of the solution plan is to deal with these challenges in order to ensure that the educational endeavor would be both significant and sustainable. Lastly, the findings of this study provide school administrators with a basis upon which they can modify and improve their management strategies. It is possible for educational leaders to contribute to the creation of educational systems that are more efficient, visionary, and influential if they address the practices and issues that have been identified.

Keywords: *Famous Principal's Studio, Practices, Problems, China*

Introduction

China is at the forefront of educational innovation, having led the world in many different fields. The Guangdong Province's Famous Principals' Studios are a prime example of China's dedication to producing forward-thinking educational leaders. Because of their emphasis on creating a common vision, strengthening mental models, increasing self-mastery, team learning, and systems thinking among school leaders, these studios are vital to the future of education (Jiefeng, et al., 2018).

The inception of the Famous Principal's Studio in China has been historically linked to the late 20th century, coinciding with a new phase of education reform and increased focus within the education community on the advancement of principals' leadership and professional growth. In order to accomplish this, the Famous Principal's Studio was founded with the mission of motivating and directing additional schools toward quality growth through the education of outstanding principals.



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In China, the renowned principal's studio originated in Shanghai. The education department of Luwan District, Shanghai, issued the Notice on the Establishment of "Famous Teachers and Principals' Studios" on September 8, 2000. This announcement signified the formal introduction of the "famous principal's Studio" and the "famous teacher's studio" within the education system of China. Additionally, five "famous teachers' studios" were introduced for the first time. Each one was named after a particular teacher or principal. In Shanghai, over eighty studios of renowned instructors and principals at every level had been established by 2004. The primary objective of these studios is to nurture a reserve force of renowned principals and teachers in order to "save" the resources of renowned teachers and principals in preparation for the impending shortage of high-quality principals and teacher resources (Shen, et al., 2020).

The inauguration of the "Famous Principal's Studio" nationwide and the pilot project of renowned principals in primary and secondary schools were initiated by the Ministry of Education of China in June 2014. At present, the "National Training Program" (NTP), administered by the Ministry of Education, stands as the preeminent training platform for primary and secondary school principals in China. Its objective is to develop educator-principals who possess a profound understanding of educational theories, an international educational perspective, and the capacity to spearhead reforms and advancements in basic education.

Objectives

The purpose of this study was to investigate the practices and issues that the Famous Principals' Studios in Guangdong Province, China, faced. It aimed to give a thorough grasp of the methods these studios use to create learning organizations as well as the obstacles preventing them from operating effectively by addressing the research topics. In addition, the study made recommendations for a course of action to lessen these difficulties.

METHODS

Research Design

To ensure a method that is both structured and empirical in its approach to data collection, the quantitative descriptive method was chosen. When conducting research into the practices and problems that were present within the well-known Principal's Studio in China, it was essential to have a rigorous study strategy in order to obtain insightful information. The quantitative descriptive method was selected as the design for this research. The choice of this method was based on the fact that it has the capacity to offer a thorough and systematic summary of the phenomena that were observed.

Population and Sampling

The study was conducted in 21 Famous principals' studios located in Guangdong Province, China, including primary and secondary schools, in Guangdong Province.

The study included all the 150 principals in Guangdong Province. These principals together represented the wide variety of Famous Principals' Studios that are located throughout Guangdong Province in China. The principals of both elementary and secondary schools were included in this comprehensive sample, which allowed for a comprehensive investigation into the diverse leadership techniques and issues that are encountered at various educational levels.

Instruments

In order to ensure that the questions properly caught the substance of the practices and problems that were being investigated, surveys and questionnaires were created with precision and were validated by experts in the field of educational management.

The content validity of the study instruments was determined by a panel of experts that included experienced teachers, scholars, and experts working in the field of educational management for ten years and more, has been teaching for ten years and more and have conducted researchers related to principal studios.

In order to evaluate the uniformity and dependability of the research tools, reliability testing was carried out. Tests such as Cronbach's alpha were utilized in order to assess the reliability of the survey inquiries and surveys within the context of internal uniformity. The objective was to make certain that the tools produced consistent results throughout a number of different administrations, which would indicate that they were reliable in evaluating the constructs that were supposed to be measured.



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Data Collection

In this particular study, the phase that involved the gathering of data was carried out with accuracy and in accordance with the predetermined research design.

All 150 principals who participated in the study were given a standardized questionnaire to fill out. A number of questions were included in the survey instrument.

During the course of one month, data collection was carried out in order to obtain a comprehensive picture of the procedures and issues that were prevalent within the Famous Principals' Studios during a specific time period.

Data Analysis

To shed light on the regularities and central trends that were present in the dataset, the following approaches were utilized: frequency distribution, percentage calculation, and mean computation.

Frequency Distribution. The data that was gathered, mainly from the responses to the survey's questions and the items on the survey, were arranged into frequency distributions. This involves classifying responses into different categories or ranges in order to highlight the prevalence and distribution of a variety of variables that are associated with managerial practices and issues.

Percentages. In order to supplement the frequency distributions, percentage calculations were utilized. This method consisted of determining the percentage of replies that fell inside each group or range in relation to the total number of participants.

Mean. This was performed on the important quantitative variables in order to determine the central tendencies that were present in the data. As part of this process, the individual values of a variable were added together, and then the total number of replies was divided by that sum.

Ethical Consideration

There was a stringent adherence to ethical standards that governed every aspect of the study during the whole process of doing the study. Before the collection of data, each and every principal who participated in the study was given extensive information regarding the intentions of the study, the processes that were followed, and the potential consequences.

In order to protect the principals who participated in the study and maintain their anonymity and confidentiality, stringent safeguards were implemented. Following the removal of identifiers from the data sets, the findings were given in aggregate form.

The participation of principals in the research project was fully optional, and they were allowed to cease their participation at any point in the process without incurring any implications.

All of the interactions that the study team had with the principals were conducted in an honest and transparent manner. Open communication was maintained on the objectives of the study.

The results were reported in a way that honored the intricacies of the data while also respecting the anonymity and privacy of the principals who participated in the study.

RESULTS AND DISCUSSIONS

This chapter presents, analyzes, and interprets the data obtained by the researcher in relation to the research study.

1. Practices of the Famous Principals' Studio of a learning organization

1.1. Establishing Shared Vision

Table 1. Practices of the Famous Principals' Studio of a learning organization in terms of Establishing Shared Vision

Establishing Shared Vision	Mean	Description
The organization's vision is integrated into the daily activities and decision-making processes.	5.00	Very Much Practiced
Communication channels are effective in disseminating the organization's vision to all members.	4.79	Very Much Practiced
The organization's vision is regularly revisited and updated to align with changing circumstances.	4.79	Very Much Practiced
Staff members feel motivated and inspired by the shared vision set by the leadership.	4.79	Very Much Practiced



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There is a sense of unity and commitment among staff members towards the shared vision.	4.79	Very Much Practiced
There is a clear understanding among staff members about the organization's long-term goals.	4.78	Very Much Practiced
The leadership at the Famous Principals' Studio fosters a sense of shared purpose among all members.	4.76	Very Much Practiced
The Famous Principals' Studio effectively communicates a compelling vision for the organization's future.	4.75	Very Much Practiced
The Famous Principals' Studio ensures that everyone is working towards a common goal.	4.75	Very Much Practiced
The Famous Principals' Studio actively seeks feedback from members to refine and enhance the shared vision.	4.75	Very Much Practiced
GRAND MEAN	4.80	Very Much Practiced

Legend: (5) 4.51 – 5.00 Very Much Practiced; (4) 3.51 - 4.50 Much Practiced; (3) 2.51 - 3.50 Practiced; (2) 1.51 – 2.50 Slightly Practiced; (1) 1.0 1.00 – 1.50 Not At All Practiced

Given the fact that the grand mean for the Practices of the Famous Principals' Studio in developing a shared vision is 4.80 (Very Much Practiced), it can be concluded that the degree of practice is quite high. A comprehensive evaluation of the organization's dedication to the establishment of a common vision is provided by the grand mean, which is determined by taking the average of the means of all the individual components. According to this score, there appears to be an overwhelming agreement among participants that the Famous Principals' Studio does an excellent job of developing a shared vision throughout the business overall.

It is clear from the high grand mean that the Famous Principals' Studio has a great deal of experience in the process of building a shared vision inside the organization. This might be ascribed to the leadership's consistent efforts to develop a feeling of shared purpose, employee's clear knowledge of long-term goals, and the effective transmission of an inspiring vision for the future of the company within the organization. There are a number of factors that contribute to the high grand mean, including the incorporation of the organization's goal into day-to-day operations, the dedication of staff members, and the active soliciting of feedback for the purpose of improvement.

Research highlights the significance of having a common vision when it comes to the process of developing a learning organization. According to Boyland, et al., (2018), a shared vision serves as a power that motivates individuals to direct their efforts toward achieving common objectives.

"The organization's vision is integrated into the daily activities and decision-making processes" has a mean score of 5.00 (Very Much Practiced), making it the item with the highest mean score compared to the other items. It would appear from this that the Famous Principals' Studio has dedicated a significant amount of time and effort to perfecting this particular feature.

A highly effective integration of the organization's vision into day-to-day activities and decision-making processes is indicated by the highest mean, which suggests that this integration is exceptionally strong. The fact that this is the case suggests that the vision is not only a conceptual idea, but rather that it is actively molding and leading the day-to-day activities of the entire business. The highest possible score indicates that there is an exceptional level of commitment to ensuring that the goal is not only expressed but also deeply ingrained in the culture of the business.

Because all of the things had high mean scores, it has been determined that there is no item that has the lowest mean.

The mean scores for all of the other items in the survey ranged from 4.75 to 4.79 (Very Much Practiced), which indicates that they were all quite high. A continuous and vigorous commitment to building a shared vision inside the Famous Principals' Studio is suggested by this uniformity, which is used to describe the many components of the process. Not only is the company performing exceptionally well in each of its unique elements, but it is also preserving a high quality across the board.

There is a holistic and well-rounded approach to building a shared vision, as indicated by the continually high means throughout all elements. Communication, goal alignment, motivation, and feedback solicitation are all areas in which the leadership of the company makes efforts that contribute collectively to the success of the organization in this area.



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Based on the data, it appears that the Famous Principals' Studio is not only successful in conveying and preserving a unified vision, but it also excels in ensuring that this vision is ingrained in every facet of the business. The emphasis placed on incorporating the shared vision into day-to-day activities and decision-making processes demonstrates a profound dedication to bringing the shared vision into the lives of all members of the organization.

A favorable work environment is shown by the high degree of practice in building a shared vision. This culture is characterized by members who share with common values and objectives. This has the potential to result in improved motivation, teamwork, and adaptability, all of which further contribute to the organization's overall performance and ability to remain sustainable.

The high grand mean and individual item means are proof that the Famous Principals' Studio exhibits an uncommon dedication to building a shared vision. In conclusion, this commitment is demonstrated by the studio's high grand mean. Particularly noteworthy is the fact that the vision is included into the tasks that are performed on a regular basis. These findings are consistent with the body of research that emphasizes the significance of shared vision and visionary leadership in the process of constructing organizations that are effective and long-lasting. Taking into account the positive connotations, it appears that the business is in a strong position to maintain its performance and continue to expand.

This high level of adoption provides evidence that the management within the studio takes an active role in the process of cultivating an awareness of and goal amongst its participants. When it comes to coordinating a group of people towards a united goal, having a shared vision is of the utmost importance, and the significant score represents the efficacy of the practices that are currently being utilized in this particular category.

1.2. Improving Mental Models

Table 2. Practices of the Famous Principals' Studio of a learning organization in terms of Improving Mental Models

Improving Mental Models	Mean	Description
The Famous Principals' Studio values diverse viewpoints and experiences.	4.80	Very Much Practiced
The leadership supports initiatives that challenge traditional ways of thinking.	4.79	Very Much Practiced
The organization promotes a growth mindset among its members.	4.79	Very Much Practiced
The organization encourages collaboration and knowledge-sharing to improve mental models.	4.79	Very Much Practiced
The organization provides opportunities for continuous learning and development.	4.78	Very Much Practiced
Staff members actively seek out opportunities to expand their knowledge and skills.	4.77	Very Much Practiced
Regular training programs are in place to enhance mental models and problem-solving skills.	4.77	Very Much Practiced
The Famous Principals' Studio recognizes and rewards innovative thinking.	4.74	Very Much Practiced
Staff members feel empowered to question assumptions and explore new perspectives.	4.73	Very Much Practiced
The Famous Principals' Studio encourages a culture of open-mindedness and willingness to challenge existing beliefs.	4.72	Very Much Practiced
GRAND MEAN	4.77	Very Much Practiced

Legend: (5) 4.51 – 5.00 Very Much Practiced; (4) 3.51 - 4.50 Much Practiced; (3) 2.51 - 3.50 Practiced; (2) 1.51 – 2.50 Slightly Practiced; (1) 1.0 – 1.50 Not At All Practiced

The overall mean of the practices that are implemented by the Famous Principals' Studio is 4.77, which indicates that there is a high level of commitment to the development of mental models within the learning organization. In its capacity as a thorough measure, the grand mean provides an overall perspective on the degree to which the organization adheres to the principles that have been stated. This high grand mean indicates that the



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organization has a significant commitment to cultivating a culture that values open-mindedness, continual learning, and innovation.

When looking at the individual items, the practices that have the highest mean are connected to appreciating various opinions and experiences (4.80), supporting efforts that challenge traditional thinking (4.79), and cultivating a development mindset (4.79). All of these behaviors have a mean of 4.80. It appears from this that the organization is very good at establishing an atmosphere that respects and appreciates diversity, welcomes and supports innovation, and promotes a mindset that is focused on ongoing progress.

The meaning of the lowest mean is that there is no item in the dataset that has a low mean because all of the results range from 4.72 to 4.80, which indicates that there is a consistently high standard of practice across all of the criteria that were evaluated.

When looking at the remaining results, it is clear that all of the items have high means, with the range going from 4.72 to 4.80. Because of this uniformity, it appears like a unified strategy is being utilized to enhance mental models, with an emphasis placed on the comprehensive integration of different activities inside the company.

Inferences drawn from the findings include the consistently high means across all items indicate that the Famous Principals' Studio has a solid and well-rounded application of practices. This demonstrates that the firm has a strong commitment to developing a learning environment that encourages open-mindedness, innovation, and continual development.

A fundamental function within the organizational framework is allocated to mental models, and this research highlights the significance of that role. It appears that the studio is making a concerted attempt to cultivate a more profound comprehension and mental foundation amid its principals, as evidenced by its dedication to this practice. It is the goal of the organization to nurture a more complex and perceptive viewpoint among its management by placing a priority on the refining of mental models. This might possibly lead to better educated decision-making processes and a higher ability for strategic reflection.

Not only does the high ratings represent the widespread adoption of this practice, but it additionally demonstrates the ardent commitment with which it is supported throughout the studio. It gives the impression that the development and improvement of mental models are firmly rooted in the culture of the organization, which in turn shapes the mental landscapes of its principals and, consequently, has an effect on the educational setting as a whole.

In conclusion, the data paints a very favorable picture of the Famous Principals' Studio's dedication to enhancing mental models inside an organization which is focused on learning. A method that is both comprehensive and effective, and that is in line with the current body of literature on organizational development, is indicated by the consistently high means across a variety of practices.

1.3. Self-Mastery

Table 3. Practices of the Famous Principals' Studio of a learning organization in terms of Self-Mastery

Self-Mastery	Mean	Description
The Famous Principals' Studio promotes a sense of purpose and fulfillment among its members.	4.80	Very Much Practiced
Opportunities for personal and professional development are clearly communicated and accessible.	4.80	Very Much Practiced
The organization provides resources and support for individual skill enhancement.	4.78	Very Much Practiced
The Famous Principals' Studio recognizes and celebrates individual achievements and growth.	4.78	Very Much Practiced
Staff members are given autonomy and responsibility in their roles.	4.77	Very Much Practiced
Staff members at the Famous Principals' Studio are encouraged to set personal development goals.	4.74	Very Much Practiced
The leadership promotes a culture of self-reflection and continuous improvement.	4.74	Very Much Practiced
The organization values work-life balance and well-being of its members.	4.72	Very Much Practiced



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Staff members have access to mentorship and coaching opportunities.	4.69	Very Much Practiced
The organization provides feedback and constructive criticism to aid in self-mastery.	4.65	Very Much Practiced
GRAND MEAN	4.75	Very Much Practiced

Legend: (5) 4.51 – 5.00 Very Much Practiced; (4) 3.51 - 4.50 Much Practiced; (3) 2.51 - 3.50 Practiced; (2) 1.51 – 2.50 Slightly Practiced; (1) 1.0 1.00 – 1.50 Not At All Practiced

Within the context of a learning organization, the practices of the Famous Principals' Studio were examined by means of a survey that assessed various dimensions of self-mastery. According to the analysis, the grand mean, which is the overall average of all the items, is 4.75, which indicates that the practices are deemed to be "Very Much Practiced" on average. Taking everything into consideration, it appears that the organization has a significant level of dedication to and implementation of self-mastery projects. Items 9 and 10 both have a mean of 4.80, which is the highest mean among the specific self-mastery practices. Together, these two items have the highest mean. It is important to ensure that opportunities for personal and professional growth are presented in a clear and understandable manner and that they are easily available. These elements apply to the promotion of a sense of purpose and fulfillment among staff members.

On the other hand, item 8, which entails delivering feedback and constructive criticism to assist in building self-mastery, has the lowest mean, with a mean score of 4.65. This item is the one that has the lowest mean. This means that there is a modest room for improvement, despite the fact that it is still relatively high.

The remaining results had consistently high averages, ranging from 4.69 to 4.78, which indicates that all of the activities that were evaluated are being practiced to a significant degree inside the business. These consist of elements such as encouraging employees to set personal development goals, offering resources for improving skills, encouraging an environment of self-reflection, offering opportunities for coaching, acknowledging individual achievements, stressing the importance of maintaining a healthy work-life balance, and granting freedom and accountability in roles.

It appears from the high ranking that the studio focuses a great emphasis on enabling its principals to achieve mastery over themselves, both in both their private and professional lives. The concept of "self-mastery" incorporates a wide range of characteristics, including awareness of oneself, self-control, and a proactive strategy to continual learning and progress. The group's collective embrace of the extremely high degree of execution of these practices within the studio suggests that there is a positive association between the educational organization's dedication to self-mastery and the general efficacy and efficiency of the organization as a whole.

1.4. Team Learning

Table 4. Practices of the Famous Principals' Studio of a learning organization in terms of Team Learning

Team Learning	Mean	Description
The organization provides resources for team skill development.	4.70	Very Much Practiced
The Famous Principals' Studio fosters a collaborative and inclusive team culture.	4.69	Very Much Practiced
The leadership promotes a culture of constructive feedback within teams.	4.69	Very Much Practiced
Team members feel comfortable expressing their opinions and ideas.	4.69	Very Much Practiced
The Famous Principals' Studio values and supports interdepartmental cooperation.	4.67	Very Much Practiced
Team accomplishments are recognized and celebrated.	4.67	Very Much Practiced
The Famous Principals' Studio facilitates opportunities for teams to learn from both successes and failures.	4.66	Very Much Practiced



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Team members actively share knowledge and expertise with each other.	4.64	Very Much Practiced
The organization provides regular team-building activities and training.	4.64	Very Much Practiced
The leadership encourages cross-functional collaboration and communication.	4.64	Very Much Practiced
GRAND MEAN	4.67	Very Much Practiced

Legend: (5) 4.51 – 5.00 Very Much Practiced; (4) 3.51 - 4.50 Much Practiced; (3) 2.51 - 3.50 Practiced; (2) 1.51 – 2.50 Slightly Practiced; (1) 1.0 1.00 – 1.50 Not At All Practiced

Using a survey that measured team learning across a variety of dimensions, the practices of the Famous Principals' Studio within a learning organization were evaluated and evaluated using the survey. The grand mean, which was determined by taking the average of all of the replies, was found to be 4.67, which indicates that the practices are considered to be "Very Much Practiced" on average. This indicates that there is a significant amount of support for the concept of team learning across the organization.

There was a mean score of 4.70 for the statement that "The organization provides resources for team skill development," which was the statement that received the highest mean score. This demonstrates that the supply of resources for the enhancement of team abilities is particularly highly appreciated among those who participated in the survey.

On the other hand, the statement that received the lowest mean score was "Team members actively share knowledge and expertise with each other," which received a score of 4.64. Despite the fact that it is still rated "Very Much Practiced," this indicates a somewhat lower amount of active information sharing than was previously thought.

The high means for claims such as "The Famous Principals' Studio fosters a collaborative and inclusive team culture" (4.69), "Team members feel comfortable expressing their opinions and ideas" (4.69), and "The leadership promotes a culture of constructive feedback within teams" (4.69) are also noteworthy results. Also noteworthy are the high means for statements such as these.

As a result of this research, the studio has demonstrated its dedication to promoting collaborative and cooperative educational opportunities among its participants. A positive organizational culture that places a high value on the shared expertise and abilities of its principals is suggested by the numerical grade, which indicates that the concepts of team learning have been implemented effectively across the organization.

The Studio's commitment to fostering an atmosphere that encourages teamwork and mutually beneficial learning is reflected in the high ratings it received for each and every statement. Because it gives principals the ability to build on one other's knowledge, situations, and points of view, this practice is extremely important in the setting of educational leadership. The studio places a strong focus on team learning, which not only improves the general efficiency and creativity of the organization, but also helps its members develop their professional skills on a personal level.

The results of the study shed light on the exemplary practices that the Famous Principals' Studio in China has implemented with regard to the learning of teams. The studio's strong dedication to cultivating a culture of cooperation and collaborative learning amongst its principals is reflected in the highest quality that the studio received. In addition, does this commitment to team learning add considerably to the overall efficiency and innovation of the organization, but it also helps to improve the professional growth of individuals within the ranks of the organization. It is crucial that, as we move ahead, we recognize and expand upon these beneficial practices while simultaneously tackling any possible challenges that could impede the full realization of the advantages that may be gained from collaborative learning in the Famous Principals' Studio.

1.5. Systems Thinking

Table 5. Practices of the Famous Principals' Studio of a learning organization in terms of Systems Thinking

Systems Thinking	Mean	Description
The Famous Principals' Studio promotes a holistic understanding of the organization's systems and processes.	4.87	Very Much Practiced



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The organization provides training on systems thinking principles.	4.87	Very Much Practiced
The leadership communicates the interconnectedness of various aspects of the organization.	4.87	Very Much Practiced
Staff members actively seek to understand the broader impact of their work.	4.87	Very Much Practiced
The organization encourages a proactive approach to identifying and addressing systemic issues.	4.87	Very Much Practiced
The Famous Principals' Studio uses data and feedback to analyze and improve systems.	4.80	Very Much Practiced
Staff members are aware of how their roles contribute to the overall success of the organization.	4.80	Very Much Practiced
The Famous Principals' Studio supports initiatives that promote sustainability and resilience.	4.80	Very Much Practiced
Staff members are encouraged to consider the long-term implications of their decisions	4.79	Very Much Practiced
The organization values continuous improvement and adaptation of its systems.	4.73	Very Much Practiced
GRAND MEAN	4.83	Very Much Practiced

Legend: (5) 4.51 – 5.00 Very Much Practiced; (4) 3.51 - 4.50 Much Practiced; (3) 2.51 - 3.50 Practiced; (2) 1.51 – 2.50 Slightly Practiced; (1) 1.0 1.00 – 1.50 Not At All Practiced

Evaluation of the practices followed by the Famous Principals' Studio, which is a learning organization, was the primary subject of the study, with a particular emphasis placed on systems thinking. The grand mean, which is a representation of the overall evaluation of the practices, was discovered to be 4.83, which indicates that almost all of the practices that were surveyed are deemed to be "Very Much Practiced." This high grand mean indicates that the organization has a strong commitment to the ideas of systems thinking and is actively implementing them all throughout the organization.

A number of activities, including the promotion of a holistic awareness of the organization's systems and processes, scored the highest mean in the dataset (4.87). This was one of the practices that received the highest mean. Based on this remarkable score, it appears that the Famous Principals' Studio is doing an excellent job of cultivating an all-encompassing perspective on the dynamics of the business. In addition to receiving training on the principles of systems thinking, staff workers are actively urged to take into consideration the long-term ramifications of the decisions they make to make. The leadership is able to effectively express the interconnection of the many components of the business, and the staff members are actively seeking to understand the greater influence that their work has.

On the other hand, the value of continual development and adaptation of systems was connected with the group of values that had the lowest mean in the dataset (4.73). Even though it is still a good grade, it suggests that this particular feature is given a somewhat lower attention in comparison to other practices. Depending on the findings, there is a possibility that the Famous Principals' Studio could benefit from some prospective improvements.

The remainder of the results include activities such as advocating a proactive approach to identifying and addressing systemic issues, using data and feedback to assess and improve systems, and supporting efforts that promote sustainability and resilience. All of these practices received consistently high scores (4.80). The organization as a whole has demonstrated a full commitment to the ideas of systems thinking, as demonstrated by these results.

The Famous Principals' Studio is actively participating in the process of cultivating a learning environment that is oriented around systems thinking, according to the inferences that may be taken from these findings. This strategy is in line with the organization's commitment to activities that promote sustainability, proactive problem identification, and continual development. The findings highlight the comprehensive view of the organization as well as the interconnection of the numerous components that have been included into its systems.

These figures are in agreement with the evaluation that was supplied by the participants, which indicates that there is complete agreement among all of them regarding the widespread implementation of these practices. By using a framework of Systems Thinking to the interpretation of these data, it is made apparent that the studio's high



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level of practice functions as a comprehensive system, where aspects that are interconnected join together to form an educational setting that is constructive. The practices that have been discovered are not separate entities; instead, they come together to produce a system which is interconnected and operates successfully as a coherent whole. Through the lens of this systems approach, the complex connections and interconnections that exist between the numerous practices utilized by the Famous Principals' Studio are brought into clearer focus. The Studio's dedication to a complete and integrated approach is shown by the synergy that exists between these practices, which reflects the fundamental philosophy of an organization that functions as a learning organization. In this particular setting, Systems Thinking functions as a helpful lens that enables us to appreciate the complex dynamics of the Principals' Studio. It demonstrates how the practices of the studio together contributes to the larger objective of creating an environment that is favorable for learning.

Based on the findings of the data analysis, it can be concluded that the Famous Principals' Studio has demonstrated a noteworthy dedication to systems thinking. A holistic understanding and proactive decision-making are two of the organization's strengths, and the practices of the organization are in line with the known literature related to learning organizations. Both academics and professionals in the field who are interested in helping to cultivate good systems thinking within the setting of a learning organization can benefit greatly from the insights provided by this study.

2. Problems faced in the construction of the Famous principal's studios in Guangdong Province

2.1. Insufficient funds

Table 6. Problems faced in the construction of the Famous principal's studios in Guangdong Province in terms of Insufficient funds

Insufficient Funds	Mean	Description
The project faced financial challenges that hindered its progress.	4.87	Evident to a very great extent
The project team faced difficulties in managing and allocating available funds effectively.	4.87	Evident to a very great extent
The project encountered difficulties in securing additional financial support.	4.83	Evident to a very great extent
The financial challenges negatively impacted the quality of construction materials used.	4.83	Evident to a very great extent
Insufficient funds led to delays and setbacks in the construction timeline.	4.80	Evident to a very great extent
The lack of funds affected the overall success of the construction project.	4.80	Evident to a very great extent
The financial challenges encountered were beyond the control of the project team.	4.79	Evident to a very great extent
The allocated budget was inadequate for the construction of the Famous Principal's Studios.	4.73	Evident to a very great extent
The project struggled to attract potential investors due to financial uncertainties.	4.73	Evident to a very great extent
Insufficient funds resulted in compromises in the project's design and functionality.	4.70	Evident to a very great extent
GRAND MEAN	4.80	Evident to a very great extent

Legend: (5) 4.51 – 5.00 Evident to a very great extent; (4) 3.51 - 4.50 Evident to a great extent; (3) 2.51 - 3.50 Evident; (2) 1.51 – 2.50 Evident to a minimum extent; (1) 1.00 – 1.50 Not at all

The data provides a detailed account of the challenges that were encountered throughout the development of the Famous Principal's Studios in Guangdong Province, with a particular emphasis on the overriding topic of insufficient money. Given that the overall mean for all of the responses is 4.80, it can be deduced that the problem of insufficient financial resources is present to a significant degree in each and every facet of the construction project.



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This grand mean serves as a central point of reference, reflecting the importance of the financial issues that have been confronted.

The statement "The project team faced difficulties in effectively managing and allocating available funds" has the highest mean among the specific problems, with a mean of 4.87. This statement is related with the statement about the specific problems. Taking this into consideration, it is clear that the construction process was plagued by a particularly severe problem with the squandering of readily accessible funds.

On the other hand, the statement that received the lowest mean score was "The allocated budget was inadequate for the construction of the Famous Principal's Studios," which received a mean score of 4.70. The fact that this is the case indicates that, despite the fact that the belief of budget insufficiency is still there to a significant degree, it is relatively reduced.

When looking at the remaining outcomes, it is important to note that the overall problem of insufficient funding is caused by a number of different factors. These factors include delays in the building timeline, sacrifices in design and functionality, and difficulties in attracting investors. There is a similar pattern of financial issues that are affecting many aspects of the project, as indicated by the fact that the means for these individual components vary between 4.73 to 4.83.

One of the most significant obstacles that stands in the way of the successful founding and operation of the Famous Principal's Studios is the provision of inadequate funding. The extent of the economic challenges that these projects are up against is highlighted by the data that was acquired through extensive surveys. The studios in Guangdong Province are struggling with a lack of financial backing, which is preventing them from making progress and may even put the general quality of their premises at risk. This is even though proper funding is of the utmost essential for the successful implementation of the development plans.

The continuously high rating reflects the consensus of opinion among all of the groups and parties concerned, is a clear indication of the widespread extent of this issue. This insufficiency in financial resources poses a significant threat to the effective completion of the studios' goals and may make it more difficult for them to achieve the targets they have set for themselves. Therefore, it is of the utmost importance to address the problem of insufficient funding while developing a complete solution plan of action for the purpose of ensuring the long-term growth and success of Famous Principal's Studios in China, with a particular emphasis on the province of Guangdong.

In addition, the political environment and the goals of the financial sector inside Guangdong Province may present challenges. There are a number of factors that can have an effect on the availability of funding and the distribution of those monies for cultural and academic programmes such as the Famous Principal's Studios. These factors include economic swings, regulatory barriers, and altering government objectives. There is a possibility that little funding from the public or private sector could increase the financial stress, making it difficult to acquire the resources that are required for the effective execution of these initiatives.

The competitive nature of the initiatives, financial risks, potential governmental difficulties and not sufficient emergency preparation are all factors contributing to the significant problem of insufficient funds faced during the building and ongoing operation of the Famous Principal's Studios in Guangdong Province. In summary, these factors are the causes of the difficulties in obtaining funding for the various initiatives. It is essential to address these root causes in order to develop a financial structure that is more stable and durable in order to ensure the effective realization of these cultural and academic initiatives.

In conclusion, the data that was presented was able to throw light on the widespread impact that inadequate funding had on the development of the Famous Principal's Studios in Guangdong Province. The grand mean is a summary indicator that provides an overall indication of the severity of the financial concerns, while the individual means for various situations provide detailed insights. The study makes a significant contribution to the field of construction management by bringing the findings into alignment with the current body of literature. It additionally highlights the significance of resolving financial difficulties in order to ensure the success of a project.

2.2. Limitations of training scale

Table 7. Problems faced in the construction of the Famous principal's studios in Guangdong Province in terms of Limitations of Training Scale

Limitations of Training Scale	Mean	Description
The lack of specialized training led to delays and difficulties in project execution.	4.80	Evident to a very great extent



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The training scale did not adequately address safety protocols and standards.	4.80	Evident to a very great extent
The limitations in training scale were a significant factor in the project's overall success.	4.80	Evident to a very great extent
The training scale for construction personnel was insufficient for the complexity of the project.	4.73	Evident to a very great extent
The training provided did not adequately prepare the construction team for unforeseen challenges.	4.73	Evident to a very great extent
The limitations in the training scale contributed to errors and inefficiencies during construction.	4.73	Evident to a very great extent
The project team struggled to adapt to changes in construction methods and technologies.	4.73	Evident to a very great extent
The training scale did not adequately address the unique requirements of the construction project.	4.73	Evident to a very great extent
The project team faced challenges in implementing best practices due to training limitations.	4.70	Evident to a very great extent
The project team faced challenges in finding qualified personnel with the necessary skills.	4.60	Evident to a very great extent
GRAND MEAN	4.74	Evident to a very great extent

Legend: (5) 4.51 – 5.00 Evident to a very great extent; (4) 3.51 - 4.50 Evident to a great extent; (3) 2.51 - 3.50 Evident; (2) 1.51 – 2.50 Evident to a minimum extent; (1) 1.00 – 1.50 Not at all

There were a number of difficulties that surfaced during the construction of the Famous Principal's Studios in Guangdong Province. These difficulties shone light on the limitations of the training scale that was supplied to the construction crew. Based on the grand mean, which was computed to be 4.74, it can be deduced that these constraints were noticeable to a significant degree across a variety of elements surrounding the project. This total score highlights the fact that the training scale has a constant and significant impact on the execution of the project.

It is clear that the absence of specialized training on security measures, compliance to standards, and the general impact on the performance of the project was particularly obvious, as indicated by the highest mean score, which was obtained in items with a score of 4.80. Based on this, it appears that there is an urgent requirement for targeted training interventions in these particular areas.

On the other hand, the item with the lowest mean was item 2, which discussed the difficulties associated with locating adequately qualified workers who possessed the required skills (4.60). It is important to note that this outcome brings to light a significant problem, as it indicates that there may be deficiencies in the processes of recruiting and competency acquisition. The literature lends credence to the notion that a qualified workforce is essential to the successful execution of a project, and the lower mean highlights an area that need urgent attention.

When looking at the remaining findings, the researcher found that items all produced means that were somewhere between 4.73 and 4.70. After taking all of these facts into consideration, it appears that the constraints imposed by the training scale have a widespread and consistent impact on the many aspects of the construction project. The research that has been done on the topic stresses the significance of complete training programs that take into account the complexities of a project. The findings of this study further emphasize the necessity of individualized training interventions in order to improve the outcomes of projects.

The difficulties that are related with limitations of training scale in the prominent

Due to the data presented here, it is of the utmost importance to resolve the constraints that are associated with the training scale in the studios of the well-known principal in Guangdong Province. As a result of our research, we urge for an all-encompassing plan of action that takes into consideration the growth of physical facilities investments in educational resources, and strategic thinking in order to handle a higher student population. We are confident that the famous principal's studios will be able to improve their impact on education and make a good contribution to the academic scene in China if they solve these difficulties via their efforts.

As a conclusion, the data provides a thorough picture of the difficulties encountered during the development of the Famous Principal's Studios in the province of Guangdong. The findings identify specific areas that require immediate attention for development and underline the crucial role that the training scale plays in determining the



success of the project. Addressing these constraints is not only essential for the project that is now being worked on, but it also has wider-reaching ramifications for the construction sector as a whole.

2.3. Lack of effective evaluation mechanism

Table 8. Problems faced in the construction of the Famous principal's studios in Guangdong Province in terms of Lack of Effective Evaluation Mechanism

Lack of Effective Evaluation Mechanism	Mean	Description
The project lacked a comprehensive mechanism for evaluating construction progress.	4.87	Evident to a very great extent
The construction project would have benefited significantly from a more effective evaluation mechanism.	4.83	Evident to a very great extent
The project team faced challenges in assessing the quality of construction work.	4.81	Evident to a very great extent
The project suffered from a lack of regular performance assessments for construction teams.	4.81	Evident to a very great extent
The lack of an evaluation mechanism made it difficult to identify and address issues promptly.	4.80	Evident to a very great extent
The lack of an evaluation mechanism contributed to a lack of accountability within the project.	4.80	Evident to a very great extent
The project team faced difficulties in measuring adherence to construction timelines.	4.75	Evident to a very great extent
The absence of effective evaluation negatively impacted the project's overall efficiency.	4.70	Evident to a very great extent
The project's success was hindered by the absence of a systematic performance evaluation process.	4.61	Evident to a very great extent
The absence of a proper evaluation mechanism hindered effective decision-making.	4.60	Evident to a very great extent
GRAND MEAN	4.76	Evident to a very great extent

Legend: (5) 4.51 – 5.00 Evident to a very great extent; (4) 3.51 - 4.50 Evident to a great extent; (3) 2.51 - 3.50 Evident; (2) 1.51 – 2.50 Evident to a minimum extent; (1) 1.00 – 1.50 Not at all

The data provides a comprehensive and analytical account of the challenges that were encountered during the development of the Famous Principal's Studios in Guangdong Province, notably in regard to the absence of an efficient evaluation process. Throughout the entirety of the project, the absence of a thorough evaluation process was visible to a very large extent, as indicated by the grand mean score of 4.76, which was calculated for all of the elements that were associated with this problematic issue. For the purpose of gaining a knowledge of the magnitude of the difficulties encountered in terms of evaluation, this grand mean acts as a central point.

There is a relationship between the statement "The construction project would have benefited significantly from a more effective evaluation mechanism," which obtained a mean score of 4.83, and the highest mean compared to the individual components. It appears from this that the respondents had a significant belief in the possible beneficial impact that an upgraded evaluation process could have on the overall performance of the construction project.

On the other hand, the statement that received the lowest mean score was "The absence of a proper evaluation mechanism hindered effective decision-making," which received a mean score of 4.60. The conclusion that can be drawn from this is that although the process of decision-making was hampered to a significant degree, it was relatively less affected than other characteristics that were assessed.

Among the other noteworthy discoveries are the difficulty in evaluating the quality of the construction work, the challenges in determining whether or not the building timelines were adhered to, and the absence of accountability all throughout the project. One more thing that further emphasizes the broad effect that the absence of an efficient evaluation procedure has had on many aspects of the construction project is the fact that all of these issues have received mean scores that are higher than 4.70.



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A major challenge has arisen as a result of the lack of a comprehensive evaluation process within the creation and operation of these highly regarded principal's studios. The absence of this quality is seen in a number of different aspects, including the phases of planning, carrying out, and after the execution of the plan. The necessity for a more systematic and all-encompassing system of assessment was often emphasized by all of the parties who were engaged in the construction and operation of these studios.

It indicates that the studios' overall performance is hindered by the absence of an effective assessment mechanism, which also makes it more difficult for them to achieve the goals they have set for themselves. When there is not a well-defined and organized approach for assessing the effectiveness of many factors, including instructional techniques, infrastructure utilization, and student participation tactics, it becomes difficult to maximize the potential influence that these institutions of learning could have.

Based on the findings of the data, it can be concluded that the absence of an efficient evaluation process had a significant and widespread effect on the building of the Famous Principal's Studios in Guangdong Province. The shortcomings that have been found require immediate attention and corrective activities in order to enhance the evaluation procedures that will be used in future projects. This study makes a significant contribution to the current body of literature on construction project management by highlighting the important role that evaluation methods play in guaranteeing the success of the project.

Conclusion

The following conclusions have been drawn in this research.

The degree of practices of the famous principals' studio in establishing shared vision, improving mental models, self-mastery, team learning and systems thinking are quite high.

The problem of insufficient financial resources, limitations of training scale and lack of effective evaluation mechanism are present to a significant degree in each and every facet of the construction of the famous principals' studio.

The findings of this study provide school administrators with a basis upon which they can modify and improve their management strategies. It is possible for educational leaders to contribute to the creation of educational systems that are more efficient, visionary, and influential if they address the practices and issues that have been identified.

Recommendations

In order to raise extra funds for the Famous Principals' Studio, the Ministry of Education in Guangdong Province ought to work together with institutions from both the public and private sectors. Creating collaborations with firms, educational foundations, and philanthropic organizations that have a similar interest in creating educational leadership could be one way to accomplish this goal.

It is recommended that a thorough analysis of the Famous Principals' Studio's financial requirements be carried out by creating proposals for sponsorship and collaboration opportunities, with an emphasis on the beneficial impact that these opportunities will have on education and the growth of leadership skills.

It is important to set up fundraising activities or initiatives in order to encourage stakeholders as well as the community to provide financial support to the studio. For educational management programs, it is important to investigate the possibilities of receiving grants or subsidies from the government.

In order to increase the number of training programs that are provided by the Famous Principals' Studio, it is recommended that the Ministry of Education, in collaboration with educational specialists and stakeholders, devise solutions for expanding these programs. Utilizing technological advances, making the most of the resources that are already available, and looking out opportunities to collaborate with educational institutions are all examples of this.

Administrators shall take the time to do a comprehensive study of the existing training capacity and locate areas that could use some enhancement and investigate the possibility of incorporating online learning tools in order to attract a larger audience and to make participation from a distance easier.

In order to establish and implement an efficient evaluation mechanism for the Famous Principals' Studio, it is recommended that a special committee be constituted. This task force must consist of educational professionals, experts, and assessment practitioners. Using this approach, the effect of training programs should be evaluated, and areas that could use improvement ought to be determined.



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