

# The Impact of Principal Leadership on School Governance: A Parent Involvement Perspective in China

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## Abstract

This research explores the intricate dynamics of the relationship between school principals and parents in the context of School M, delving into the leadership practices employed by the principal to foster collaboration and understanding. Through in-depth case interviews, the study focuses on the principal's adept utilization of their professional standing and personal charisma to establish a cultural bond aligning school and home with shared values and responsibilities. The research sheds light on the nuanced strategies employed by the principal, emphasizing the cultivation of a normative framework for parental involvement in non-instructional governance matters while delineating clear boundaries. Additionally, the study elucidates the continual communication efforts undertaken to seek consensus, ultimately garnering support and affirmation from the parental community. Furthermore, the research acknowledges the impact of parents' priorities, particularly their emphasis on their children's academic achievements, in steering the principal's leadership practices toward market-driven values. This underscores the necessity for principals to navigate diverse and conflicting expectations within the competitive educational landscape, requiring discernment to establish a prioritized developmental sequence. Overall, the findings contribute to understanding the multifaceted role of principals in building collaborative partnerships with parents and adapting to evolving market-oriented educational landscapes.

**Keywords:** Parent Involvement, Home-school relationship, School Government, School Leadership