IMPACT OF CRISIS LEADERSHIP ON MANAGING THE UNEXPECTED OF HIGH SCHOOL STUDENTS PARTICIPATE IN VOCATIONAL EDUCATION, KUNMING CITY, YUNNAN PROVINCE, CHINA: A NEW NORMAL APPROACH

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Abstract

The unexpected of Coronavirus pandemic has brought the world population a worldwide impact. In China, the unexpected of high school students participate in vocational education was confronting to the crisis situation as the online and webcast teaching instead of traditional classes prevention and control period. Under the unexpected of coronavirus disease (Covid-19), the leadership management is significant to manage, organize and control, efficiently and effectively. Consequently, based on the theory of application on SMART principle is a model principle for applying and setting goals in target management.
Keywords: SMART Principles, Crisis Leadership, Chinese Middle School, New Normal

INTRODUCTION

The unexpected of Coronavirus pandemic has brought the world population a worldwide impact. In order to encounter the epidemic, each government has adopted defensive measures such as postponing school's semester starts, home isolation, and postponement of resumption of work. Educational authorities in many countries encouraged their schools to try online and webcast teaching instead of traditional

classes' prevention and control period. Regardless stopping school, the school actively responds to the call for online teaching and launches non-profit online teaching attempts. The consequences have a significant change on online and offline education. With respect to the characteristics of the epidemic crisis and the leadership Shortcomings that may be exposed by current principals, it is urgent to improve the Crisis leadership of principals (Ali, 2020). The so-called Crisis leadership means that the principal can face the emergency directly. In addition, the comprehensive and in-depth identification of the crisis, all teachers, students and relevant staffs effectively respond to and overcome the crisis, in order to promote the sustainable educational development for members and the school through this situation. Confronting the increasingly complicated and unpredictable social situation in educational ecology, the principals of primary and secondary schools should take the account of their own crisis leadership as an important part of their professionalism, and continue to learn and strengthen them (Bao, 2020).

The researcher investigated on more than 20 vocational high schools in Kunming, Yunnan Province, China. Firstly, vocational high schools are not only the highest and final stages of basic education in China, but also provide students with a solid cultural foundation and thinking foundation. Secondly, the recognition of vocational high schools in China is highly respect. In the pneumonia epidemic situation, the Ministry of Education puts forward the requirement of suspending classes without suspension for the majority of these schools. The teachers of vocational high schools in Kunming, Yunnan Province learn from each other the lesson of preparation that unified and improved teaching strategies. In class management, parents and class leaders managed the learning mechanism, and used smart work platforms to promote solid and effective online learning. In the situation of high school graduation grades, the school mode is active. As the result of this, the school campus prevention and control measures are carried out vigorously and orderly. For instance, the school campus routes were set up, the small class teaching was implemented, the isolation room was temporarily arranged, and the students can enter the campus only after they had undergone temperature testing. the prevention and control of campus epidemics is considered as the top priority, as well as carrying out detailed and precising investigations, making good preparations of epidemic prevention materials, strengthening campus health construction, and improving emergency response plans.

THREATS AND IMPACTS OF THE IMPACT ON LEADERSHIP UNDER THE EPIDEMIC

Many people can encounter in crisis at any time as the crisis can become a more serious disaster, however people can begin a new life when the world has been clarified and purified again. (Brammer & Clark, 2020). At the beginning of 2020, when the sudden New crown pneumonia epidemic (hereinafter referred to as the epidemic) comprehensively and rapidly affects the world, for the principal of a high school, it is more likely being in a crisis leadership test. In the process, will the

principals lose his/her educational stance because he/she is busy responding to sudden crises? Will he/she become a setter who is lacking self-judgment and independent creation because of the emergency of work? Will he/she be tiring arranging specific tasks?, And there are point-like thinking and working methods that affect the overall situation? (Burgess & Sievertsen, 2020).

EDUCATIONAL APPROACH WITH A NEW NORMAL

1. Guide the transformation of work positions, from crisis response to educational expansion

During the expansion of the epidemic, the school can receive many emergency work requirements. Although these requirements are based on the common goal of overcoming the epidemic, their positions and behaviors are different. (Liu et al., 2020). This poses the primary challenge to the principal's crisis leadership, namely, the ability to transform jobs based on an educational standpoint (Mulenga & Marbán, 2020). It asked principals to consider about the following aspects: Can the school integrate educational awareness into crisis response? Can the school effectively carry out work in an educational way? Can the school make a unique contribution to society as educators in crisis response? To respond to the question above, firstly, the principal needs to identify the crisis itself and the actual situation of the crisis. Secondly, discover the potential educational elements and value in the crisis response process, and thirdly, construct the school educational emergency action. It can be seen that after the outbreak of the epidemic, schools in many countries have used the epidemic time of crisis to conduct a new teaching material, plan, creativity solution, and educating students' professional vision and actions (Ali, 2020).

2. Speed up the construction of educational symbiosis, move from single-soldier combat to multi-force drive

In the epidemic prevention and control period, the principal's direct allies are not only the management team, teachers, students, and parents within the school, but also the leadership and officers of government departments, higher education administrative departments, epidemic prevention and control headquarters, communities and other institutions. In this process, how do principals deal with complex interpersonal relationships? How to fully mobilize internal and external forces to help their leadership and make them a profound participant in breaking the school's dilemma? This puts a new perspective on the principal's crisis leadership. The challenge is to face the ability of different groups to build educational symbiosis.

To establish an educational symbiosis, the principal needs to deal with three levels of problems: Firstly, it is necessary to emphasize the main participation of everyone, especially each student, as well as to ensure the common growth of people in the organization. This is to build an educational symbiosis and carry out education; secondly, it is necessary to promote the establishment or development of different organizations according to the time, place and situation, and encourage them to move forward in groups; finally, according to the characteristics of the tasks, form a

rich relationship between responsible persons and partners among various groups to build a new development ecology driven by multiple forces and mutual promotion and common progress.

3. Lead the long-term design of school management, from overcoming the crisis to winning the future

If the epidemic crisis is gone, and school management will return to normal. To promote this transition of school management from crisis to daily basis, it is necessary for the principal to have long-term planning awareness during the crisis period and be prepared in a practical manner. This long-term design ability is also an important part of the principal's crisis leadership. To do a decent job means that the principal must have three customs of awareness. The first is to have a forward-looking and follow-up mode of thinking. While dealing with the immediate work, it is also necessary to consider how to deal with the normal development of different education and teaching work in schools in the post crisis. The second is to have the awareness of forming a structured mode of action, by starting from the organization. The work team should determine the work process and clarify the operation procedures to ensure that the work paradigm is clear, transferable, extendable, and optimizable. The third is to have a sustainable development awareness of reflection and reconstruction in order to be able to discover new ideas in the process of overcoming the crisis. Resourcing, refining new experience, and reflecting on how to make it through precipitation to ultimately nourish the school ecology and enrich the school brand.

HOW TO APPLY THE SMART PRINCIPLES TO DETERMINE INDICATORS OF CRISIS LEADERSHIP

SMART is used by the World Bank and many government departments and organizations around the world as the system design guidelines generally followed in their work. Target management was proposed by Peter Drucker, a master of management, and first appeared in his book The Practice of Management (Doherty & Horne, 2002). The SMART principle is a model principle for setting goals in target management, as shown in the figure 1. (Johnson, Moore, & Thornton, 2014)
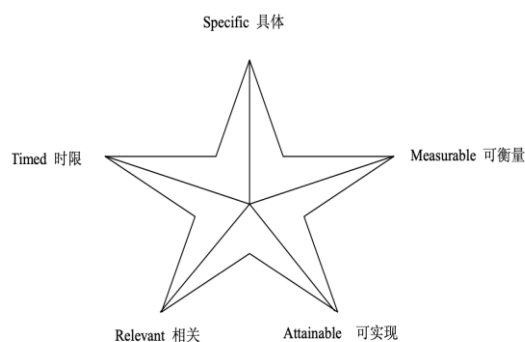
Figure 1 Research Framework

The specific meaning is as follows: 1) the goal must be specific, not general. 2) The goal must be measurable, the indicators are quantitative or behavioral, and the data or information to verify these indicators is available. 3) The target must be Attainable, the target can be achieved with effort, and avoid setting goals that are too high or too low. 4) The goal must be relevant to other goals, and the index must be related to the job and position, and should not be off-topic. 5) The goal must have a clear deadline (Time-based), focusing on the deadline to complete the target.

THE IMPLICATION AND APPLICATION OF USING THE PRINCIPLE OF SMART

According to Kononova Oleksandra's findings showed that under the condition that the company did not require additional investment, under the application of this SMART principle, the employees of the company performed high creativity and innovation in work actions, high quality, and universal. All of the above can complete the expected work plan (Oleksandra, Oksana, & Yevheniia, 2019); K. Blaine Lawlor and others have shown the results of the courses using SMART principles in 2011 which are better than those of courses not using SMART principles in the same year (Lawlor, 2012); Yates, Sigrid S' research shows that school teachers can continue to use SMART principles for education and teaching after this experiment is over because they perceive advantages in teaching and student performance. (Yates, 2014).

S: Specific - specificity

Specificity refers to the need to clearly state the behavior standard to be achieved in specific language. Taking improving the informatization ability of school teachers and staff as an example, if the work goal is defined as teachers who will use informatization online education tools and methods, generally. Usually work goals are not easy to evaluate and measure. Specifically, the education to improve the informatization ability of school teachers and employees involves a lot of knowledge. This also included: the informatization education concept of school teachers and employees; the school informatization education and teaching system; the investment and development of school informatization software and hardware; and the construction characteristics of informatization development process. Personnel training mechanism and other aspects can be defined the work goal of improving school teachers' informatization ability as follows 1) Master the theoretical knowledge of educational technology reform, and be able to deal with different emergencies in the process of computer online teaching and 2) Understand some new methods of modern educational technology development, such as interactive classroom, micro-class teaching, live classroom, etc.

M: Measurable - Measurable

Measurability means that the goal should be clear and quantifiable. Use a set of clear data as the basis for measuring whether the work goal is achieved. If there is no way to measure the set goal, it is impossible to judge whether the work goal is achieved. According to Improving the effect of online teaching for high school students during the epidemic as an example, how to measure the goal of the effect of online teaching for high school students? It can define work goals regarding to the follow as 1) Ensure that students enter the online classroom on time, require students to actively answer questions in the online classroom, and each student must not be less than three times. 2) Reasonably plan the time of the online learning material package, and require students to read the online learning material package at least 15 minutes. However, if more than 80% of teachers, staffs and classmates can complete it well, it can be considered that the goal of improving the effectiveness of online teaching for high school students during the epidemic. If there are many students in the class, sampling can be adopted. Not all teaching goals can be quantified. The measurement standards of the goals follow quantification of energy, qualitative that cannot be quantified.

A: Attainable - realizability

The goal should be achievable. If the goal is set too high, the practitioners will not be able to keep up with the progress, they will not be able to complete the assigned tasks, and they will feel frustrated. On the other hand, if the goal is set too low, time will be wasted. In the system of working goal, it is necessary to understand the situation of the faculty and staffs, evaluate the difficulty, and design the goal reasonably. For example, regrading to the actual situation of 80 per cent of the faculty and staffs, formulate corresponding education and teaching goals and tasks. Taking into account the differences in the completion and needs of the faculty and staffs, when the educational and teaching goals are set, they can interact with the teachers and students, so that they can fully express their opinions and suggestions. The teachers, students and staffs can jointly complete the teaching goal setting so that the working goal is reached an agreement.

R: Relevant - Relevance

Relevance refers to the relationship between achieving a set goal and other goals. If this goal is achieved, but it is completely irrelevant to other goals or has a low degree of relevance, then even achieving this goal is not very meaningful. Consistent with increasing investment in and development of informatization software and hardware as an example, based on the relevance in the work, faculty and staffs with a computer-based learning background can serve as the school's information platform construction and support other non-computer class faculty and staffs who relatively conduct online teaching, research and training. Different disciplines have different emphasis on education and teaching, which should be reflected in the goals of education and teaching.

T: Time-based - time limitation

All the objective has a time limited. Goals without a time limitation cannot be evaluated. When formulating educational and teaching working goals, the leader should draw up the time requirements for completing each educational and teaching working goal based on the weight of each task. Regularly checking the progress of education and teaching, adjusting the education and teaching work plan according to the actual situation, and achieving the goal of education and teaching should be concluded in time schedule.

Taking the work of arranging teachers to participate in online information technology training during the epidemic as an example. According to the weight in the work, the work needs to be completed within two days.

Design case the goal of increasing the investment and development of informatization software and hardware *as shown in Table 1.*

Table 1: The key item or Items of Goal Success

The key item	Descriptions
Specificity	The use of network live classroom, use of various teaching resources and teaching methods
Measurable	1) Whether to build a multimedia classroom. 2) Whether to establish a centralized platform for various courseware and educational resources exclusive to the school.
Realizable	The school's faculty and staff have the most basic information capabilities.
Correlation	Use various means to promote the growth of the informatization ability of the teaching team, hire experts and professors, and carry out video learning on educational technology reform in schools.
Time limitation	Multimedia, campus website, online classroom hardware investment for 2 weeks, software investment for one week.

RECOMMENDATIONS
Update the concept of information education for principals and all teachers

Online teaching during the epidemic prevention and control period has promoted the rapid development of informatization education. However, in the overwhelming online teaching process, a series of education and teaching problems have also been exposed. The development of modern education technology and the use of information technology to create online and offline classrooms have inspired many new ideas for teachers to reform education methods, and they have also gained a

deeper understanding of this transformation. In order to improve the level of information education schools, many school principals, led by experts and professors, conduct video learning technology for educational reform in school, learn some new methods of modern educational technology, such as interactive classrooms, micro teaching, and live classroom. (Day & Tosey, 2011). They should sort out and popularize the new educational reform concepts, so that all teachers can have a deep understanding of the transformation of classroom teaching methods under the information technology environment. With the principal as the main leader, the practitioners must pay attention to the direction of education and teaching reform in the new era, explore how to make good use of software and hardware education resources in the new era, and seek the development of information education so that information technology can better serve teaching.

Update the information teaching system

Establish a campus network service center and an information supervision system. The principal who is in charge of the school, must hold regular seminars on informatization teaching and participate in the planning and implementation of different decisions of the school. Therefore, the principal should play a leading role on formulating reasonable systems and norms that can guarantee the use of informatization from the perspective of system guidance and standardization. The investment in informatization can start from the system level. The principal's informatization leadership is manifested and applicated the capabilities of various departments and levels within the school. The investment in informatization can guarantee the basic level of teachers and students from the system level rights and interests. At the same time, the principal should also change the traditional concept, and in the process of guiding the development of education and teaching, strengthen the awareness of solving the prominent problems in the process of information teaching. (Evans et al., 2020). Education and teaching should enhance theoretical consciousness and deliberately develop education and teaching to a higher level. On the other hand, schools should update the level of informatization teaching system and continuously improve the comprehensive level of system management. The principal should address the concerns of parents and students, promote learning progress, and integrate the actual work of the teaching front in order to define the new system of education and teaching. While implementing education and teaching activities, it is necessary to have a formal teaching order. It is necessary to strengthen the effective management of students' online learning time, strengthen the overall arrangement of students' online learning courses, ensure the smooth completion of teaching tasks in various subjects, and maximize efficiency.

Increase investment and development of informatization software and hardware

The development of online education actively uses new education methods such as live classrooms, and actively uses various teaching resources and teaching methods. The investment has given more decision-making support. The innovation of technical means and educational concepts is used as the content of information

software and hardware investment and development. Moreover, establishing different information education methods, creating a better education situation, and trying to collect courseware resources can make information technology better serve teaching. The principal of the school should consider new electronic tool such as electronic whiteboards, flipped classrooms, live classrooms, and observe unique learning changes. In the process of collecting and compiling school-based textbooks that are in line with the school, multimedia classrooms can be established. At the same time, campus TV stations, campus websites, campus recording classrooms, online classrooms and other teaching scenarios can be used to establish various types of courseware. The improvement of the principal's information leadership will advance the pace of the school's internal information education reform. The essential idea is to make information technology better serve education and teaching. In the process of modern education development and innovation, software and hardware, the development and training of talents have played an important role in the development and investment of informatization. Existing teaching methods are continuously promoting the integration of educational resources and educational talent training mechanisms. The improvement of teachers' information leadership is reflected in the use of various means to promote the growth of the information ability of the teaching team.

Relying on the development process of informatization to build a special talent training mechanism

The characteristic of talent training mechanism mainly focuses on the hasty improvement of the information literacy of young and middle-aged teachers and also the integration of the information literacy of senior teachers. Schools can hold regular teacher information literacy competitions for micro-class production, teaching design, and teaching cases. Application, classroom teaching and live teaching are used to supervise training through competitions and strengthen the informatization training process. The principal can take the lead and actively encourages to grasp the new trends of how to realize the development of education and teaching under the new network environment, use various educational platform operations to improve and increase training efforts, encourage teachers to participate in information technology and training schedules, and train on the website. In the process of centralized training, live training, and interactive lesson preparation and joint lesson preparation, the school actively organizes teachers to perform diversified online classroom training and training of live courses during the epidemic. Relying on the integrated development trend of informatization and online education and grasping the content of characteristic education reforms, principals should promote the creation of school-based informatization teaching materials within the school, and analyse the educational content of different disciplines under the network environment, and develop unique information technology talent training mechanism. Advanced staffs who teach and educate people can it promote online education and informatization education to cover all disciplines in the school, and achieve the specific effect of effective home-school co-construction. Through the development of informatization teacher in talent training mechanism can promote the comprehensive professional

quality of teachers in the whole school to increase teachers' cognition and understanding of different management levels, so that both the characteristic talent training mechanism and the online talent training mechanism can serve the education and teaching institutes.

In conclusion, it can be said that the crisis leadership of the principal is reflected responding to crises in an educational method and insisting on promoting human development as the first priority. If we go back to the elements of the principal's crisis leadership, perhaps a firm education stand, complex thinking, and creative working methods are the foundations that cannot be missed. This kind of crisis leadership is built on the basis of regular principal leadership. Furthermore, with the advent of the epidemic, online education and the sharing of non-profit educational resources have become popular for a while, and the future teaching classrooms will inevitably express the dual advantages of relying on online and offline classrooms. The characteristics of creating efficient classrooms need to be improved. Enhancing the future development level of the school is the requirement of the times. The principal should encourage teachers to face the family and the society, use more educational technology to develop the common growth process of teachers and students, and insist on recording every bit of student development. It is necessary to improve the information-based leadership of principals, so as to help improve teachers' information-based teaching capabilities. The principal, as the most important educational talent, embodies the informatization level and informatization leadership development level of a school has the major role for develop educational and teaching exchanges and improve the quality of education and teaching research. This leadership methods will continue to promote the progress of school education and the development of modern education.

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