



IMPLEMENTING SUSTAINABILITY IN SCHOOLS: THE ROLE OF CULTURE LEADERSHIPⁱ

Xiaoyao Yue¹,

Yong Jun Feng²ⁱⁱ

¹Higher Education Research Institute,
Yunnan University,
Green Lake North Road No. 2,
Wu Hua District, Kunming city,
650091 Yunnan Province,
China

²School of Education,
Shaanxi Normal University,
Chang'an South Road No.199,
Yanta District, Xi'an city,
710062, Shaanxi Province,
China

Abstract:

Culture is a collective matter in the mind that is different from other groups. Under economic globalization, the boundaries between countries are not clear. The globalization of education has a major impact on teaching. School culture is affected by globalization, and school leaders must treat it with caution. The principal has high expectations for everyone and supports students with different cultural backgrounds. This research aims to explore cultural leadership in the sustainable development of schools. Through content analysis, the researchers synthesized relevant literature and research results and found that school leaders need to understand the importance of multiculturalism and diversity before they can understand the school culture that still reflects group values. Cultural leadership is an important means to maintain school development. It plays the role of a saint in the field of education and can help them maintain school reform. The cultural leadership strategies contain: Train teachers how to teach diverse students, Dealing with cultural diversity issues, Integrating curricula involves cross-cultural issues, Help teacher become cultural leaders, Support the learning community and Set the goals for building a diverse community.

Keywords: culture leadership; sustainable school; multiculturalism

ⁱ 在学校中实现可持续性：文化领导力的作用

ⁱⁱ Correspondence: email fengyongjun_cn@126.com

文化是思维中与其他群体不同的集体意识。在经济全球化下，国家之间的界限不明确。教育的全球化对教学产生重大影响。学校文化受到全球化的影响，学校领导者必须谨慎对待它。校长对每个人都有很高的期望，并支持具有不同文化背景的学生。这项研究旨在探索学校可持续发展中的文化领导力。通过内容分析，研究人员整合了相关文献和研究结果，发现学校领导者需要先了解多元文化多样性的重要性，然后才能理解反映群体价值观的学校文化。文化领导力是保持学校发展的重要手段。它在教育领域中扮演着圣人的角色，可以帮助校长们维持学校改革。文化领导力策略包括：培训教师如何教多样化的学生，处理文化多样性问题，整合课程涉及的跨文化问题，帮助教师成为文化领导者，支持学习社区和设定建立多元化社区的目标。

关键词：文化领导力；可持续发展的学校，多元文化主义

1. Introduction

Leadership is very significant in today's education. Educational leadership can have a significant impact on the improvement of schools. From a historical and contemporary perspective, leadership is worth noting in education. Educational leaders share power and commitment based on collaboration and commonality. In addition, leadership is a process related to promoting change (Marion & Gonzales, 2014). In academic literature and practice, cross-cultural leadership is a core theme. Culture shows the degree to which individuals are integrated into groups. Culture can be defined as "*a group of people's beliefs, values, rules, norms, customs and traditions*". Therefore, school culture can influence its improvement. School leaders can create a positive campus culture to enhance the sustainable development.

2. Leadership in Education

The traditional idea is that leadership has a hierarchical relationship with the office, but now it can happen anywhere, and anyone can become a leader (Simkims, 2005). Leadership is a function rather than a role, and it may be performed by different people who play different roles in the school (Leithwood & Riehi, 2003). Leadership takes place in an environment. It needs to understand the environment and then adopt appropriate strategies (Hallinger, 2011 & Wrigle, 2002; Leithwood, Louis & Wahlstrom, 2004; Bush & Glover, 2016).

Educational leadership is the leadership that can enhance the professional development of teachers, increase the value of education, promote innovation and support teaching strategies. Professional development refers to the process by which individual teachers improve their service quality by acquiring new knowledge, new skills and new abilities. Leadership affects individual teachers and teacher teams, and at the same time has an indirect impact on school performance. Teachers and students have contributed to the improvement and development of the school. Leadership also refers to ensuring that teachers can hear and respect the voices of students, and there is more and more research to attract students' investment in democracy (Leithwood & Hallinger,

2002). By demonstrating their expertise in the school, bringing ideals and participating in new projects, teachers have demonstrated wise leadership (Brundreeth, 2003). Teachers can become leaders and exercise leadership skills. They can set a mission and vision for the classroom and train students through strategies (English, Dad, Mullen and Clayton, 2012).

Leadership influences the behavior of others and sets the goals, motivations and actions of team members to achieve organizational success (Bush, 2007; Marion and Gonzalez, 2014). Transformational leadership theory is more concerned with individuals than collectives. It includes, first of all, the vision of establishing an organization, secondly developing the individual, changing the organization, and managing teaching and learning practices (Day & Sammons, 2014; Marion & Gonzales, 2014; Leithwood & Hallinger, 2002).

3. Methodology

The content analysis as the quantification methods are summarized according to scientific standards (Neuendorf, 2017). Machi and McEvoy (2017) describe that content analysis is a systematic process that can accurately read, understand, test, interpret the text in the data and extract information to solve the framework involved in analyzing the original data. Content analysis uses existing and emerging topics to extract and analyze text, reduce it and interrogate it into a summary, thereby creating or evaluating a theory. This study uses content analysis. A complete content analysis includes the following steps:

Step 1: Determine the research objectives to be derived from content analysis. The researcher must know what he or she needs from the encoded data. This research will explore cultural leadership in the sustainable development of schools.

Step 2: Define the population and text samples. Population is not only people, but also the core of text-analysis. It may be articles, newspapers, projects, interview records, conversations, speeches, textbooks, public documents, periodicals, exams, emails, etc. In this study, the researchers searched Google Scholars for related research, including cultural leadership, school leadership, sustainable school leadership and other topics.

Step 3: Define the samples involved. People can also use the same rules to sample text. Researchers must determine the sampling method, use purpose sampling and convenience sampling.

Step 4: Determine the analysis unit. It can be at various levels, for example, sentences, words, phrases, paragraphs and topics. When selecting analysis units, the researchers assumed that the units could be classified into the same text category. The same text category shows the same meaning (semantic validity).

Step 5: Define the code to be applied in the analysis. Researchers must read and read this article to understand them well. Ensure any patterns of interest, any surprises, confusion or unforeseen aspects, any obvious inconsistencies or contradictions. After being familiar with the data, the researcher can proceed to the coding process.

Step 6: Create the categories to be analyzed. The category is the main aspect of the data and represents the connection between the units of analysis.

Step 7: Summary. The last stage is to summarize the main aspects of the research. The summary should include key features, main questions, main concepts and important areas for follow-up inquiry. The researchers summarized the results of the content analysis.

4. Results

4.1 Definitions and Types of Culture

It will take years for researchers to define culture. Due to the wide range of culture, many definitions have emerged. A century ago, culture was defined as all the abilities and customs learned by the people of society. Culture is defined as social heredity, which is the behavior of tilting and changing through symbols, and is distinguished from other groups of people. Culture is also defined as all equivalent and learned meanings simultaneously adopted by humans or identifiable groups and can be transmitted to the next generation. Some studies point out that culture is a descriptive word that contains rules, meaning and behavior. Some researchers define culture as personality, while some scholars believe that culture is a shared symbol system that conveys everyone.

Some studies define culture as a group of people who share a lifestyle. Cultural definitions can explain the similarities and differences of groups. In fact, culture refers to people's behavior, many parts of performance. Culture not only describes behavior, but also explains the reasons behind it. Culture is related to heritage and tradition, society and lineage. Culture is closely related to all aspects of human life. For example, human characteristics, food, clothing, housing, technology, economy, transportation, human activities, social system and government, well-being, religion, science, gender, gender and production, and life cycle (Matsumoto, 2006).

There are many methods to define culture. From literature different definitions of culture, collectively shared, historical-based, emotional-based, symbolic and inherent are major dimensions of cultures. Culture is a group people believe, value, rules, symbols, traditions, performance and behavior (Bligh & Graduate, 2006). People's values, believes, attitudes shaped by cultures that will influence their perception. Researchers investigate culture with many paradigms and preferences. In recent 30 years, the common method concern on value and belief of a group. As for analysis culture and categorize them, his approach is significant method. International culture in the most important (Snaebjornsson, Edvardsson, Zydziunaite & Vaiman, 2015). Culture can be defined as "*a group of people's beliefs, values, rules, norms, customs, and traditions*". Form the literature review of culture, culture shape values and attitudes of people. And also include human phenomena like leadership. From 30 years begin, the mainly research of culture concerns on societal values and beliefs. At an international level, culture is more significant than others (Snaebjornsson, Edvardsson, Zydziunaite & Vaiman, 2015).

Hofstede is a very famous cultural researcher. His definition of culture is that collective things are different from other groups of people in their minds. Hofstede

constructed four cultural levels. The first dimension is collectivism and individualism. Human behavior and values are things that deal with things together or individually. The second named power distance. Power distance dictates (PDI) how society handles human inequality. PDI is the power distance index, which is the degree of power distance. The third factor is masculinity and femininity. Masculinity is the dominant position of man in society. The last is to avoid uncertainty. This shows the degree of social tolerance for uncertainty. Avoiding uncertainty implies a cultural attitude towards the authority of rules. Later, he added the two dimensions of long-term orientation and short-term orientation, that is, people who choose long-term interests or short-term interests in society. The sixth factor is indulgence and restraint (Yan & Hunt, 2005). Hofstede's definitive culture is "*the collective programming of the mind, which distinguishes the members of one group or group of people from the people of another group*". Considering the definition, culture refers to leadership in social cognition. With this definition, culture can be regarded as the psychological thing of everyone in the group. Cross-cultural is different forms of culture.

4.2 Cultural Leadership in Education

In academic literature and practice, cross-cultural leadership is a key theme. GLOBE's research collaboration focuses on the culture and leadership of 61 countries/regions. Many studies have found that in different cultures, effective leadership requires different attributes (Houghton, Carnes & Ellison, 2014). There are many ways to define culture. The main definition of culture is based on collective, historical and emotional respect. Culture is a model of shared beliefs and values that gives meaning to the members of an organization and provides them with rules for organizational behavior. The concept of cultural leadership measures the leaders and managers in the organization that may affect cultural change. Cultural leadership can be used defined as the process by which leadership influences cultural ideology and behavior. Many leaders' behaviors and characteristics involve cultural innovation and cultural maintenance. Cultural leadership has four factors: leadership that creates, changes, reflects and integrates cultural elements. Four types of leadership can solve different key problems in the organization. It includes attracting and uniting followers, weakening or replacing old cultural conditions, retaining existing cultural subjects, and reconciling the interests of subcultures (Bligh & Graduate, 2006). School management can create a positive school culture and an effective professional learning community to influence school improvement. Education leaders must give teachers support and a shared leadership structure. School leaders must work with teachers to formulate policies and procedures, and provide teachers with leadership through professional learning communities Structure to directly affect the improvement of schools (Carpenter, 2015).

4.3 The Importance of Understand Cultural Context in an Educational Leadership Role

Leadership focuses on the interpretation and reflection of value. It has been determined that traditional culture has an influence on school leadership and organization. In the context of intercultural schools, leaders begin to apply cultural understanding to

leadership. Even scholars have conducted in-depth research on this within the scope of expanding the concept of diversity. On the one hand, scholars are trying to determine the concept of culture, and on the other hand, they are trying to understand the influence of culture on education leadership, student learning and organizational behavior. Regarding the influence of culture on leadership, people continue to debate the cross-cultural influence of leadership on organizational systems. Cultural values are usually combined with other factors, such as conflicts, values, characteristics, systems, and environments to build educational leadership. The influence of culture on leadership and organizational behavior is a difficult issue. If these effects are not found, they will never be processed. However, it is urgent to understand the cultural background of educational leadership. In fact, even in a complex environment, cultural values will affect people's lives. Therefore, in a cross-cultural context, cultural values are a key factor in the dynamic environment of school leaders. Educational leaders may be confused and face opportunities (Walker & Shuangye, 2007).

Since 25 years ago, many well-known scholars have argued that it is necessary to build a global knowledge base to represent practices in more cultural backgrounds, not just educational research and learning in the traditional mother tongue of the West and English. Leadership and management. The culture identified by the researchers is the beliefs, values, traditions, behaviors, symbols and regulations of a group of people. Cultural values are the common foundation of people's belief in kindness and correct sharing. Can learn, share and transform cultural values to guide their behavior (Truong, Hallinger, and Sanga, 2017). Knowledge, education, and schools are changing and enhancing in globalization. Under economic globalization, the boundaries between countries are not clear. The globalization of education has a major impact on teaching. School culture is affected by globalization, and globalization must attract the attention of school leaders (Barakat & Brooks, 2016). Cultural leadership is an important means to maintain the development of the school, and it plays the role of a saint in the field of education.

4.4 Multiculturalism in Educational Leadership for School Sustainable Improvement

Obviously, the education leadership field is in danger. With the development of schools, especially in urban areas, school cultures have become increasingly diverse (Dantley, 2002). The relationship between students, teachers, parents, staff and administrators is influenced by school culture. In establishing a school culture, educational leadership is a key factor in establishing a school culture. It can promote tolerance and respect for diversity, and increase the apparent multiculturalism in society. Education leaders are usually not prepared to increase diversity and inclusion. It shows that even if leaders want to promote diversity, they lack understanding of the school system, culture, and people. School leaders need to understand the importance of multiculturalism and diversity before they can understand the school culture that still reflects group values (Cherkowski, 2010).

Students vary in language, age, gender, sexual orientation, economic status, religion and mentality. Although some schools face more challenges in diversity than

others, every school must recognize multiculturalism. Educational leadership practices are usually related to management, guidance and school participation. Within these terms of reference, managers and their employees need to understand and understand diversity and cultural sensitivity, and improve educational equity. School leaders play an important role. For example, they can promote inclusive teaching and encourage culturally related teaching programs. School leaders and administrators must be prepared to reflect diversity and appropriately demonstrate multiculturalism in leadership. One of the key factors of multiculturalism in leadership is that school leaders have a new meaning for diversity. The principal has high expectations for everyone and supports students with different cultural backgrounds. School leaders try to maintain school reform (Gardiner & Enomoto, 2006).

School leaders may consider how they can improve and manage diversity at work from different perspectives of diversity. Multiculturalism is one of the interesting views on how to manage cultural diversity. Multiculturalism clearly understands cultural differences and regards them as one advantage and another value. Multiculturalism values the differences between people under different cultural backgrounds. The theory of social identity shows that people's belonging constitutes their social identity. School leaders need to motivate people to work towards common goals and maintain organizational harmony. Finally, they affect people's tasks and their behavior and performance. School leaders are the main members of the organization. They not only advocate norms, but also play an important role in establishing the image of the organization. School leaders must ensure that the group members' vision is the same as the organization's vision (Meeussen, Otten & Abstract, 2014).

4.5 The Strategies for Leader to Manage Cultural Diversity

Leadership can have a significant impact on the improvement of schools. Cross-cultural leadership is the core theme of school leaders. Culture is the degree to which an individual fits into the group. Culture can be defined as "*a group of people's beliefs, values, rules, norms, customs and traditions*". Culture shapes people's values and attitudes. It also includes human phenomena such as leadership. Cultural diversity means that the race, cultural background, and religious beliefs are different between the two groups. Leaders' management of cultural diversity is a plan and systematic process of developing the school environment. The similarities and differences of everyone can contribute to improving the school.

A. Set the Goals for Building a Diverse Community

Cultural leaders should understand the environment. They share power and commitment based on collaboration and commonality. Culture leadership is a process related to promoting school culture change. Leadership influences the behavior of others and sets the goals, motivations and actions of team members to achieve organizational success.

B. Train Teachers how to Teach Diverse Students

Teachers must be trained how to teach diverse students and put forward effective teaching strategies. Teachers can observe the activities in each classroom and analyze these activities to determine how to better manage cultural diversity. To reflect the multicultural society, effective communication skills are the key to the school. Teacher professional development increase the value of education, promote innovation and support teaching strategies on diverse classes.

C. Support the Learning Community

Students vary in language, age, gender, sexual orientation, economic status, religion and mentality. The relationship between students, teachers, parents, staff and administrators is influenced by school culture. School leaders can use creative strategies to create a school environment to effectively manage cultural diversity. The principal supports teachers in learning the language to help solve parents' problems. In order to help the school community become a learning community, administrators must cultivate collaboration skills. This strategy involves various opinions and voices, so it can enhance the democracy of the school community. School leaders need to manage cultural diversity as their personal responsibility (Grobler, Molloy, Locke, Bischoff and Mestri, 2006).

D. Help Teacher Become Cultural Leaders

Teachers can become leaders and exercise culture leadership skills. They can set a mission and vision for the classroom and train students through strategies. Leadership also refers to ensuring that teachers can hear and respect the voices of students, and there is more and more research to attract students' investment in democracy.

E. Dealing with Cultural Diversity Issues

Dealing with cultural diversity issues is part of the responsibility of school leaders. Educational leaders' response strategies involve four aspects of cultural diversity: school education, integrated curriculum, intercultural curriculum, and social integration. The school district is concerned with resolving participation and school affairs. Local authorities provided information on students and their families. Leaders deal specifically with these issues and provide tasks such as setting up foreign language learning to support teachers and employees. The emotional bond between students and the school is an important measure, especially those teachers who can use foreign languages. When encountering problems with immigrant students, language adaptation teachers can help. The teacher knows how to solve them.

F. Integrating Curricula Involves Cross-cultural Issues

In schools, when integrating curricula, leaders must consider students' academic achievements, education system, and how to prevent school failure. As for the social integration, school leaders are responsible to students and support teachers' professional development, which involves cross-cultural issues. The principal understands and

understands the problems of immigrant students. Occasionally, specific immigration cases can be analyzed and studied. In order to increase student participation, teachers must listen to and analyze student families (Hurtado, Falco'n, and Coronal, 2018)

5. Conclusion

School culture can influence its improvement. The concept of cultural leadership measures the leaders and managers in the organization that may influence cultural change. Cultural leadership refers to leadership that creates, changes, reflects and integrates cultural elements. This kind of leadership can solve different key problems in the organization. School leaders can create a positive school culture to influence the sustainable development of the school. The cultural leadership strategies contains: Train teachers how to teach diverse students, Dealing with cultural diversity issues, Integrating curricula involves cross-cultural issues, Help teacher become cultural leaders, Support the learning community and Set the goals for building a diverse community.

Conflict of Interest Statement

The authors immediately below certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

Acknowledgment

The authors acknowledge the financial support through General Program of China Postdoctoral Science Foundation: "Comparative Study on Governance Model between National Southwest Associated University and National Northwest Associated University". (2017M610787).

References

- Barakat, M., & Brooks, J. S. (2016). When Globalization Causes Cultural Conflict: Leadership in the Context of an Egyptian or American School. *Journal of Cases in Educational Leadership*. Vol. 19(4) 3–15.
- Bligh, M. C., & Graduate, C. (2006). Surviving Post-merger 'Culture Clash': Can Cultural Leadership Lessen the Casualties. *Leadership*. SAGE Publications .Vol 2(4): 395–426.
- Brundrett, M., Burton, N., & Smith, R. (2003). *Leadership in education*. California: Sage publication.

- Bush, T. & Glover, D. (2016). School leadership and management in South Africa: Findings from a systematic literature review, *International Journal of Educational Management*, Vol. 30. Issue. 2.
- Bush, T. (2007). Educational leadership and management: theory, policy, and practice. *South African Journal of Education*. Vol 27(3)391–406.
- Carpenter, D. (2015). School culture and leadership of professional learning communities. *International Journal of Educational Management*, Vol. 29, Issue: 5, pp.682-694, <https://ezproxy.missouriwestern.edu:6835/10.1108/IJEM-04-2014-0046>.
- Cherkowski, S. (2010). Leadership for Diversity, Inclusion and Sustainability: teachers as leaders. *Citizenship, Social and Economics Education*. Vol. 9 No. 1.
- Dantley, M. (2002). Uprooting and Replacing Positivism, the Melting Pot. Multiculturalism, and Other Impotent Notions in Educational Leadership through an African American Perspective. *Education and Urban society*.
- Day, C., & Sammons, P. (2014). Successful school leadership. *Educational development trust*.
- English, F. W., Papa, R., Mullen, C. A., & Creighton, T. (2012). Educational leadership at 2050: Conjectures, Challenges, and practices. Lanham: Roman & Littlefield Publishers, INC.
- Gardiner, M. E., & Enomoto, E. K. (2006). Urban School Principals and their Role as Multicultural leaders. *Urban Education*, Vol. 41 No. 6, No. 560-584.
- Grobler, B. R., Moloi, K. C., Looock, C. F., Bisschoff, T. C., & Mestry, R. J. (2006). Creating a School Environment for the Effective Management of Cultural Diversity. *Educational Management Administration & Leadership*. Vol 34(4) 449–472.
- Houghton, J. D., Carnes, A & Ellison, C. N. (2014). A Cross-Cultural Examination of Self-Leadership: Testing for Measurement Invariance Across Four Cultures. *Journal of Leadership & Organizational Studies*, Vol. 21(4) 414–430
- Hallinger, P. (2011). Leadership for learning: lessons from 40 years of empirical research. *Journal of Educational Administration*, Vol. 49 Issue: 2, pp.125-142.
- Hallinger, P. (2013). A conceptual framework for systematic reviews of research in educational leadership and management. *Journal of Educational Administration*, Vol. 51 Issue: 2, pp.126-149.
- Hurtado, I. G., Falco'n, I. G., & Jose' M. Coronel, J. M. (2018). Perceptions of secondary school principals on management of cultural diversity in Spain. The challenge of educational Leadership. *Educational Management Administration & Leadership*. 2018, Vol. 46(3) 441–456.
- Leithwood, K. A., & Riehi, C. (2003). What we know about successful leadership. Philadelphia, PA: Laboratory for student success, Temple University.
- Leithwood, K. A., Louis, S. K., Anderson, S., & Wahlstrom, K. (2004). Review of research: how leadership influences student learning. *Learning from Leadership Project*.
- Leithwood, K. A., & Hallinger, P. (2002). *Second international handbook of educational leadership and administration*. Berlin: Springer.
- Machi, L. A., & McEvoy, B., T. (2017). *The literature review: Six steps to success*. California: SAGE Publication, Inc.

- Matsumoto, D. (2006). Culture and Cultural Worldviews: Do Verbal Descriptions about Culture Reflect Anything Other Than Verbal Descriptions of Culture? *Culture & Psychology*. Vol. 12(1): 33–62.
- Marie, G. J., Normore, A. H., & Brooks, J. F. (2009). Leadership for Social Justice: Preparing 21st Century School Leaders for a New Social Order. *Journal of Research on Leadership Education*, Vol. 4. Issue 1.
- Marion, R., & Gonzales, L. D. (2014). *Leadership in education: organizational theory for the practitioner second edition*. Illinois: Waveland press, Inc.
- Meeussen, L., Otten, S., & Abstract, K. P. (2014). Managing diversity: How leaders' multiculturalism and colorblindness affect work group functioning. *Group Processes & Intergroup Relations*. Vol. 17(5) 629–644.
- Mulcahy, D., & Perillo, S. (2011). Thinking management and leadership within colleges and schools somewhat differently: A practice-based, actor–network theory perspective. *Educational Management, Administration & Leadership*, 39(1) 122–145.
- Neuendorf, K., A. (2017). *The content analysis guidebook*. California: SAGE Publication, Inc.
- Simikins, T. (2005). Leadership in Education: 'What Works' or 'What Makes Sense'? *Educational Management Administration & Leadership*, Vol 33(1) 9–26; 048168.
- Snaebjornsson, I. M., Edvardsson, I. R., Zydziunaite, V., & Vaiman, V. (2015). *Cross-Cultural Leadership: Expectations on Gendered Leaders' Behavior* SAGE Open, 1–8.
- Truong, T. D., Hallinger, P., & Sanga, K. (2017). Confucian values and school leadership in Vietnam: exploring the influence of culture on principal decision making. *Educational Management Administration & Leadership*. Vol. 45(1) 77–100.
- Walker, A., & Shuangye, C. (2007). Leader Authenticity in Intercultural School Contexts. *Educational Management Administration & Leadership*. Vol 35(2) 185–204.
- Wrigle, T. (2002). Review of the book *The Leaders and leadership in education. Improving Schools*, Vol. 5 No. 3.
- Yan, J., & Hunt, J. G. (2005). A Cross Cultural Perspective on Perceived Leadership Effectiveness. *International Journal of Cross Cultural Management*, Vol 5(1): 49–66.

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).