

A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS TOWARDS LEADERSHIP CAPACITY AND THEIR CLASSROOM MANAGEMENT STYLES AT KUNMING REAL-E FOREIGN LANGUAGE MIDDLE SCHOOL, YUNNAN, CHINA

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Abstract: The main purpose of this study was to determine the relationship between teachers' perceptions towards leadership capacity and their classroom management styles at Kunming Real-E Foreign Language Middle School, Yunnan, China. A total 73 full-time teachers from the selected school replied the questionnaires adopted by the researcher. The data collection tool for this study was a questionnaire divided into three parts, the researcher used High Leadership Capacity questionnaire by Lambert's (2003) to assess teachers' perceptions towards leadership capacity and used Classroom Management Profile (1996) to examine teachers' classroom management style. Mean and Standard Deviations were used to analyze the teachers' perceptions towards leadership capacity and their classroom management styles. Pearson Product Moment Coefficient of Correlation was used to test the relationship between the two variables. Results of the Pearson correlation shows there was a weak positive association between teachers' leadership capacity and classroom management styles in the selected school, ($r(73) = .486, p = .000$).

Keywords: Teachers' Perception; Leadership Capacity; Classroom Management Styles

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Introduction

Against the background of the country's vigorous efforts to build up a "socialist market economy", it is no longer a new topic that private education is becoming more and more important in China. However, the numbers and the qualities of for-profit private schools are growing rapidly under the government's lead, and it is far beyond people expected (Xu, 2002). Organizations need good leaders with the leadership suited for the organization to develop. Meanwhile, school also need teachers with strong leadership capacities for the school sustainable developments. Harris & Lambert (2003) pointed out that if the school relies on only one principal or a few teachers in the school, the school will lose its goals. Lambert also mentioned that every single teacher should be involved in school functions to improve school quality and to develop a strong capacity for working at the school.

Leadership capacity is not a privileged owned by a few people in the school, administrators lead teachers in school, teachers as well as a leader in classroom, they need to lead lots of students in their classroom. Therefore, everyone has potential leadership capacity inside themselves, the aim of school administrators is how to bring out the teachers' best leadership capacity in them.

The leadership capacity of teachers has always been a popular topic of school management issue in most Western countries. With the rapid development of China's economy, more and more study abroad Chinese students chose to come back to China. However, these students bringing the newest ideas and technologies back home. Thus, scholars from China also noticed the rise of the topic in the recent years, with scholar's conduct researching into how to achieve teacher leadership capacity in China's education field. Furthermore, school administrators believe that if teachers can receive training or development to improve their leadership capacity, then teachers can have an impact on expanding the influence for school's sustainable improvement (Song ,2011).

Effective teaching is one of the most important topics of educational field. Many studies tend to define the factors that influence effective teaching, which could be recognized through students' achievements. Such factors can be

found in many areas, but multiple studies show that the behavior of teachers in the classroom are the most significant relative to all that educational and educational authorities do (Marzano & Marzano, 2003). A very important part of teaching process is the management inside the classroom because classroom management strategies have an impact on the stability of behavioral changes. Because there are a diverse range of students, they have different interest and abilities, which must be organized and directed by teachers to maximize their level of participation and reduce the number of disruptions.

However, according to related studies, Kaliska (2002) mentioned that the management skills in classroom are very often being ignored in formal education. Teachers have stated that many teachers, including themselves, have some trouble managing student behaviors, giving classroom orders, and overcoming undesired circumstances, arguing that they need training (Johansen et al. 2011). Kagan (1992) points out that teachers' classroom management behavior mostly depends on teachers' degree of understanding of classroom management as well as teachers' attitudes and thoughts on student behavior and teacher-student interaction.

Since Kunming Real-E Foreign Language Middle School only founded in 2015, no previous research has conducted on teachers' leadership capacity and their classroom management style at Kunming Real-E Foreign Language Middle School before. Therefore, the researcher decided to study about it, hopefully this research may provide some ideas, and served as reference material.

Research Objectives

There were three objectives in this research:

1. To identify teachers' perception towards leadership capacity at Kunming Real-E Foreign Language Middle School, Yunnan, China.
2. To identify the most used classroom management styles of teachers at Kunming Real-E Foreign Language Middle School, Yunnan, China.
3. To determine the relationship between teachers' perception towards leadership capacity and their classroom management styles at Kunming Real-E Foreign Language Middle School, Yunnan, China.

Literature Review

High Leadership Capacity

In Lambert's (2003) High Leadership Capacity Theory, which consists of four necessary components requires for continuous school improvement. They are:

(1) *Intense Focus on Vision*, regarding intense focus on vision, it needs to develop and improve teachers' skills and abilities in order to make school more effective with that. Every teacher those who involves in leadership should engage with other teachers in a teaching and learning cycle as they reflect with each other through dialogue and shared purpose while developing the school jointly. They must keep their school moving forward by reviewing the school vision regularly to maintain improvement.

(2) *Reflection and Innovation*, High leadership capacity also needs reflection and innovation to make schools achieve with high leadership capacity. Meanwhile, it is important for teachers to make sure that every person performs and is encouraged to join into the group initiative process. Moreover, all teachers and members should be involved in collaborative innovation.

(3) *Shared Governance*, Meanwhile, schools will be improved if the teachers are effective in shared governance. Shared governance is about participation and integrated innovation in the process of decision making. Teachers and all academic members should develop their relationship to find new strategies and new opportunities for improving the school.

(4) *Monitors and Responds to Students' Achievement*, the fourth one is monitors and responds to students' achievement. Student achievements are the most measurable and sustainable of the school achievement. To help achieve the mission of the school, every teacher should be good at teaching, coaching, assessing, and making lesson plan.

Classroom Management Styles

The classroom management styles used in Classroom management profile are adaptations of the parenting styles discussed in "Adolescence," by Santrock (1996). Santrock modified these style names and categorized them as;

(1) *Authoritative*, the authoritative teacher places limits and controls on students but simultaneously encourages independence. The authoritative teacher is also open to considerable verbal interaction, have a relevant question or comment, this environment offers the students the opportunity to learn and practice communication skill.

(2) *Authoritarian*, the authoritarian teacher has firm control over the classroom. They require strict obedience to the rules and allow no disruption of teachers' presentation.

(3) *Indifferent*, indifferent teacher is not very involved in the classroom. This teacher places few demands, if any, on the students and appears generally uninterested. They feel that class preparation is not worth the effort. Sometimes, they will use the same materials year after year. Also, classroom discipline is lacking in these teachers.

(4) *Laissez-faire*, the laissez-faire teacher places few demand and controls on students. Can use "Do your own things" to describes this classroom. They accept the students' impulses and actions and is less likely to monitor their behavior.

Conceptual Framework

The purpose of this study was to investigate the relationship between teachers' perceptions towards leadership capacity and their classroom management styles at Kunming Real-E Foreign Language Middle School, Yunnan, China.

Figure 1 shows the conceptual framework of this study. The study has two main variables, namely, teachers' leadership capacities and teachers' classroom management styles. The critical factors on the left side are based on Lambert's (2003) High Leadership Capacity which included 4 key components. On the right side, the classroom management styles are adaptations of the parenting styles discussed in "Adolescence," by Santrock (1996). The four classroom management styles are: *authoritative, authoritarian, indifferent, and laissez-faire*.

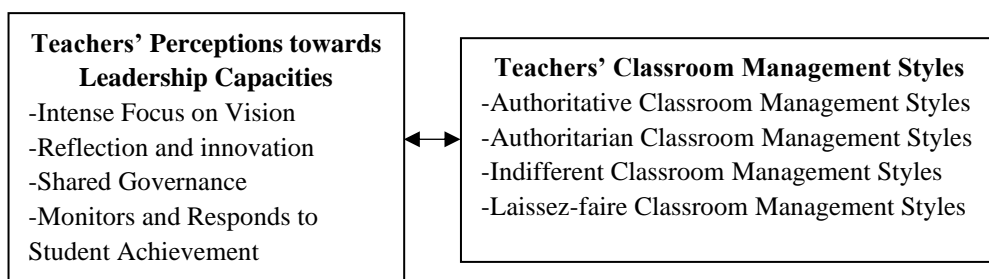


Figure 1. *The conceptual framework of this study*

Research Method

This research was designed as a quantitative and relationship study, the researcher utilizing the survey questionnaire to collect data, and study the perceptions of target groups through descriptive and correlation for analysing the data of this study. This research instrument was a questionnaire including three-parts:

Part 1. was the general information of the teacher's demographic variables such as gender, age, education background, and teaching experience.

Part 2. was the teachers' leadership capacity which were adopted from Pierce (2007) who had adapted from Lambert's (2003) Leadership Capacity School Survey (LCSS). This questionnaire had 17 items in four key components: Intense Focus on Vision, Reflection and Innovation, Shared Governance and Monitors and responds to students' achievement.

Part 3. The Classroom Management Profile was used to determine the presence of teachers' classroom management styles in this study. The four classroom management styles that were used to categorize teachers were: Authoritative Styles, Authoritarian Styles, Indifferent Styles and Laissez-faire Styles.

Findings

Research Objective One

Table 1 shows the Means and Standard of teachers' perceptions towards their leadership capacity based on the four components. The total mean score was 2.79, was interpreted as Moderate. Among them, Monitors and Responds got the highest mean scores 2.95; and interpreted as Moderate. Reflection and Innovation had the lowest mean scores 2.66, interpreted as Moderate.

Table 1: *Means and Standard Deviations of Teachers' Perceptions towards Leadership Capacity (n=73)*

Leadership Capacity	Mean	SD	Interpretation
Monitors and Responds to Student Achievement	2.95	1.355	Moderate
Intense Focus on Vision	2.79	1.137	Moderate
Shared Governance	2.74	1.124	Moderate
Reflection and Innovation	2.66	1.021	Moderate
Total	2.79	1.355	Moderate

Research Objective Two

Table 2 shows the Means Standard of teachers' perceptions towards classroom management styles. The total mean score was 2.78 and it was in the range of 2.51-3.50. according to the criteria of the interpretation, teachers' perceptions on classroom management styles was Moderate. Among them, Indifferent Style had the highest mean score of 3.52, meanwhile, Authoritative Style had the lowest mean score of 2.05. Overall, it shows that teachers have more preferences on Indifferent Style in class.

Table 2: *Mean and Standard Deviation of Perceptions towards their Classroom Management Styles (n=73)*

Classroom Management Styles	Mean	SD	Interpretation
Authoritarian Style	3.05	.880	Moderate
Authoritative Style	2.05	.587	Low
Indifferent Style	3.52	1.021	Moderate
Laissez-faire Style	2.48	.747	Moderate
Total	2.79	1.355	Moderate

Research Objective Three

Table 3 shows the analysis of the relationship between teachers' perceptions towards leadership capacity and their classroom management styles. Results of the Pearson correlation shows there was a weak positive association between teachers' leadership capacity and classroom management styles in the selected school, ($r(73) = .486, p = .000$). It showed that there is a significant relationship between teachers' perceptions towards leadership capacity and classroom management styles at Kunming Real-E Foreign Language Middle School, Yunnan, China.

Table 3 Pearson Product Moment Correlation between Teachers' Perceptions towards Leadership Capacity and Their Classroom Management Styles

		Leadership Capacity	Conclusion
Classroom Management Styles	Person Correlation Sig. (2 tailed)	.486**	There is a significant relationship
		.000	

**Correlation is significant at the 0.01 level (2-tailed).

Discussion

In the component of reflection and innovation, it showed lowest mean score (2.48) on the item Make time for ongoing reflection (peer coaching, Journaling, collaborative planning), this item is actually reflected manifestation of collaboration and collective responsibility to realize the vision for the benefit of the school including student achievement and development. However, the components of reflection and innovation might need more attention and improvement in the future as that component reached the lowest mean score compared to other component indicated some teachers might not satisfy with school policy related to teachers' professional development and career path.

Based on Henrique (2018) study of the relationship of teachers' perceptions on their leadership capacity and competence at secondary school of 1912 Dom Boaventura Same, District of Manufahi, Timor-Leste. Look back from the perspective of mean scores obtained, each component about leadership capacity has reached a high mean based on the valid answers from all participants. Based on the answers, Henrique (2018) concluded that the teachers at Secondary school of 1912 Dom Boaventura have deserved high leadership capacity. However, it is necessarily required more improvement on the components of reflection and innovation as well as student achievement and development were obtained lower mean score among four key components about leadership capacity. These components require immediate improvement to maintain teachers' leadership quality and increase the school leadership in general.

Teachers' perception on the component of monitors and responds to student achievement in the school showed the highest mean score compared to other

components within leadership capacity (2.95). Among all the items in this component, the highest mean scores of 3.04 showed in talk with families about student performance and school programs, which might indicate that the teachers were not reflect from the leadership perspective, but teachers focus more on student achievement and parents' satisfaction as the main target. As Lambert (1998) pointed out that student achievement is the most important component of a teaching and learning process, in which the teachers' performance success rate can be seen from how much student achievement at the end of the learning process. In other words, the achievement of the students is a manifestation of institutional success.

However, after the researcher investigated details about teachers' response to each item of leadership capacity, there was low mean score on some items that supposed achieved positive response. This can be meant that not all teachers in the school have comprehensive understanding on their leadership capacity in carrying out teacher work, especially with regard to develop school jointly which has the lowest mean score (2.59) compared to others in the component of intense focus on share vision. Understanding of school's vision is important because it is a shared ideal. The shared vision serves as the basis for establishing an annual work plan, formulating medium and long-term planning appropriately, resulting in program coherence that can be implemented. As supported by the study of Lambert (1998) strongly emphasized that to realize the shared vision of organization; the teachers, administrators and all school community must unite individual views, beliefs, and value into a shared vision of the organization. The school must be regularly communicated and committed to be implemented. Such efforts require intensive communication and involvement of school components. Essentially, learning is about clarifying and consolidating personal beliefs to achieve common goals. Harris & Lambert (2003) argues that shared vision is consistent with inquiry-based education. It encourages teachers and parents to share and construct knowledge, participate in decision-making, ask questions and reflections through dialogue, share values, and focus on what students learn and gain in the learning process (Lambert, 2002, and Harris & Lambert, 2003).

Meanwhile, this study also found that Indifferent classroom management style was the most preferred and used by the teachers in the target school, while the authoritative was used as the least. The current findings showed that the total

mean score of teachers' classroom management styles at selected school was 2.78, in the range of 2.51-3.50, which was interpreted as moderate. According to Wubbels et al., (2006), authoritative teachers are demanding but also responsive. This style of teaching is thought to be the most balanced and well structured. They are enthusiastic and aware of students' needs (Wubbels, Brekelmans, den Brok, & Tartwijk, 2006). Their classrooms are organized, and activities are well planned. They have sincere interest in the students desire to learn and it is evident in their classrooms (Wubbels et al., 2006). All rules are logical and clearly known to the students. Authoritative teachers set up a classroom that is warm, pleasant, and structured (Wubbels et al., 2006). As described by Bosworth et al., (1996), the indifferent style is less likely to monitor student behavior. The atmosphere is open, and the teacher has little control and places few demands on the students. Teacher who displays indifferent styles often are overly sensitive to the emotional well-being of the students and have little classroom control. Teachers utilizing this style are often well liked by students, but have a hard time creating boundaries. Academic achievement is thought to have low value in classrooms with this type of management style.

The researcher discussed on the findings and suggested that school leaders and managers should be aware of the importance of teachers' leadership capacity and classroom management styles. For the sustainable development of the school, teachers and school leaders are recommended to find out ways to improve leadership capacity and their classroom management ability.

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