

**THE RELATIONSHIP BETWEEN TEACHERS' LEADERSHIP
CAPACITY AND OCCUPATIONAL STRESS IN FIRST HIGH
SCHOOL OF YUXI, YUNNAN PROVINCE, CHINA**

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Abstract: The main purpose of this study was to determine the relationships between teachers' perception of leadership capacity and occupational stress in First High School of Yuxi, Yunnan Province, China. The study was conducted from February until August 2020. This study involved 104 full-time teachers who teach in a selected school as a population. This research used a questionnaire including three parts: Part I was general information, Part II adopted from Pierce's (2007) based on Lambert (2003) Leadership Capacity School Survey (LCSS), which investigated teachers' perceptions of their leadership capacity; and Part III adopted from Daniel's (2014) Teachers' Occupational Stress Questionnaire (TOSQ), identified teachers' perceptions on their occupational stress. The collected data was analyzed using descriptive statistics, Mean and Standard Deviation, and Pearson Product Moment Correlation Coefficient. The results showed that teachers' perception of leadership capacity and occupational stress was high. There was a significant relationship between teachers' perception of leadership capacities and occupational stress in First High School of Yuxi, Yunnan Province, China.

Keywords: Perception; Teachers' Leadership Capacity; Occupational Stress

Introduction

People living in the 21st century are undergoing rapid development and changes. Various new organizations have emerged in society, and the competitiveness of organizations is constantly improving and growing. Therefore, all organizations need good human resources to seek better and more sustainable development and enhance competitiveness. The most important movement in the educational field in the 21st century is sustainable

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school improvement. Teachers are the most critical part of accomplishing this goal. If teachers can improve their leadership capacity, it could be conducive to the advancement and sustainable development of the school. Therefore, leaders of different schools pay more and more attention to the leadership capacity of teachers.

Meanwhile, with the Chinese national policy of opening and reforming education in 1997, this country has paid more attention to the quality of education, the diversification, complexity, and innovation of school education (Song, 2011). To prioritize the development and development of education, China has also put forward policies and measures to build a strong country with human resources; teachers are a significant part of cultivating talents, which makes the professional requirements of teachers more and more stringent. Nowadays, more and more schools require teachers to participate in various professional development and gradually promote teachers to continuously improve themselves, improve their professional level, increase knowledge reserves, and improve teaching ability and efficiency. Satisfied with the requirements of the rapidly changing scholarly society and schools, more teachers began to feel more and more pressure. Therefore, with teachers playing an increasingly prominent role in school improvement, studies on teachers' leadership capacity and occupational stress became more necessary in China's school education (Song, 2011).

The high school entrance examinations and the college entrance examinations have received significant attention from all society ministries. The school attaches great importance to the admission rate; the teachers value their honors and achievements, and the students value their future development. Yunnan is located in the western part of China, which lags behind the eastern economically developed areas in terms of economy and education. The First High School of Yuxi is located in Yuxi City, Yunnan Province. To provide students with better education and for the better development and maintenance of the school with a reasonable enrollment rate, the school makes every effort to recruit high-quality teachers. At the same time, the school strives to provide many training and seminars to develop and improve teachers' leadership capacity. Therefore, when the school leader knew that the researcher planned to conduct this research in school, they showed interest and encouraged this research.

Research Objectives

1. To identify the level of teachers' perception towards leadership capacity in First High School of Yuxi, Yunnan Province, China.

2. To identify the level of teachers' perception towards occupational stress in First High School of Yuxi, Yunnan Province, China.
3. To determine the relationship between teachers' perception towards leadership capacity and occupational stress in First High School of Yuxi, Yunnan Province, China.

Literature Review

Lambert (1998) published a book, "Building Leadership Capacity in Schools." In her book *Building Leadership Capacity for School Improvement*, Lambert (2003) also wrote *High Leadership Capacity Theory*, that building high leadership skills with four characteristics to maintain and achieve school improvements. These four factors are related to the high leadership of the enterprise. The school is built through sustainability and improvement of the school.

Pierce's (2007) study is based on Lambert's (2003) *Leadership Capacity School Survey (LCSS)*, which comprises four factors with high leadership capacity that are elements for successful school improvement. It includes:

(1) Intense of Focus on Vision

Vision is an ideal future state. To realize the school's vision, leaders should establish a good relationship with teachers and clearly understand the importance of forming a common vision. The teacher could hone their leadership skills well; the regular mutual learning process can become standard practice. Teachers reflect on their core values and reflect these values as a common vision that everyone can commit. Improving teachers' leadership capacity develops teachers' potential in work activities, ability development, and energy transfer.

(2) Reflection and Innovation

Reflection is a way to encourage people to think. Reflect anytime, anywhere, and develop a good thinking habit. This is the prelude to the action and the first step of a constructive approach. Reinhartz and Beach (2004) mentioned that reflection involves all parties within the school, including administrators, teachers, students, and related communities, concerned about the development and improvement of the educational process. Innovation should encourage and support each other. Teachers can exchange ideas with each other, and other teachers may be inspired and have new ideas. At the same time, schools could establish standards and set goals, then regularly monitor and evaluate teachers.

(3) Shared Governance

Shared governance is about the cooperation of members and stakeholders within the school, such as teachers, administrators, pupils, parents, community members, to manage the operation and development of the school.

Lambert (2002) mentioned that people usually reverse the old version. By sharing the responsibility and involvement in decision-making, making a change in their role new, letting the teachers know who they are and what they are responsible for, shipping them into meaningful and purposeful collaboration with others to build trust and transparency about the role and responsibility.

(4) Monitors and Response to Student Achievement

Student performance is closely related to the improvement and sustainable development of the school. To improve the school, teacher leadership is essential; teachers and school administrators should understand suitable teaching methods and share and practice. Every teacher should be good at lesson planning, teaching, supervision, and evaluation. School administrators should form a team spirit for effective teaching.

Weller and Sylvia (2000) believe as a member of the school, the principal is also responsible for the development and achievement of students. Therefore, the principal has the right to organize and carry out relevant professional skills training and provide teachers with opportunities to improve their leadership skills and promote the teaching process of teachers and the development of the school.

Teachers are just like other professions; they face professional stress every time. So, measuring how teachers become stressed needs to consider the stress and coping theory of Lazarus and Folkman (1984).

Shirom (2010)'s study developed five factors that affect the teachers' occupational stress based on the Stress and Coping Theory Lazarus and Folkman (1984). A few years later, Daniela (2014) summarized the five influencing factors and content and developed the questionnaire survey through specific experimental research; that survey was named Teachers Occupational Stress Questionnaire (TOSQ), which included three specific influencing factors. They are:

(1) Curricular and Extra-Curricular Activity Stress

Nowadays, the school's training goals for students require students to have good grades and pay attention to the overall development of students. Therefore, in addition to classes on weekdays, the school will also organize some activities, and most activities require teachers to lead students to complete. Meanwhile, Shirom (2010) also mentioned that teachers also need to use their spare time to rate students' thesis or other projects, monitor students during breaks, and spend much time doing paperwork and other activities required by the school. This may affect the time the teacher and family spend together, causing conflicts in the teachers' work and life,

(2) Classroom Management Stress

Classroom management is an integral part of the teaching process. Teachers want students to remain calm, focused, and persistent and hope to create a positive learning atmosphere. This requires teachers to self-manage first and stay calm when faced with challenges. Ramon (1999) mentioned that classroom discipline is one of the most critical activities in all activities, including teacher roles. When choosing a method of classroom discipline, some teachers will experience and have to cope with the pressure caused by the desire to use effective management methods.

(3) Working Conditions Stress

Every job has its own conditions, and because of this, working conditions are one of the essential parts of the field. Whether this involves easily noticeable factors such as extreme temperature and cold, poor lighting, high level of noise, pollution, humidity, continuous work in front of a computer screen, and other environmental factors should not be at either extreme that factors can increase stress and have effect negatively on their performance as (Robin, 1996). Teachers should be provided with cutting-edge information, motivation, and a good working atmosphere to improve working conditions and reduce individual stress at their workplace.

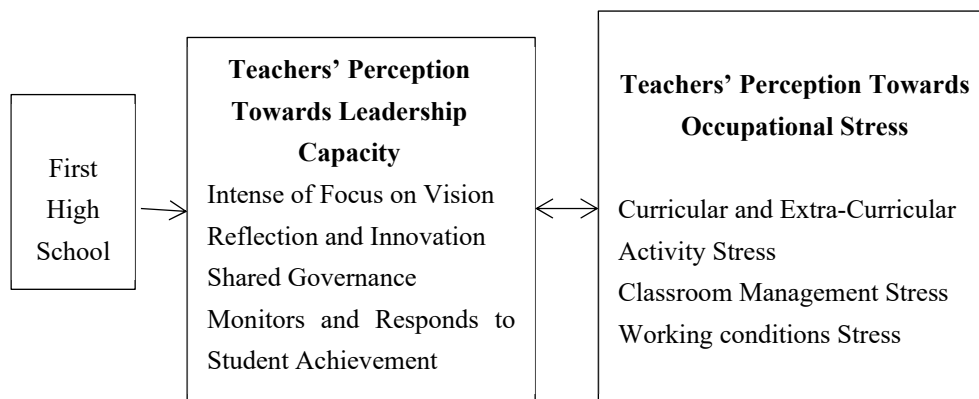
All in all, Based upon Lambert's (2003) high leadership capacity theory and Stress and Coping Theory Lazarus and Folkman (1984), this research aims to determine the relationship between teachers' perception of leadership capacity and occupational stress in First High School Yuxi, Yunnan Province, China.

Conceptual Framework

This study mainly aimed to determine the relationship between teachers' perception of leadership capacity and occupational stress in First High School of Yuxi, Yunnan Province, China. Figure 1 shows the conceptual framework

of this study. The first major variable from the left side is teachers' perception towards their leadership capacity, based on Lambert's (2003) High Leadership Capacity Theory, which includes four elements: an intense focus on vision, reflection, and innovation, shared governance, and monitors and responds to student achievement. The second major variable on the right side is teachers' perception of their occupational stress, based on the Stress and Coping Theory by Lazarus and Folkman (1984). It includes curricular and extra-curricular activity stress, classroom management stress, and working condition stress.

Figure 1. The Conceptual Framework of This Study



Research Instrument

This study aimed to determine the relationship between teachers' perception towards leadership capacity and occupational stress in First High School of Yuxi, Yunnan Province, China.

The research instrument in this study was a questionnaire, which was used to gather the needed information for this research. The researcher used descriptive statistics and correlation statistics to analyze this study's data. The research questionnaire included three parts: Part (I) contained the 104 full-time teachers' general information, including gender, age, and educational qualification. Part (II) of the questionnaire focused on teachers' leadership capacity, which is adopted from Pierce's (2007), which he had adapted and modified based on the Leadership Capacity School Survey by Lambert (2003). Part (III) of the questionnaire focused on teachers' occupational stress, which was adopted from Daniela (2014); it would be used for investigated teachers' occupational stress in First High School of Yuxi, Yunnan Province, China.

Population

This study used all of the 104 full-time teachers currently teaching at First High School of Yuxi in the academic year of 2020 (HR office Record of First High School of Yuxi, June 2020).

Findings

The findings of this study are based on the analysis of all valid data questionnaires.

Research Objective One

Table 1 lists the teachers' overall mean and standard deviation scores of teachers' perception towards leadership capacity in First High School of Yuxi. The overall mean scores were 4.26 on a scale of 3.51 - 4.50, which was interpreted as "high" according to data interpretation criteria. Among the four components of leadership capacity, the intense focus on the vision of teachers' leadership capacity got the highest mean score of 4.29, and the share governance got the lowest score of 4.23.

Table 1. *Summary of Means and Standard Deviations of Teachers' Perception Towards Their Leadership Capacity. (N = 97)*

Leadership Capacity	Mean	SD	Interpretation
1 Intense Focus on Vision	4.29	.737	High
2 Reflection and Innovation	4.25	.678	High
3 Share Governance	4.23	.688	High
4 Monitors and Responds to Students Achievement	4.28	.725	High
Total	4.26	.642	High

Research Objective Two

Table 2 lists the teachers' overall mean and standard deviation scores of teachers' perception toward occupational stress in First High School of Yuxi. According to data interpretation criteria, the overall mean score of 3.80, on a scale of 3.51 - 4.50, was interpreted as "High." Among the three components of occupational stress, classroom management stress got the highest mean score of 4.20, and working conditions stress was the lowest mean score of 2.60.

Table 2. *Summary of Means and Standard Deviations of Teachers' Perception Towards Their Occupational Stress. (N = 97)*

Occupational Stress		Mean	SD	Interpretation
1	Curriculum and Extra-Curriculum Activity Stress	3.91	.581	High
2	Classroom Management Stress	4.20	.658	High
3	Occupational Stress	Mean	SD	Interpretation
4	Working Conditions Stress	2.60	1.041	High
Total		3.80	.509	High

Research Objective Three

Table 21 shows the relationship between teachers' perception of teachers' leadership capacity and occupational stress in First High School of Yuxi. As a result of the finding, the result demonstrated that r was .584, and Sig. (2-tailed) was .000, which was smaller than .05, which meant a positive relationship between teachers' perception of teachers' leadership capacity and occupational stress. At the same time, because r was .584, in the range of .500~.700, there was a strong relationship between the two variables. So there was a significant relationship between teachers' perception towards teachers' leadership capacity and occupational stress in First High School of Yuxi, Yunnan province, China.

Table 3. *Pearson Correlation between the level of Teachers' Perception towards Leadership Capacity and Occupational Stress. (N = 97)*

Variables	Occupational Stress
Pearson Correlation	0.584**
Leadership Capacity Sig.(2-tailed)	0.000
N	97

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

Discussion

1. Teachers' perception towards their leadership capacity First High School of Yuxi

According to this study, teachers' perception of leadership capacity has a high mean total score. This shows that the First High School of Yuxi has a relatively good leadership capacity. In this situation, on the one hand, teachers' perception of intense focus on vision got the highest score; this could mean that in the selected school, the school leaders and administrators understand the importance of forming a common vision and value the sharing of the school vision with teachers. At the same time, the teachers also have a common goal for the development of the school. On the other hand, selected

school teachers' perception of share governance's lowest score could mean that school administrators and teachers did not pay as much attention to share governance as the other three aspects. The transformation of the role of teachers continues, and teachers' understanding of their new roles is not enough.

Lambert (2002) had mentioned that through sharing responsibilities and participating in decision-making, the old role of teachers is transformed into a new role, letting them know their role and the responsibilities they need to bear. Thus, teachers can cooperate meaningfully with others to build trust and transparency in the role. Fullan (2001) also argues that teachers who have a personal stake in an organization are more likely to commit to improving its performance; it can be seen that improving teachers' leadership capacity is crucial in the development of schools.

Chen (2008) mentioned the way to improve leadership capacity. Namely self-leadership and shared leadership. Self-leadership enhances self-leadership through correct self-influence, allowing employees to assume more responsibility and influence. The most critical step is to lead non-leadership members to develop their leadership skills. Realizing shared leadership by empowering different employees to lead can reduce the management stress of the leader and improve the enthusiasm and work efficiency of employees.

Greenlee (2004) researched building teacher leadership capacity through educational leadership programs. She insisted that teachers involved in educational leadership programs should have several leadership experiences such as legal issues, design, personnel management skills, fiscal, delivery and assessment of instruction, development of curricula, and contextual understanding of leadership and policy development.

2. Teachers' perception towards their occupational stress in First High School of Yuxi

Based on data analysis, the overall mean score of teachers' perceptions towards occupational stress has a high mean total score. The mean score showed that teachers have greater occupational stress in the school work area in the selected school. Regarding teachers' responses to the survey questions, teachers' classroom management stress was the highest. That could mean that teachers need to spend a lot of time and energy in classroom management; the school assessment of teachers' abilities puts great stress on teachers. Meanwhile, working conditions stress got the lowest score; this could mean that the selected school has sufficient basic teaching measures in teaching. It

can provide good teaching equipment and environment, the teachers also have a good working environment, so they do not feel stressed.

Previous researcher Daniela (2014) conducted thesis research on Teachers' Occupational Stress Questionnaire: Psychometric Properties. The study also confirms and supplements Shirom's (2010) findings on factors affecting teacher occupational stress; the research shows that teachers' occupational stress levels are still very high.

Narabal (2009) studied job-related stressors and employee cooperation as a case study of teachers at a private school in Phuket. His study focused on job-related stressors: work variance, role ambiguity, role conflict, work conditions, and cooperative culture. The result indicated that teachers' concern emphasized the essential attention issues of overtime work and too much workload to recent education reform and the necessity for school worth assurance, unsatisfied award and recognition system, individual conflict, which can affect teamwork.

3. The relationship between teachers' perception towards leadership capacity and occupational stress in First High School of Yuxi

The researcher used the Pearson Product Moment Correlation Coefficient to determine the relationship between teachers' perception towards leadership capacity and occupational stress. The research result showed a strong positive relationship between teachers' perception towards leadership capacity and occupational stress in First High School of Yuxi. Since the significance was .00, it was smaller than .05 (even .01). Thus, it was concluded that there was a significant relationship between the teachers' perception towards leadership capacity and their occupational stress in First High School of Yuxi. Moreover, because the Pearson Correlation r value was .584, which could be interpreted as a strong positive relationship between teachers' perception towards leadership capacity and their occupational stress in First High School of Yuxi.

Generally speaking, the higher a person's leadership capacity, the more responsibilities he bears greater stress. Kılınç (2015) studied the relationship between teacher leadership, teacher professionalism, and perceived stress. According to the results, teacher professionalism and perceived stress were two important variables predicting teacher leadership.

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