

**THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTION
TOWARDS THEIR LEADERSHIP CAPACITY AND THEIR
CLASSROOM MANAGEMENT STYLES IN THE SECOND
AFFILIATED MIDDLE SCHOOL OF YUNNAN NORMAL
UNIVERSITY, CHINA**

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Abstract: This study aimed to survey 80 full-time lecturers in selected schools for the 2020 school year (September to January). The main data collection tool is a questionnaire divided into three parts. The relationship between these two variables is analyzed using the mean and standard deviation. The research results show the summary of means and standard deviations of teachers' perception towards their leadership capacity. The total mean score was 2.86 in the range of 2.51-3.50 and is interpreted as Good enough. And the research results show that the total mean score of teachers' classroom management styles was 2.84, and it was in the range of 2.51-3.50. According to the criteria of the interpretation, teachers' perceptions of classroom management styles were Moderate. Pearson Product Moment Correlation Coefficient was applied to test in this study, Pearson correlation was -.152, and Sig was .001. This indicated that there was a weak negative relationship between teachers' perception towards leadership capacity and classroom management styles at Second Affiliated Middle School of Yunnan Normal University, China.

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

Introduction

With today's social conditions, to solve the general background problem of promoting compulsory education and vigorously encouraging education and teaching in private schools, Kunming City has gradually emerged with more private schools. With the rapid increase in private schools, the competition among private schools has become increasingly fierce, and their survival is

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facing challenges. Private schools have certain advantages in various ways. For example, the campus environment is better, and the admission conditions are simple. The school can arrange suitable classes according to the parents' requirements and provide more personalized services. However, under the current circumstances, the number of private schools is too many, and different schools are also facing difficulties in survival.

Schools need teachers with strong leadership skills to achieve sustainable development. Harris & Lambert (2003) pointed out that if the school has a principal and only a few teachers with leadership skills, the school church loses its goal.

School administrators believe that teachers can impact expanding the school's sustainable improvement if teachers can receive training or development to improve their leadership capacity (Song, 2011).

The teacher's classroom behavior is most important (Wang, 1993), also known as classroom management. Classroom management involves time, space, labor, activities, student relations, and student behavior. Teachers must carry out a lot of activities in the classroom. Teachers need to manage classroom space, maintain order and discipline in the class, observe students, and situations of students, promote and assist students in learning, deal with violations of discipline, and teach courses.

According to Li (2020), Classroom management refers to teachers' various activities and measures to effectively use time, create a good learning environment, and reduce bad behavior. In addition to the task of "teaching," teachers also have the job of "managing," which is to coordinate and control various teaching factors and their relationships to ensure all teaching activity in the classroom is done in a smooth and orderly way.

Many teachers, especially new teachers, often encounter difficulties in managing student behavior, maintaining classroom order, and unwelcome customer service; they may feel they need to be trained (Johansen, 2011). American educational psychologist A. Wollfork (1993) pointed out that to create a good learning environment and encourage students to learn effectively; the classroom needs to be divided into the following three specific goals: increase students' academic study time; increase opportunities for students to participate in learning activities; help students develop self-management capabilities.

According to Balay (2012), classroom management can be defined as the

management of class activities and the students for the students' benefit so that the learning process can be effective. Classroom management has become one of the most discussed topics in the educational field. An inefficient classroom management style also harms teachers' performance in other aspects such as lesson planning, classroom activities, and passing the knowledge to students.

Research Objective:

1. To identify teachers' perceptions towards their leadership capacity.
2. To identify the most frequently used classroom management styles of teachers.
3. To determine the relationship between teachers' perceptions towards their leadership capacity and their classroom management styles.

Literature Review:

Leadership Capacity

Leadership capacity is a special kind of interpersonal influence. Everyone in the organization will influence and accept the influence of others. Therefore, every employee has potential and realistic leadership. In an organization, leaders and members work together to promote the team toward the set goals, thus forming an organic system, which has the following elements: the personality characteristics and leadership skills of the leader, the subjective initiative of the employees, the leader's positive interaction with employees, the formulation and realization of organizational goals. Leaders with good skills can help make it possible for others to fit the actual change in their organizations or school to gain achievement. According to Harris & Lambert (2003), building leadership capacity should do the following: (1) Apparently. (2) Inquiry into practice. (3) Construct meaning and knowledge. (4) Frame action and develop implementation plans

Classroom Management

Classroom management refers to teachers' various activities and measures to effectively use time, create a good learning environment, and reduce harmful behaviors. In classroom teaching, apart from "teaching," teachers also have the task of "managing," which is to coordinate and control various teaching factors and their relationships to ensure all teaching activity in the classroom is completed in a smooth and orderly way. Santrock (1996, 1998) published the 'book Adolescence.' He summarized four classroom management methods. These classroom management styles were adaptations of parenting.

High Leadership Capacity

Lambert's book was published in 2003, in which four characteristics of high leadership skills were mentioned. These four characteristics can maintain and

achieve school improvement. They are essential for the sustainable development of the school.

Pierce classified Lambert's classification of teacher leadership into four categories. They are (1) intense focus on vision, (2) reflection and innovation, (3) shared governance, and (4) monitors and responding to students' achievements.

Previous Studies Related to Teachers' Leadership Capacity

According to Ke (2019), factors affecting teacher leadership. Most scholars focus on improving teachers' knowledge, knowledge structure, behavior ethics, and other teacher leadership research aspects. But with the advent of the current era of information explosion, on the one hand, new characteristics of the social environment have emerged. Students are exposed to a richer culture and have more self-thought and insight, challenging traditional teaching methods (Lu 2018). On the other hand, the current social positions put forward higher requirements for students' practical ability and professional skills. It requires teachers to improve their practical knowledge; simultaneously, it is necessary to break the routine, have more autonomy, and strengthen teamwork among teachers (Huang, 2012).

Classroom Management Styles

Santrock (1996, 1998) published the 'book Adolescence.' He summarized four classroom management methods. These classroom management styles were adaptations of parenting. The four classroom management styles were defined as follows: Authoritarian Teachers, Authoritative Teachers, Indifferent Teachers, and Laissez-Faire Teachers.

Classroom management in China

According to Guirong Yan and Beibei Li(2021), management strategies for classroom problem behaviors can be divided into three types. They are psychological counseling strategies, standardized behavior strategies, and reward strategies.

Previous Studies Related to Teachers' Classroom Management Styles

According to Xin Wang (2020), teacher authority in education management is reflected in classroom management to a large extent. Classroom management exists in the teaching system in the form of active and dynamic generative activities.

Classroom management mainly includes three aspects, i.e., time management, efficiency management, and emotional atmosphere management. There are

many problems in classroom management in college English teaching, which is disadvantageous to students' overall development. Therefore, teachers should improve the quality of classroom management in some ways. Firstly, teachers should improve their classroom guidance ability. Secondly, stimulate students' interest in learning. Thirdly, cultivate students' autonomous learning ability (Zhou, 2020).

Martin & Sugarman (1993) pointed out that classroom management is the practical activity teachers implement to create a positive classroom atmosphere, promoting teaching effectiveness.

Oliver and Reschly (2007) also proposed that concentrating on classroom organization and student behavior management is an essential forward-looking measure to help students who do not perform well. Teachers who teach in challenging schools should have some potential personality that will enable them to adapt to the school environment (Greenlee & Brown, 2009).

Background of the School

The Second Affiliated High School of Yunnan Normal University is a full-time complete middle school approved by the Kunming Education Bureau of Yunnan Province. The school has 80 full-time teachers and 1,200 students. Eighty full-time teachers participated in the survey of this research during the academic year 2020-2021.

Conceptual Framework

Figure 1.1 shows the conceptual framework of this study. The study has two main variables: teachers' leadership capacities and teachers' classroom management styles.

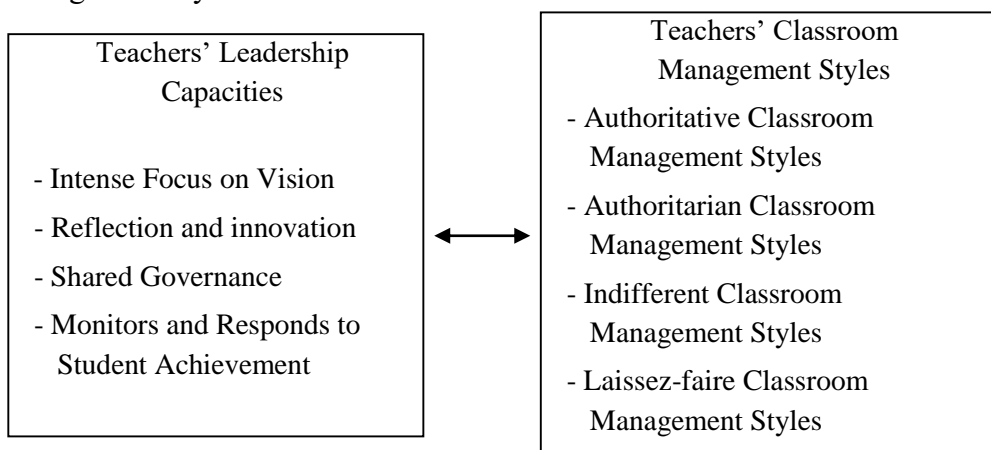


Figure 1.1 *The Conceptual Framework of this Study*

Research Instrument

The research instrument is a questionnaire comprising three parts to investigate the teachers' leadership capacity and classroom management styles at Second Affiliated Middle School of Yunnan Normal University, China. The three parts are:

Part (I): General information of the teacher's demographic variables such as gender, age, educational background, and teaching experience. Part (II): Teachers' leadership capacity was adopted from Pierce (2007), which was based on Lambert's (2003) Leadership Capacity School Survey (LCSS). Part (III) The Classroom Management Profile (Center for Adolescent Studies, the classroom management styles are adaptations of the parenting styles discussed in *Adolescence*, by John T. Santrock) to determine the presence of teachers' classroom management styles in this study. Responses were scored on a 5-point scale, ranging from 1 (strongly disagree) to 4 (strongly agree).

Population

The study's target population was the teachers of the Second Affiliated Middle School of Yunnan Normal University. This study used 80 full-time teachers as research participants.

Validity and Reliability

Validity and Reliability of the Instrument

In this study, the researcher's questionnaire includes three parts. Questionnaire

Part (I) Enquires about teachers' demographic information. Questionnaire Part (II) is Lambert's Leadership Capacity School Survey (2003). Part (III) is Classroom Management Profile (Center for Adolescent Studies, 1996).

Part (II) questionnaire, the validity of Lambert's Leadership Capacity School Survey (2003) was accepted as very high validity and reliable. It has been used many times by other researchers and Lambert herself to conduct school self-assessments. According to Pierce's recent research, the Leadership Capacity School Survey showed high reliability with an Alpha score of .94.

Part (III) is Classroom Management Profile; this questionnaire was created by the Center for Adolescents at Indiana University's Department of Special Education; the classroom management styles are adaptations of the parenting styles discussed in *Adolescence* by John T. Santrock. According to the previous research, the overall Cronbach Alpha Reliability Coefficients of this part questionnaire have been found as .87 (Metin, 2017)

Findings

Research Objective One

Research Objective One was to identify teachers' perceptions towards leadership capacity at the Second Affiliated Middle School of Yunnan Normal University, China.

To identify teachers' perception towards leadership capacity in Second Affiliated Middle School of Yunnan Normal University, China, the researcher utilized questionnaire part II with four components of the evaluation. The four components include Intense focus on the vision, Reflection and Innovation, Shared Governance, and Monitors and Response. For this objective, the researcher has utilized a total score of means and standard deviations of four components of teachers' perception towards leadership capacity in Second Affiliated Middle School of Yunnan Normal University, China.

Table 1. *Teachers' Perception towards Leadership Capacity in the area of Intense Focus on Vision (n=80)*

No	Items in survey	Construct 1: Intense focus on vision. In our school, we:	Mean	SD	Interpretation
1	5	Focus on student learning	4.31	.466	High
2	3	Think together about how to align our standards, instructions, assessments, and programs with our vision.	3.16	.786	Moderate
3	6	Use data/evidence to inform our decisions and teaching practices	2.61	.584	Moderate
4	4	Keep our vision alive by reviewing it regularly	2.54	.615	Moderate
5	2	Ask each other questions that keep us on track with our vision	2.44	.691	Low
6	1	Develop school jointly.	2.43	.671	Low
Total			2.91	.927	Moderate

Table 1 shows the total mean scores in the Intense Focus on Vision area by reversing the interpretations. Among the six questions, four questions are above the moderate level.

Table 2. *Teachers' Perception towards Leadership Capacity in the area of Reflection and Innovation (n=80)*

No	Items in Survey	Construct 2: Reflection and Innovation. In our school, we:	Mean	SD	Interpretation
7	10	Practice our own support and new ways of doing things.	3.43	.792	Moderate
8	7	Make time for ongoing reflection (peer coaching, Journaling, collaborative planning).	2.79	.791	Moderate
9	9	Have joined with networks of other schools and programs, both inside and outside the district, to secure feedback on our work.	2.71	.766	Moderate
10	11	Develop our own criteria for accountability regarding individual and shared work.	2.68	.776	Moderate
11	8	Encourage individual and group initiative by providing access to resources, personnel, and time.	2.14	.725	Low
Total			2.75	.869	Moderate

Based on Table 2, the total means showed the teachers' perception of reflection and innovation in the school was 2.75, regarded as Good enough. In this project, No.10, Practice our own support new ways of doing things got the highest score and got a score of 3.43. The lowest score is No. 8. Encourage individual and group initiative by providing access to resources, personnel, and time. It only got a score of 2.14, not reaching the moderate level.

Table 3. *Teachers' Perception towards Leadership Capacity in the area of Shared Governance (n=80)*

No	Items in Survey	Construct 3: Shared Governance. In our school, we:	Mean	SD	Interpretation
12	14	Have developed new ways to work together.	3.03	.981	Moderate
13	12	Have established representative	2.33	1.088	Low

No	Items in Survey	Construct 3: Shared Governance. In our school, we:	Mean	SD	Interpretation
14	13	governance groups. Seek to perform outside of traditional roles.	2.11	1.091	Low
Total			2.49	1.120	Low

Based on Table 3, the total means showed the teachers' perception of shared governance in the school was 2.49, regarded as Low. the highest score is 3.03, shown in No. 12. Have developed new ways to work together. The lowest mean score shown in Seek to perform outside of traditional roles was 2.11.

Table 4. *Teachers' Perception towards Leadership Capacity in the area of Monitors and Response to Student Achievement (n=80)*

No	Items in Survey	Construct 4: <i>Monitors and Responds to Student Achievement.</i> In our school, we:	Mean	SD	Interpretation
15	17	Talk with families about student performance and school programs.	3.81	.828	High
16	15	Teach and assess so that all children learn.	3.30	.906	Moderate
17	16	Provide feedback to children and families about student programs.	2.83	.911	Moderate
Total			3.31	.967	Moderate

Table 4 shows the total means scores for the teachers' perception on the component of monitors and responses to student achievement in the school, which was 3.31, regarded as Moderate.

Table 5. *Summary of Means and Standard Deviations of Teachers' Perception towards Their Leadership Capacity (n=80)*

Leadership Capacity	Mean	SD	Interpretation
Monitors and Response to Student Achievement	3.31	.967	Moderate

Leadership Capacity	Mean	SD	Interpretation
Intense Focus on Vision	2.91	.927	Moderate
Reflection and Innovation	2.75	.869	Moderate
Shared Governance	2.49	1.120	Low
Total	2.86	.988	Moderate

Table 5 shows the summary of means and standard deviations of teachers' perception towards their leadership capacity based on the four components at the Second Affiliated Middle School of Yunnan Normal University, China.

Research Objective Two

Research Objective Two was to identify the most used classroom management styles of teachers in the Second Affiliated Middle School of Yunnan Normal University, China.

Table 6. *Teachers' Perception towards Their Classroom Management Styles in the area of Authoritarian Style (n=80)*

No	Items in Survey	Authoritarian	Mean	SD	Interpretation
1	1	If a student is disruptive during class, I assign him/her to detention without further discussion.	3.80	1.141	High
2	3	The classroom must be quiet in order for students to learn.	3.41	1.052	Moderate
3	9	I will not accept excuses from a student who is tardy.	3.26	1.006	Moderate
Total			3.48	1.090	Moderate

Table 6 shows that the total mean score of teachers' perceptions towards classroom management styles in the area of Authoritarian Style was 3.48, in the range of 2.51-3.50. This was interpreted that teachers' perceptions towards Authoritarian Style were Moderate.

Table 7. *Teachers' Perception towards Their Classroom Management Styles in the area of Authoritative Style (n=80)*

No	Items in Survey	Authoritative	Mean	SD	Interpretation
4	4	I am concerned about both what my students learn and how they learn.	3.95	.899	High

No	Items in Survey	Authoritative	Mean	SD	Interpretation
5	8	I always try to explain the reasons behind my rules and decisions.	2.86	1.188	Moderate
6	11	My students understand that they can interrupt my lecture if they have a relevant question.	2.36	1.022	Low
Total			3.05	1.235	Moderate

Table 7 shows that the total mean score of teachers' perceptions towards classroom management styles in the area of Authoritative Style was 3.05, in the range of 2.51-3.50. This was interpreted that teachers' perceptions towards Authoritative Style were Moderate.

Table 8. *Teachers' Perception towards Their Classroom Management Styles in the area of Indifferent Style (n=80)*

No	Items in Survey	Indifferent	Mean	SD	Interpretation
7	2	I do not want to impose any rules on my students.	2.79	.822	Moderate
8	5	If a student turns in a late homework assignment, it is not my problem.	2.10	.936	Low
9	7	Class preparation is not worth the effort.	1.88	.753	Low
Total			2.25	.923	Low

Table 8 shows that the total mean score of teachers' perceptions towards classroom management styles in the area of Indifferent Style was 2.25, in the range of 1.51-2.50. This was interpreted that teachers' perceptions towards Indifferent Style were Low.

Table 9. *Teachers' Perception towards Their Classroom Management Styles in the area of Laissez-faire Style (n=80)*

No	Items in Survey	Laissez-faire	Mean	SD	Interpretation
10	6	I do not want to reprimand a student because it might hurt his/her feelings.	2.68	.868	Moderate

No	Items in Survey	Laissez-faire	Mean	SD	Interpretation
11	10	The emotional well-being of my students is more important than classroom control.	2.53	1.055	Moderate
12	12	If a student requests a hall pass, I always honor the request.	2.49	.857	Low
Total			2.56	.931	Moderate

Table 9 shows that the total mean score of teachers' perceptions towards classroom management styles in the area of Laissez-faire Style was 2.56, in the range of 2.51-3.50.

Table 10. *Summary of Means and Standard Deviations of Teachers' Perception towards Their Classroom Management Styles (n=80)*

Classroom Management Styles	Mean	SD	Interpretation
Authoritarian	3.48	1.090	Moderate
Authoritative	3.05	1.235	Moderate
Indifferent	2.25	.923	Low
Laissez-faire	2.56	.931	Moderate
Total	2.84	1.150	Moderate

The total mean score of teachers' classroom management styles was 2.84, and it was in the range of 2.51-3.50. According to the criteria of the interpretation, teachers' perceptions of classroom management styles were Moderate.

Research Objective Three

Research Objective Three was to determine if there is a relationship between teachers' perceptions towards leadership capacity and their classroom management styles at Second Affiliated Middle School of Yunnan Normal University, China.

The researcher used a statistical software program to analyze the data according to the selected variables. The Pearson Product Moment Correlation Coefficient was used to analyze the relationship between each of the variables from leadership capacity and classroom management styles at the selected school.

Table 11. *Pearson Correlation between Teachers' Perceptions towards Leadership Capacity and Classroom Management Styles. (n=80)*

	Teacher's Leadership Capacity		Conclusion
Teacher's perceptions towards Classroom Management	Pearson Correlation Coefficient	-.152**	There is no significant relationship
			Sig. (2-tailed)

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

Table 11 shows the relationship between teachers' perceptions towards leadership capacity and their classroom management styles. Since Pearson correlation r is $-.152$ and Sig is $.001$, which is smaller than $.05$. Pearson correlation r is $-.152$, which means that the correlation coefficient between teachers' perceptions of leadership capacity and their classroom management styles is -0.152 . It shows a significant level of 0.01 , which indicates that the relationship between teachers' perceptions towards leadership capacity and their classroom management styles has a significant negative correlation.

Discussion

The Shared Governance component showed the lowest mean score (2.11) on the item Seek to perform outside of traditional roles. This study reflects a new school management style, introducing different management methods and ideas to achieve campus management's advanced development. For schools, novel management models can bring reforms and better development to schools. Therefore, seeking to perform outside of traditional roles needs more attention and improvement in the future. In Shared Governance, the average score of Seek to perform outside of traditional roles is the lowest, which shows that teachers do not want outsiders to participate in campus management. Teachers may think that outsiders' administration cannot fit the school's specific academic conditions on time.

Based on Ma, Zhang & Yu (2018), introducing outsiders' participation in management and implementing school-enterprise cooperation will become a core element of professional degree postgraduate education. The effective involvement of outsiders can be achieved by improving students' perceived satisfaction in the learning process to promote training goals. Therefore, seeking to perform outside of traditional roles is a key element in achieving advanced management and leadership. However, among the four key aspects of leadership, Shared Governance scored low, especially Seek to perform outside of traditional roles got the lowest average score. These elements should be emphasized and improved to maintain teachers' leadership quality

and gradually improve their leadership ability.

Among the four components within the leadership competence scope, Monitors and Response to Student Achievement showed the highest average score (3.31). Among all the items in this section, the highest score of 3.81 was in Talk with families about student performance and school programs. It shows that teachers pay attention to analyzing and reporting children's school conditions and are more concerned with children's academic performance and whether parents participate in children's education. As Lambert (1998) pointed out, student performance is the most important part of the teaching process. It shows that the student's performance represents the teacher's level. The manifestation of student achievement is the performance of education success. Subsequently, the researchers found that the average score was low in some projects that should be positively reflected at work. Therefore, not all teachers recognize and understand certain leadership abilities. For example, they only get 2.43 points in the Develop school joint project. Most teachers are more willing to pay attention to academic performance. School teachers' shared vision is not how to develop the school but to focus their aspirations on improving students' academic performance. Schools should communicate regularly to determine the vision for a particular stage and supervise the implementation to achieve a specific goal. This effort requires intensive communication and the participation of various departments of the school.

Harris & Lambert (2003) argues that a 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 and shared values, and focus on what students learn and gain in the learning process (Lambert, 2002; Harris & Lambert, 2003).

As for the classroom management methods in this study, the teachers of the Second Affiliated Middle School of Yunnan Normal University mostly like to use Authoritarian Styles' classroom management methods and least agree with Indifferent Styles' classroom management methods. According to the research findings, the mean total score of teacher classroom management methods for target learning is 2.84, ranging from 2.51-3.50, which is interpreted as moderate.

The authoritarian teacher has firm control over the classroom. They require strict obedience to the rules and allow no disruption of teachers' presentations. Authoritarian teachers have absolute control over the class. They plan seats, arrange seats, and strictly control the time of students. They require students to abide by the rules strictly. Under such authoritarian control, the classroom

is very quiet, but as a result, students have no chance to learn from each other and ask questions. Authoritarian teachers believe that students only need to listen to their lessons. This Style may not be adequate for the students.

The noticeable feature of authoritarian teachers is to use extreme discipline and require students to obey. Although rigorous classroom discipline can ensure the smooth transfer of knowledge, it is easy for students to feel excessive pressure and urgency.

As Bosworth et al. (1996) described, the indifferent Style is less likely to monitor student behavior. Under this classroom management style, the classroom atmosphere is open, teachers have no control, and students' requirements are significantly less. Under such classroom management, teachers who use this Style will be loved by students, but it is difficult to create results. The indifferent management style cannot bring high academic achievement in the classroom.

Teachers must not only control the progress in the classroom. It is also necessary to let students experience teamwork spirit at the right time, increase students' desire to learn, and allow students to explore curriculum knowledge. Teachers, through enthusiasm, give students personal attention, let students participate in decision-making, and provide the group with a sense of purpose. Set up a stage for this collective spirit (Belvel, 2010). The authoritative style is the best way for students to learn and participate. Authoritative teachers control students while encouraging students to be independent.

In summary, it is not difficult to tell that the Authoritative Style is the best for student learning and involvement. In the school's educational management, the indifferent Style is the most inapplicable Style. The indifferent Style cannot control students, resulting in students not achieving success in academic performance. This is also in line with the 2.25 points shown in the survey results. The Authoritarian Style (3.48), which got the highest score in the survey results, is not very advocated. Excessive desire to control the classroom will lead to a decline in students' willingness to learn. Therefore, it shows that the target learning teacher's classroom management style needs to be changed to achieve the best management style and improve student performance.

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