



A Study of the Relationship Between Teachers' Leadership Capacity and Teachers' Decision-Making Styles in Gangbei Construction Primary School, Guigang, Guangxi Province, China

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Abstract

Keywords: Teacher, Teachers' leadership capacity, Teachers' decision-making styles. The study is carried out to explore the relationship between teachers' perceptions of their leadership capacity and their decision-making styles in Gangbei Construction Primary School. 112 full-time teachers from the academic year of 2021, Gangbei Construction Primary School are included in the survey. The analytical statistic was Mean and Standard Deviation and Pearson Product-moment coefficient. The result shows the main purpose of the study is to examine the relationship between teachers' leadership capacity and their decision-making styles. The study found that "teacher's leadership capacity" and teachers' decision-making styles" were significantly correlated, $r = .84$, sig. (2-tailed) was .000. The result shows that Pearson Correlation test indicated that there was a strong relationship between teachers' perceptions of their leadership capacity and their decision-making styles in the Gangbei Construction Primary School in Guigang, Guangxi Province, China.

JEL Classification Code: I21, I26, J81, L26.

1. Introduction

Buhalis (2000) pointed out that the improvement of educational level lays the very foundation of a country's social and economic development. The key to improving educational level relies on the improvement of school teaching level. The improvement of teacher leadership is a vital driving force for the enhancement of the teaching level. Therefore, the focus of improving a country's educational level should be the improvement of teachers' leadership, which can facilitate developing campuses with pluralistic features and cultivating students of all-round development.

Entering the 21st century, teachers are required to improve their knowledge, skills and capabilities related to teaching and learning. Leadership and teachers are the key to achieving educational goals because both help with improving the quality of teaching and learning. Only teachers with leadership skills and a comprehensive understanding of their professional abilities can achieve the teaching quality (Henrique & Ye, 2020).

For the past seven decades, China's basic education has kept abreast with time, condensed China's experience, voiced China's voice and contributed China's wisdom to education of humankind. However, there still exist inconsistency in local educational level and disequilibrium in teaching level. Teachers' teaching level

exerts a direct impact on the development level of China's basic education. Therefore, a team of high-quality teachers remains a problem to be solved. Harris & Lambert (2003) mentioned that to cultivate high-quality teachers that can satisfy the demand of modern education, teachers should improve their leadership, constantly improve their innovative awareness and ability, and strengthen the supervision of daily teaching activities. Therefore, teachers' confidence and leadership can be improved in practical manner. The sustainable development of basic education in China will be further promoted.

Sentočnik (2018) points out that decision-making style has externalities. For schools, the arbitrary decision-making style of school leaders will make teachers feel sensitive. For teachers, they tend to make consultative decisions and are more willing to share their own teaching experiences and teaching ideas with colleagues. Different decision-making methods will exert different impacts on students. Dictatorial decision-making style is not only conducive to the growth of students, but also guides students in a wrong way for that style tends to emphasize their own role, while ignoring the role of the team. The consultative decision-making style and group decision-making style are more conducive to build students' group consciousness and

team spirit and lay much more emphasis on the role of the group.

Vroom (2003), decision-making style, lays the basis of decision-making factors. Decision-making styles are based on personal characters, degrees, capabilities, and the living environment. Children growing up in teachers' family, often learn how to walk away, learn humility, and thus in many ways it is not easy to form extreme and autocratic negotiation decision making style. Meanwhile, professional ability also directly affects decision-making style. The stronger the professional ability is, the better they are at listening to experts' opinions. In a professional academic exchange meeting, professors often express themselves and communicate and collide with different opinions, which is conducive to forming new opinions and promoting the creation of new technologies.

Nowadays, teachers' leadership capacity and decision-making grow all the more important in the educational field. The school finds that the increase in the number of teachers recruited each year should raise the admission standards to improve the teaching quality of teachers and students' performance. Then teacher's leadership capacity and decision-making style may represent teacher's comprehensive ability, and teachers with good leadership and decision-making style will also better communicate with and solve problems between parents and the school, so the school will further investigate the impact of teachers' leadership capacity and decision-making style on the school.

1. 1 Research Questions

1.1.1 What is the teachers' perception of their leadership capacity in Gangbei Construction Primary School of Guigang city, China?

1.1.2 What are the decision-making styles of teachers in Gangbei Construction Primary School of Guigang city, China?

1.1.3 Is there any relationship between teachers' leadership capacity and their decision-making styles in Gangbei Construction Primary School of Guigang city, China?

1. 2 Research Objectives

Three objectives in this research:

1.2.1 To determine the teachers' perception of their leadership capacity in Gangbei Construction Primary School of Guigang city, China

1.2.2 To determine the decision-making styles of teachers in Gangbei Construction Primary School of Guigang city, China.

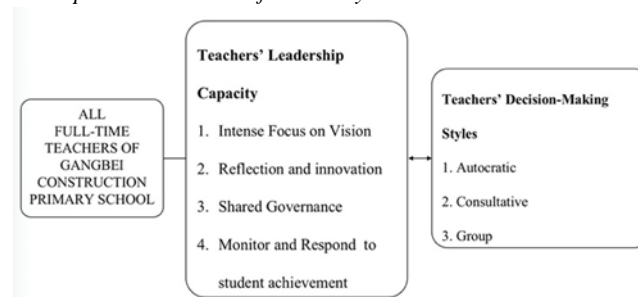
1.2.3 To determine the relationship between the teachers' leadership capacity and their decision-making styles in Gangbei Construction Primary School of Guigang city, China

1. 3 Conceptual Framework

Figure 1 below is the conceptual framework of this study, which explains two variables and the design of the study purposes.

Figure 1

Conceptual Framework of this Study



2. Literature Review

2. 1 High Leadership Capacity Theory

Amit et al., (2007) defined that high leadership capacity is a kind of ability to grasp the mission of an organization and mobilize people to go for this mission. High leadership capacity makes a team and has a strong combating effectiveness. High leadership consists of four components: (1) Intense focus on a shared vision; (2) Reflection and innovation; (3) Share Governance; (4) Monitor and Respond to student achievement. Lambert (1998) described that high leadership is a group of leaders or crowd of people who can establish high expectations or professional partnerships in their organizations. In terms of educational organizations, high leadership will lead the school's effective action under a shared vision, which will be reflected in the school management, teaching, learning process.

2. 2 High Leadership Capacity Theory of Teacher Professional Development

The high leadership theory of teachers' professional development is based on the theory of adult development and combines with other fields such as



psychology, education and so on. The high leadership theory of teacher professional development mainly focuses on the development law of teachers' entire careers. Different researchers have conducted a lot of research on leadership in different stages of teacher professional development.

Buhalis (2000) pointed out the development of teacher career as a cycle, starting with pre-service education, and ending with the establishment of ability growth, stability and stagnation, and career depression. Such a theoretical framework is relatively complete. Steffy (2001) also added a new career stage before the end of teachers' careers and believed that appropriate assistance and support for teachers who were in a low stage of development could enable teachers to embark on the path of high leadership in professional development.

2. 3 Theory of Decision-Making Styles

According to Scott and Bruce (1995), decision-making style is not a personality trait, but a learned and habitual response pattern those individuals tend to show in decision-making situations. Ding, Xu, Yang, Li & Heughten (2020) pointed out that decision-making style is a learned and usual response mode that a person shows in decision-making situations. Greenberg (2016) believes that decision-making style is a mixture of how a person recognizes and understands a situation and how he/she chooses to deal with a specific situation. The decision-making style with alternatives is chosen by the manager. The Vroom-Yetton decision-making style focuses on the environment and conditions for managers to cooperate with others in the decision-making process. Those who try to implement the decision-making process should mainly understand the availability of information and the structure of the problem, the follower's strict acceptance of the decision and the time for the final decision. According to Vroom, Yetton cited by Russel (2018), five decision-making styles are proposed, namely Vroom Yetton's decision-making model, which calls on all teachers to participate in the school-level decision-making process. The following describes these five decision-making methods in the order of unilateral to shared.

The researcher reviewed theories about leadership capacity, there are three viewpoints: leadership capacity is an ability; leadership capacity is the influence; leadership capacity is a combination of strengths. There are essential differences between leadership capacity and leader. Building leadership capacity and improving the leadership skills of teachers and administrators can lead to improved

school sustainability and improved student achievement. Leadership capacity is a vital part of a leader, which refers to the leader's ability to guide and lead to achieve goals under certain circumstances. The difference between the two is that leadership capacity covers activities and knowledge in various aspects such as leadership process, leadership behavior and leadership ability, while leadership capacity focuses on the ability, mainly considering the leader's ability and its ability structure.

On the other hand, a review of the importance of decision-making styles also suggests that different individuals have preferred styles. Some individuals prefer a dictatorial decision-making style, preferring to act on their own terms. Some individuals prefer team decision-making and make decisions based on the opinions of others.

3. Materials and Methods

The research aimed to explore the relationship between teachers' leadership capacities and their different decision-making styles in the Gangbei Construction Primary School in Guangxi Province, China. The investigator would use two variables to design a quantitative relationship study, using descriptive statistics and a correlation method to explore the research objectives.

3. 1 Research Instrument

A questionnaire was used to survey the teacher's leadership capacity and their decision-making styles. The research questionnaire included three parts as follow:

Part (I) Demographics factors, including gender, age, education background, and working experience.

Part (II) is teachers' leadership capacity; the researcher focused the investigation on four components with 5 Likert scales for 17 items of questionnaires.

Part (III) concerns three difference decision-making styles which comprise of autocratic decision-making style; consultative decision-making style; group decision-making style with Five-point Likert Scale 16 items of questionnaires

3. 2 Population

All the full-time teachers are included into the selected school in the academic year of 2021. According to the record of Human Resource Department, there were 112 teachers working in the school, as a result, the 112 full-time teachers were invited to take part in this study.

The teachers were required to answer the questions according to their preferences and perceptions of their leadership capacity and decision-making styles and refer to



Five-points Likert Scale interpretation criteria as showed in table 1 below.

Table 1
Five Point of Likert Scale Interpretation

Agreement Level	Score	Scale	Interpretation
Strongly agree	5	4.51-5.00	High
agree	4	3.51-4.50	Very high
Undecided/Not Sure	3	2.51-3.50	Neutral
disagree	2	1.51-2.50	Low
Strongly disagree	1	1.00-1.50	Very low

4. Findings

Research Objective One

The research objective one of this study was to determine the teachers' perceptions of their leadership capacity in Gangbei Construction Primary School in Guigang city, Guangxi province, China.

Table 2 shows the mean and standard deviation of the intense focused vision of teachers' leadership capacity to determine the leadership capacity of teachers in Gangbei Construction Primary School. As can be seen from Table 1, the total mean value shows that teachers' perception of school is 3.24, which is regarded as "neutral". The highest average score of 3.51 for all projects in this component was "intense focus on vision"; The lowest average score was 3.07 in the "share governance", but the average score for this component was between 2.51 and 3.50, which was also considered "Neutral".

Table 2
Summary of Means and Standard Deviations of Teachers' Perception towards Their Leadership Capacity (n=112).

Leadership Capacity	Mean	SD	Interpretation
Intense Focus on Vision	3.51	.60	High
Reflection and Innovation	3.26	.73	Neutral
Share Governance	3.07	.76	Neutral
Monitors and Responds to Achievement	3.14	.80	Neutral
Total	3.23	.60	Neutral

Research Objective Two

The objective two of this study was to determine the teachers' perceptions towards their decision-making styles in Gangbei Construction Primary School.

Table 3 shows the summary of the mean and standard deviation scores of the four constructs of high leadership capacity. Those mean and standard deviation scores were the results of the statistical analysis on data collected from teachers at Gangbei Construction Primary School regarding Teachers' Perceptions of their Decision-Making Styles. As can be seen from the statistical results in the table, the mean score of 3.60 was for Group decision-making styles which got the high level and that teachers are more inclined to group decision-making. since it was in the scale range of 3.51-4.50. Consultative decision-making styles got an average score of 3.42, followed by group decision-making styles, which was also in the range of 2.51-3.50. Autocratic decision-making styles got the lowest mean score among the three decision-making styles at 3.30, which was in the scale range of 2.51-3.50. In conclusion, it is proves that the teachers' perception of their decision-making styles at Gangbei Construction Primary School was identified as "Neutral".

Table 3
Summary of Means and Standard Deviations of Teachers' Perception towards Their Decision-Making Styles (n=112).

Decision-making styles	Mean	SD	Interpretation
Group Decision-Making styles	3.60	.80	High
Consultative Decision-Making styles	3.42	.72	Neutral
Autocratic Decision-Making styles	3.30	.80	Neutral
Total	3.44	.63	Neutral

Research Objective Three

The objective three of the research study was to identify the relationship between teachers' leadership capacity and decision-making styles in Gangbei Construction Primary School.

Table 4 shows the analysis of the relationship between teachers' leadership capacity and decision-making styles. The result showed that the value of Pearson correlation (r) was 0.84 and sig. (2-tailed) was .000. Since the Sig. (2-tailed) was smaller than .05 (even .01), indicates there was a significant correlation between teachers' perception of leadership and decision-making style, and the



positive correlation indicates that the improvement of leading teachers' ability may contribute to the improvement of their decision-making ability. To sum up, there was a strong relationship between teacher's leadership capacity and their decision-making style in Gangbei Construction Primary School, Guigang, Guangxi province, China.

Table 4

Pearson Correlation Between the Teachers' Perceptions towards Their Leadership Capacity and their Decision-Making Styles (n=112).

		Decision-Making styles	Conclusion
Leadership Capacity Variables	Pearson Correlation Coefficient	.84**	There was a significant relationship
	Sig. (2-tailed)	.000	

5. Discussion

The statistical analysis of the responses of teachers to the survey questionnaire showed that the total mean score of teachers' leadership capacity was at 3.23. Based on the interpretation criteria, the mean score between 2.51-3.50 was to be interpreted as. Therefore, the primary school teachers' leadership capacity is Neutral, which reflects that teacher require to improve their own leadership capacity, Therefore, schools do need to adopt different measures to improve teachers' leadership capacity. Teachers have certain recognition of their leadership skills, and principals are very important to develop and build strong leadership skills. Teacher leadership is based on cooperation, motivation, principal authorization, and administrative behavior. At this point, collaboration is a key function for leaders to share the school's vision and mission.

On the other hand, the study showed that the total mean score of the decision-making styles of teachers at Gangbei Construction Primary School was 3.44. According to the interpretation character, this mean score was regarded as Neutral. So, it was interpreted that the decision-making styles of teachers at Gangbei Construction Primary School was Neutral.

The teachers' leadership capacity in Gangbei Construction Primary School which indicated that intense focus on vision, teachers in this school have a strong desire for leadership. Therefore, school leaders really need to improve the leadership of teachers through different methods. In schools, for example, it's not just principals and leaders who can lead; The principal should develop the

leadership of the teachers. At the same time, teachers can also play the role of leadership, which depends on their desire for leadership and their own ability.

Because the study is focused on decision-making style of teachers from public primary school, the data showed that teachers preferred group decision-making styles. Dennis (2012) conducted a comparative study of the perception of decision-making styles between teachers in private and public universities. In the study, Dennis (2012) also practices three different styles towards teachers and principals, while the group decision-making style received more attention. autocratic decision-making and consultative decision-making style had a significant relationship. However, Dennis (2012) concluded that there was no significant difference in decision-making styles between the two universities. Dan and Ye (2020) shows that there was a significant relationship between teachers' perception towards school climate and their decision-making styles at the selected primary school. The target school teachers like and use the group decision-making style the most, while the authoritarian style is the least. According to her findings, for school teachers, they are not only the managers and decision makers in their own classrooms, but also the participants in the entire school teaching system. Therefore, the individual teaching ability and decision-making styles affect the process and quality of school education. And for that, teachers' perception of different decision-making styles is not only significantly related to leadership capacity, but also significantly from school climate.

Basie (2009) study found that there are some key elements that can improve the comprehensive competitiveness of the school, the level of the school teaching at the same time, accompanied by improvements of school popularity. More and more students want to enter school, good teachers also hope to improve the quality of school teaching, which can be formed through leadership capacity and decision-making style, good tradition, the understanding of the sustainable development and improvement of the school in the future, and finally to promote the improvement of teachers' teaching and the growth of students.

Research also proves that the close positive correlation between teachers' perceptions of their leadership capacity and their decision-making styles in schools, the study hopes to establish a connection between teachers and administrators and contributes to sustainable development. At the same time, this study also found that most teachers



use group decision-making styles, many of which are democratic decision-making styles, and only a few are authoritarian decision-making styles. In fact, teachers who tend to use mild decision-making styles are more likely to make fair decisions before making decisions in the team.

6. Conclusion

According to the data interpretation criteria, there is a strong need for teachers from Gangbei Construction Primary School to improve their leadership capacity. From the highest to the lowest mean scores, these four components were listed as below: (1) Monitors and Responds to Achievement 3.14, (2) Share Governance 3.07, (3) Reflection and Innovation 3.26, (4) Intense Focus on Vision 3.51. However, among the four components of leadership variables, Intense Focus on Vision scored the highest, and in the score Interpretation, “high” was obtained. on the other hand, share governance got the “lowest”, More attention should be given to share governance cultivation in the cultivation of teacher leadership in the future.

According to the data results, teachers' perception of their decision-making styles at the targeted school were regarded as moderate. In the three different decision-making styles, the average score from high to low is group decision-making Styles (3.60), consultative decision-making styles (3.42), autocratic decision-making styles (3.30). The autocratic decision-making styles was the least preferred and used.

The researcher recommended that all teachers in this school enhance their leadership capacity and choose their own preferred decision-making styles as well as concentrate on working with peers and groups in the school. They should give them more help and allow them to learn effectively and pay more attention to students' achievements. It is also recommended that teachers who maintain an open attitude, are good at listening, accepting, and sharing ideas with others, as this will also help them improve their leadership capacity.

Future researchers should use quantitative and qualitative approach to study teachers' perceptions of leadership and decision-making styles. Hybrid methods can enable teachers to have a deeper understanding on their leadership, leadership capacity and decision-making styles. In addition, the study could also help future researchers provide opinions and encourage them to conduct similar studies at other schools or in different countries Finally, other relevant variables also can be selected from the influencing factors of leadership and risk decision-making

to explore the influence of this factor on leadership and risk of decision-making.

7. References

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