A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' LEADERSHIP CAPACITY AND THEIR DECISION-MAKING STYLES IN A SECONDARY VOCATIONAL SCHOOL IN CHANGSHA, CHINA

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A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Educational Administration Graduate School of Human Sciences ASSUMPTION UNIVERSITY OF THAILAND

2018
Thesis Title: A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS’ LEADERSHIP CAPACITY AND THEIR DECISION-MAKING STYLES IN A SECONDARY VOCATIONAL SCHOOL IN CHANGSHA, CHINA

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ABSTRACT

I.D. No.: 6019531

Key Words: TEACHER, RELATIONSHIP, LEADERSHIP CAPACITY, DECISION-MAKING STYLES

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The main purpose of this study was to determine the relationships between teachers’ perception towards leadership capacity and their decision-making styles in a secondary vocational school in Changsha during the academic year 2018-2019. A total of 95 teachers from a secondary vocational school in Changsha were surveyed in this study. The main source of the data was questionnaire that investigated teacher’s perception towards their leadership capacities and their decision-making styles. The collected data were analyzed by using the descriptive statistics and Pearson Product Moment Correlation. The study found that teachers’ leadership capacities from secondary vocational school were perceived as needed in this school, and there was a relationship between teachers' perceived leadership capacities and their decision-making styles. To become a more effective school, administrators and teachers from this schools were recommended to innovate, develop their leadership capacity, and create more opportunity to all teachers for sharing ideas, to keep control teachers’ stability and other uncompleted situations. Future research can be mixed qualitative method, the teacher interview, to understand the teacher's true view of the school. The study identified teachers from different leadership capacity who had different
decision-making styles, and the results were not yet found internationally. The future researcher can conduct the similar research in other organizations and countries, to see if there are other relationships existing between teachers’ leadership capacity and school management.
ACKNOWLEDGEMENTS

My deepest gratitude goes first and foremost to Asst. Prof. Dr. Yan Ye, my academic advisor, for her constant encouragement and guidance. She has walked me through all the stages of the writing of this thesis, without her consistent and illuminating instruction, this thesis could not have reached, its present form.

Second, I would like to express my heartfelt gratitude to Asst. Prof. Dr. Watana Vinitwatanakhun, who led me into the world of administration, she made me understand what a good leader is. She always gives us help. I still remember what she said to me in the classroom: "you see, you can do it." This sentence made me start trying to answer the question in the classroom. What's more, I would like to show my deepest gratitude to Asst. Prof. Dr. Poonpilas Asavisana and Asst. Prof. Dr. Wichuda Kijtorntham a respectable, responsible and resourceful scholar, who has provided me with valuable guidance of the writing of this thesis.

Finally, I am greatly indebted to the professors and instructor at the graduate school of human sciences: Asst. Prof. Dr. Kanog-on Rungrojngarmcharoen, Asst. Prof. Dr. Orlando Rafael Gonzalez, Dr. Jerome Banks, and Dr. M.D. Ziaul Abedin Forhad, who have instructed and helped me a lot in the past two year. I would like to give thanks to my beloved family for their loving considerations and great confidence in me all through these years. I owe my sincere gratitude to my friends and my fellow classmates who gave me their help and time in listening to me and helping me work out my problems during the difficult course of the thesis.

Ailan Yuan
2018
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CHAPTER I

INTRODUCTION

This chapter includes the background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scope and limitation of the study, definition of terms and significance of the study.

Background of the Study

Since the National Open Reform Education Policy in 1997, the number of private secondary vocational schools has been increasing as Li (2010) reported. Nowadays, many of these private secondary vocational schools faced the pressure of survival, and the pressure to recruit students. The problem was also happened in secondary vocational school in Changsha, China, the researcher had interviewed the school leadership team about their concerns and challenges in running the schools before the start of this research. Due to the short time of the founding of the school, the school team reflected that they could like to know more about the teacher's leadership capacity and their decision-making style, as no previous studies had been conducted there before. The school team believed that the teachers' leadership capacity could directly affect the students' learning achievements and the enthusiasm of students' learning, and the students' recruitments. Since most parents concerned about their children's achievement a lot, to some degree, the teachers' capacity was a significant factor for parents to consider when choosing a school for their children.

Harris & Lambert (2003) mentioned that the school would lose the school goal and objects if only depending on one leader (the principal), a few teachers or only some
people in school. Lambert also pointed out that if schools want to be developed or sustained, every person or teacher should be a leader and involve in school functions to develop a strong capacity for working at that school.

Leadership capacity is not a position, nor is it a privileged patent owned by a few people. It is a kind of special interpersonal influence. Everyone in real life will influence others and accept others' influence. Therefore, everyone has influence, and every person has potential and realistic leadership capacity. Then the general trend of leadership capacity in the 21st century is to change from heroism to civilian leadership capacity. At present, under the guidance of the scientific concept of development, China’s education reform and development has entered a new historical period that focuses on promoting education equity and improving the quality of education. In this historical period, school education has become more diverse, complex, and creative, and the professional requirements for teachers have become higher and higher. Teachers' role in promoting school improvement, change, and development has also become more prominent. Therefore, it is necessary to increase the leadership of each teacher as Li (2010) pointed.

Lunenburg & Ornstein (2005) explained that the effective administrator has an extraordinary insight to critically analyze the problem and implements the eligible decision to meet the demand of the situation. To carry out the excellent decision for all organization, the administrators must have the sense of understanding about management, the nature of changing environment and strategies of manipulating the complex situation. Hanson (2003) commented that the major factor to realize management behavior is to realize the complex situations administrators must confront. Furthermore, whether being good or bad school administrators are usually evaluated on the results of their decision, the quality of the decision is one of the criterions in judging administrators’ effectiveness. In a nutshell, possessing the caliber to instantly and shrewdly respond in the given situation is also one of
the most crucial characters of an effective administrator. Administrators are in the circle of frustration and despair if they do not have the proper ability of leadership to tackle the complicated situation of the specific problem (Hanson, 2003).

The effectiveness of decision, according to Hoy & Miskel (1991), is determined by both the quality of the decision and the acceptance and commitment of subordinates to implement the decision. To put it simply, decision-making is about making decisions and taking ideas. Professional decision-making ability, as a high-level and stable decision-making level that teachers display in professional work, is a combination of teachers' knowledge, experience and beliefs to form professional judgment, choice and decision. By clarifying the basic connotation of teachers' professional decision-making ability, understanding their important values and actively exploring the effective path of their development can we promote and realize the professional growth of teachers in the true sense. Decision making style is frequently regarded as equivalent with leadership style, and leadership style classifications are reflected on the decision-making processes.

Statement of the Problem

In recent years, teacher leadership capacity has become a popular issue in the study of school management in Western countries. This issue was also attracted the attention of scholars in China recently. Researchers start to focus on how to achieve teacher leadership capacity in the context of China's education in the recent decade, and they believed that teachers or leaders need to be responsible to the routine of school, they need to attend the school activities actively and need to be a sympathetic expert in what they are involve in (Song, 2011). Due to the short time of the founding of the school, the school team reflected that they could like to know more about the teacher's leadership capacity and their decision-making style, as no previous studies had been conducted there before. The school team
believed that the teachers' leadership capacity could directly affect the students' learning achievements and the enthusiasm of students' learning, and the students' recruitments. Since most parents concerned about their children's achievement a lot, to some degree, the teachers' capacity was a significant factor for parents to consider when choosing a school for their children.

From the interview, the school leadership team also mentioned that they believed that any teaching behavior is the result of a decision. Therefore, the differences in teacher teaching decision styles may result in the different teaching behaviors, thus, different teachers in the same class may have different teaching effects. The school leaders were also interested to understand if there was a relationship between teacher's teaching decision-making and the teacher's leadership capacity.

In the interview, the school leadership team also mentioned that they believed that any teaching behavior was the result of decision-making. Therefore, the differences of teachers' decision-making styles may lead to different teaching behaviors, so different teachers in the same class may have different teaching effects. School leaders are also interested in understanding whether there is a correlation between teachers' teaching decisions and their leadership.

In order to consider all the above problems and get the support of school leaders, the researchers decided to conduct a study to test the relationship between teachers' leadership capacity and decision-making style in Changsha secondary vocational school in China. Researchers hope to investigate teachers' leadership capacity and decision-making styles. These findings can help school leadership teams recognize the importance of teachers' leadership and decision-making styles in future work.
**Research Questions**

This research was designed to study the following questions:

1. What is the teachers’ perception towards their leadership capacity in a secondary vocational school in Changsha, Hunan Province, China?

2. What are the decision-making styles of teachers in a secondary vocational school in Changsha, Hunan Province, China?

3. Is there any relationship between teachers’ leadership capacity and their decision-making styles in a secondary vocational school in Changsha, Hunan Province, China?

**Research Objectives**

Accordingly, the research had the following objectives:

1. To determine the teachers’ perception towards their leadership capacity in a secondary vocational school in Changsha, China.

2. To identify the decision-making styles of teachers in a secondary vocational school in Changsha, China.

3. To determine the relationship between the teachers’ leadership capacity and their decision-making styles in a secondary vocational school in Changsha, China.

**Research Hypothesis**

There is a significant relationship between teachers’ leadership capacity and their decision-making styles in a secondary vocational school in Changsha, China.
Theoretical Framework

The theoretical framework designed for this study was mainly based on Lambert’s (2003) High leadership Capacity Theory including intense focus on vision, reflection and innovation, shared governance, and monitoring and responding to student achievement; and Vroom and Yetton’s (1973) theory of decision-making styles including autocratic decision-making style, consultative decision-making style and group decision-making style.


In Lambert’s (2003) High leadership Capacity Theory, high leadership capacity is composed of four necessary elements required for continuous school improvement. They are;

(1) Intense Focus on Vision

Intense focus on vision, it needs to improve teachers’ abilities and make school more effective with high leadership capacity. Every teacher involved in leadership should engage with other teachers in 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

Reflection and innovation to make schools achieve with high leadership capacity. It is important for all members to ensure that everybody is in the cycle of inquiry and involved in the reflective process. Everyone has the potential and right to work as a leader. Leading is skilled and complicated work that can be learned by every member of the school community. Democracy clearly defines the rights of individuals to actively participate in the
decisions that affect their lives. Moreover, every teacher or member should be involved in collaborative innovation.

(3) Shared Governance

Shared governance is about participation and integrated innovation in to the process of decision making. Teachers and all academic members should develop their relationships to find new strategies and new opportunities for improving the school.

(4) Monitoring and Responding

Monitoring and responding to student achievement. Student achievement is the most measurable aspect of school improvement and school sustainability. To help achieve the mission of the school, every teacher should be good at lesson planning, teaching, coaching, and assessing. Then all teachers and members should provide and receive both positive and negative feedback to and from teacher/coaches and to from students’ parents, thus the school is continually improving in a sustainable way.

2. Vroom and Yetton’s (1973) Theory of Decision-Making Styles

(1) Autocratic I & II Decision-making Styles

This kind of decision-making style involves two components, namely autocratic I and autocratic II. Autocratic I decision making style involves the decision-maker solving the problem by using the information he/she already possesses. In Autocratic II decision making style, the decision-maker usually collects specific information from his/her team, then makes a final decision based on the specific information he/she has received. They do not tell the team or other people involved that their input is to be used to make the decision (Vroom and Yetton’s 1973).

(2) Consultative I & II Decision-Making Styles
This kind of decision-making style involves two components, namely consultative I and consultative II. Consultative I; the decision-maker shares and explains his/her ideas to the team to collect some different ideas, suggestions from them and then makes a decision. Consultative II; this decision-maker believes that he/she is the one who is responsible for decision-making. This style involves asking for suggestions or ideas from a team but the decision is the decision-maker’s sole responsibility (Vroom and Yetton, 1973).

(3) Group Decision-making Style

Vroom and Yetton’s (1973) stated that this kind of decision maker always shares his/her ideas, asks for suggestions and brainstorms together in a group to find a solution to the problem. He/she brings the problem or cause to their team and discusses different ideas or suggestions to make a decision. The decision-maker believes that his/her role is to facilitate and guide the team to reach their goals and make final decisions together. The final decision will be the result of everyone agreeing and being satisfied with the decision.

In conclusion, based upon Lambert’s (2003) high leadership capacity theory and Vroom and Yetton’s (1973) theory, this research was explored to determine the relationship between teachers’ leadership capacity and decision-making styles in the secondary vocational school in Changsha, China.

Conceptual Framework

As the theoretical framework has set up, this researcher used Lambert's high leadership capacity theory, which includes intense focus on vision, reflection and innovation, shared governance, and monitoring and responding to student achievement to investigate; and Vroom and Yetton’s (1973) decision-making style models (Autocratic, Consultative and Group), to investigate the relationship between teachers’ leadership capacity and their
decision-making style in a secondary vocational school in Changsha, China. Figure 1 below presents the details of conceptual framework for this study.

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Figure 1. Conceptual Framework of This Study

Scope of the Study

This study was conducted during August-December of year 2018, according to the school calendar at a secondary vocational school in Changsha, Hunan province, China.

Some limitations may exist still in this study, since this study used only teachers of secondary vocational school as the respondents, and conducted only in the specific time frame in the academic year of 2018. The study surveyed all the teachers in a quantitative way, while didn’t interview them due to the limited time. The study investigated the teachers’ leadership capacity based on Lambert's High Leadership Capacity Theory, which includes intense focus on vision, reflection and innovation, shared governance, and monitoring and responding to student achievement to investigate; meanwhile, their decision-making styles were limited only on autocratic style, consultative style, and group style for this study. Besides, the study used the 95 full-time teachers only, part-time teachers and other staff were not counted as the participants for this study.
Definitions of Terms

The following terms are defined for better understanding of the research:

Teachers refer to the full-time teachers teaching in this school in China, during the Academic Year of 2018.

Leadership Capacity refers to the perception of teachers on their strengths, their skills and their abilities as teacher in this school in China, to take effective action and leading roles in the development of their school, which includes the following four key components (Part II of the questionnaire was designed to assess the teacher’ perception towards their leadership capacity in the school.)

- **Intense focus on vision** refers to a dream, desired state, purpose, inspiration, or destiny. The intension of teachers in this school in China, is to share and coordinate their actions in school. Intense focus on vision will be measured by questionnaire items 1, 2, 3, 4, 5, and 6.

- **Reflection and innovation** refer to the conversations and dialogue between teachers from this school in China, engaged in to perform the business of the school. Question items 7, 8, 9, 10, and 11 will be used to measure reflection and innovation of high leadership capacity.

- **Shared governance** refers to the collaboration, position, authority, or responsibility shared in this school in China. It will be measured by question items 12, 13, and 14.

- **Monitors and responds to student achievements** refer to teachers’ performance and students’ achievement in this school in China. Monitors and responds to student achievements will be measured by question items 15, 16, and 17.
**Decision-making style** refers to teachers’ perception towards the different decision-making styles of teachers in this school in China, including the three styles of decision-making models in this study. Part III of questionnaire evaluated the decision-making styles of teachers in this school.

- **Autocratic style** refers to the decision makers who are responsible for his/her employees. This kind of decision-maker makes decision based on Information they already possess and the decision will be made on his/her own. Part III of the questionnaire, questions no. 1, 8, 11, and 12 determined this style.

- **Consultative style** refers to decision makers who consult their teams and followers about the problem and sometimes they consult individually. They make the final decision. Part III of questionnaire, questions no. 2, 5, 6 and 9 determined this style.

- **Group style** refers to decision makers who always consult their team and followers about the problem and share different ideas to reach an agreement on the final decision/solution. Part III of the questionnaire, questions no. 3, 4, 7 and 10 determined this style.

**Secondary Vocational School** is the school equivalent to the ordinary high school in China’s education system, it pays more attention to the training of professional skills. After graduation, it has generally mastered the corresponding professional skills and can be qualified for a certain occupation. However, the ordinary high school focuses on the basic knowledge, and generally participates in the college entrance examination after graduation, in preparation for entering the university.

**A Secondary Vocational School in Changsha City** refers to the selected full-time general secondary vocational school approved by the Ministry of Education, in Changsha city, Hunan Province, China.
Significance of the Study

The study could be beneficial to the graduate students, local teachers, school administrators, and future researchers in different ways, as the following parts depicted.

Firstly, this study could be useful for the local school teachers. Each teacher got the opportunity to self-evaluate his or her performance, which help them recognize their own leadership capacity and decision-making style. Meanwhile, the school teachers could also get some ideas as regrade to improve their decision-making styles and leadership capacity based on the requirements of the school.

Then, this research could be beneficial for the school leaders and administrators, since the school was planning to know and promote teachers’ leadership capacity. the findings from this study could help investigate teacher’s perception on their role of leadership capacity as well as their decision-making styles, for the better development of school management in the future.

Lastly, this study could help the future researchers in the same educational administration and leadership field, at last it could provide them with some information or ideas, to help them to conduct more research in other organizations or other countries.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of the research literature on leadership capacity and decision-making style will be presented in this chapter follows:

- Leadership Capacity
- High Leadership Capacity Theory
- Teachers’ Leadership Capacity (Intense focus on vision, Reflection and innovation, Shared governance, Monitors and responds to student achievement)
- Previous Studies on Teacher Leadership Capacity
- Decision Making
- Theory of Decision-Making Styles (Autocratic decision-making style, Consultative decision-making style and Group decision-making style)
- Previous Studies on Teacher Decision-Making
- Background of the School
- Summary of Literature Review

Leadership Capacity

Leadership capacity is a wide, broad term which has been used for decades. It is one of the more popular term for the 21st century description of leaders’ role. To build leadership capacity, people must develop a good ability of learning and master the crucial skills. Leaders with good learning abilities can keep on innovating and promoting themselves. Leaders with good skills can build a good team to fit real change in their organization
schools, they also can make tackling the unavoidable conflicts that cause from inside and outside in many conditions. Leadership is a process that affects others to do things that they may not do. The essence of leadership is an influence, a charisma, based on their own professional knowledge and personal charisma, affecting and influencing others, so that they can follow their own decisions rather than simply to implement their own decisions (Harris & Lambert 2003).

Moreover, discussions about leadership capacity are closely related to the construction and management of sustainable organizations. Leadership capacity is the one criterion that can achieve improvement as it motivates people to build trust and encourages people to become involved in working together through collaboration.

According to Harris & Lambert (2003), when people are building leadership capacity, they should do the following:

1- Surfacing; clarify and define values, beliefs, assumptions, perceptions and experiences. This process finds their value means, what is the value of their work, what do they believe? It involves the opportunity to express and reconcile ideas, values, beliefs, information, and assumptions through continuous dialogue. It means creating ideas together; seeking reflection and understanding of work based on common beliefs and new information; and creating actions resulting from these new understandings. Basically, leadership is about learning together.

2- Enquiry into practice; school improvement is a necessary inquiry practice. Require employees and community members to explore and practice on their own. It means checking or generating information. What information do we have, what information do we need, where is the problem that needs to be solved, what are the current practices and achievements, what students should know and can do.
3. Update the learning and knowledge; schools and organizations need strategies which are effective and enforceable, but any strategy has a scope for adaptation, and the problems that arise at each school are different. In this sense, schools must adopt differentiation based on the situations. Changing this approach requires attention to the specific environment of the school and the specific challenges it faces. In this regard, school development and improvement need to be customized to match everyone’s needs.

4. Frame action and develop implementation plans; for the school to be improved, the implementation plan becomes a necessary means of execution. The timely assessment of progress is a feedback system that reminds the teacher of the progress and gains that will be made and will make the teacher more willing to participate and continue to learn to interact.

The above four progress are necessary to build leadership capacity. They are the main organizational tools to guide people to work alone or together to achieve sustainable school’s development.

**High Leadership Capacity Theory**

Lambert (1998) described in her book *Building Leadership Capacity for School Improvement* that a group of leaders or groups of people who can establish high expectations or professional partnerships in teaching and school means high leadership. And the four elements of high leadership skills were mentioned as they can support the sustainable development of schools and high leadership. These four elements were *intense focus on vision, reflection and innovation*, *shared governance*, and *monitors and response to students’ achievements*; which were mainly related to schools’ high leadership capacity through school improvement and school sustainability. Lambert (2003) also conducted and published a questionnaire entitled with *Leadership School Survey*, which was also used in this research.
Lambert (2003) proposed the high leadership skills matrix with four areas of high skills and high participation, high skills and low participation, low skills and high participation, low skills and low participation skills and participation. These four matrix levels could show the moral role of leadership in each leader. In fact, Lambert (1998) believed there were five key leadership competency categories that have been found to improve school success rates, such as (1) broad-based, skillful participation in leadership work, (2) inquiry-based use of information, Provide information for sharing decisions, (3) Represent roles and responsibilities for broad participation and collaboration, (4) Reflect on practical innovation as a discipline, and (5) High student achievement. However, a few year later, Lambert (2003) incorporated it into the six key features of high leadership, including a shared vision that leads to program consistency.

**Intense Focus on Vision**

The first very important feature of high leadership schools is, intense focus on vision (Lambert, 2003). The leadership should clearly understand the importance of working together to develop a shared vision. Participants or teachers reflect on their core values and the way these values are reflected as a shared vision that everyone can promise. Teachers usually describe it as a dream, a desire state, purpose, inspiration, or fate. By doing so, its intention is the same as the vision, which provides the organization with a sense of purpose and purpose.

Teacher's leadership is the guarantee of students' learning goals. In schools, the goals of teachers and students are the same. In classrooms, although teachers and students are equal, they are not equivalent in fact teachers are the real leaders in the classroom. The teachers' leadership meant teachers should lead the students in a way to achieve their learning goals. By participating in the day-to-day management and service of the school, teachers in
their own positions actively compete to gain their peers' influence and influence in the school. The improvement of teacher leadership is the development of teachers' potential in post activities, the development of their abilities and the transfer of energy. Its fundamental value lies in that through the construction of teachers' posts, enriching the content of school management, changing the status of teachers in school management, promoting the enrichment and growth of the teacher's career, eventually forming the school's cultural ecology and improving the quality and level of running schools under the modern school system.

A share vision was consistence in inquiry-based education. It encouraged teachers or parents to share and build knowledge, participate in decision-making, asked the questions and reflect through dialogue, and share value, focusing on what students learn and learn from learning (Lambert, 2002, Harris & Lambert, 2003). As a result, sharing visions and decisions could lead to improved leadership and promotes the school's advancement.

Reflection and Innovation

The second important feature of high leadership is reflection and innovation. It becomes a normal state. Reflection practice is very important in the process of querying the base. According to reflection several parts of the school are being formed, such as reflecting beliefs, assumptions, and past practices, which are the first steps in a constructivist approach. Constructivists reflect on what they believe in, their beliefs about their beliefs, and their past experiences tell them to participate in the first step of exploring forward-looking tasks.

The next reflection is reflected in action and practice. These reflections enable class teachers, teachers, parents, and students to consider and reconsider how they do good things, and which process leads to progress, which is more conducive to the sustainable development of the school.
The last reflection is reflected in dialogue and coaching relationships. This process of reflection experienced problems and answers in the coaching relationship.

Reflection also leads to changes in organizational learning and creative components (Nonaka & Takeuchi, 1995). On the one hand, to make this habit a norm, reflection, time should be needed or available. Schon (1983) commended that deep learning in schools or organizations can only be practiced through reflection. The process of reflection has led to the challenge of constructing new ideas and dealing with new knowledge (status, position), and has finally translated into new ideas for creativity and modernization. Lambert (1998) and Harris & Lambert (2003) concluded that the participation of innovators and other leaders has led to a shift in responsible standards to achieve real goals and objectives, and in schools and organizations. Monitoring and evaluation within the time frame.

**Shared Governance**

The third important feature of the high leadership capacity in school of as Lambert (2003) pointed is the shared governance. Equity governance mainly refers to equity, responsibility, equity decisions, collaboration and collaboration, working through grade level through inquiry foundations and innovative display of information (lambert, 1998 and Harris & Lambert, 2003). Continually, co-governance is the process in which all members and stakeholders of schools, principals, teachers, staff, parents, and students work together to determine the powers and responsibilities of decisions in school operations (Office of the Provost, University of Louisville, 2010).

According to Lambert (1998), people often reverse the old version. By sharing responsibilities and participating in decisions, turn their roles into new ones that let them know who they are and what they should be responsible for engage them with meaningful and purposeful cooperation with others to build trust and transparency about one roles and
responsibility. Lambert (2003) added that co-governance combined with transformational leadership and action processes changed the overall picture of any situation in the organization.

**Monitors and Responds to Student Achievement**

Lambert (2003) stated that the fourth or last component seems to be the most important feature of college leadership. It points out the monitoring and response to student achievement. According to Marshall (2013), student achievement was a big picture of school improvement. To achieve a successful school improvement, principals and teachers need to work well in the four key areas of teacher supervision, curriculum planning, mid-term evaluation, and teacher evaluation. Marshall continues to point out that supervision and evaluation should be logical.

Marshall and Ferguson (2014) developed some logical model for how to conduct reasonable supervision and evaluation should be: (1) principal and teacher should share understanding of good teaching, (2) principal should recently appear in classroom to see every day teacher’s works, (3) principal should have much knowledge and positive perceptive observers, (4) teachers should get frequent feedback and teaching instruction from principal, (5) teachers should be in the strong team and should trust the team process to engage with the feedback, (6) principal should create team spirit in effective teaching, and (7) the important one is students learning should be central to the process.

Lambert and Harris (1998, 2003) emphasized that high student achievement includes the actual performance of academic achievement, active school participation, resilience behavior, fair returns, narrowing gaps through socioeconomic groups, and continuous improvement of overtime. Teacher collaboration is gradually focusing on the needs of students for increasing learning and establishing a professional learning community.
Moreover, the development of student achievement is more directed at classroom management and school assessment. As the study of Marshall (2013) showed, Harvard professor Tonal Ferguson and his colleagues developed seven types of Cs: caring students, controlling behavior, clarifying lessons, challenging students, achievement, captivating relevant lessons, conferring students ideas, and consolidating knowledge.

Louis, Wahlstrom and Gordon (2010) commented that on the one hand, collective leadership is effective for both teachers and students, because collective leadership has greater incentives for student achievement than single leaders. Collective leadership's influence on student achievement is mainly influenced by teachers' motivation and work environment. All the key components of visual, reflective, and creative attention and shared governance are fundamental outcome processes accordingly. Therefore, the sustainability and stability of students' achievement is highly improved by Harris and Lambert (2003).

**Leadership Capacity Used in this Study**

In a school, not only head teacher can take as leader role; every teacher can be in the role of leadership depending upon their professional performing and skillfulness. This study perceive four main elements of teachers' leadership capacity based on the Lambert's (2003) High Leadership Capacity Theory, to identify capacity is the greatest need, need, good enough, strength, and represent exemplary. The four main elements will be based on (1) intense focus on vision, (2) reflection and innovation, (3) shared governance, and (4) Monitors and Responds to Student Achievement. Four elements are covered on collaboration, motivation, teaching progressive, student achievement, school development, classroom management, individual self-regulation, and self-efficacy. These four main elements will be used in the research instrument.
In leadership capacity, collaboration is the main function of sharing the school's vision and mission, sharing information, and using effective methods in problem solving and decision-making.

A good teacher would be a good motivator for the school. To maintain the school and promote a successful teaching process, each teacher should have self-motivation, actively encourage others, give positive feedback, and give students enthusiasm in learning. Teachers are the greatest efforts and the largest group of people working in schools. They are usually the most stable source or element. Lambert (2000) explained that teachers should consider encouragement, energy and authorization to take responsibility in the school.

Additionally, teachers’ leadership capacity is mainly focused on the function of the school. They should be proficient in the teaching schedule, be proficient in curriculum planning, classroom management, step by step assessment and monitoring students should achievement. To be an effective teacher, teachers should not only play a role in networking, cooperation and motivation, but also must play a positively role in the teaching process and student achievement.

Finally, self-regulation and self-efficacy keep teachers alive at work and teaching. If someone loses self-efficacy, he or she may lose the goal and ongoing work or tasks will be reduced. Therefore, self-regulation and self-efficacy are very important in leadership.

**Previous Studies on Teachers’ Leadership Capacity**

Though teachers’ leadership capacity is very important and popular in the world, there was very limited research in higher education and organization on teacher leadership in China. Teachers’ leadership research from the Chinese schools or education department in China was very rare. For this regard, the researcher are trying to find some similar studies.
from the international level, previous studies from different countries were reviewed in the following part.

Greenlee (2004) conducted a research entitled building teacher leadership capacity through educational leadership programs. The data collection of this study was done with school principals and students (who serve as teachers during study time) in a large state of university of Florida. The demographic data were only done from the students. The purpose of researcher was to find out the perception from educational leadership students and their principals in leadership skill acquired by teacher in an educational leadership program enhance the leadership capacity in schools. According to Greenlee, teacher who involved in the educational leadership program should have experience of leadership in difference way such as fiscal and personnel management skill, legal issues, design and development of curricula, delivery and assessment of instruction and contextual understanding of leadership and policy development.

Greenlee raised three research questions to investigate the educational leadership capacity in school through a quantitative methodology to conduct experimental data on educational leadership capacity. Greenlee exploded 17 item questions for teacher leadership activities to identify in the literature. These 17 questions asked students to perceive in increasing in involvement of educational leadership students for teacher activities. And 12 items questions for principals to identify the literature that supports teacher leadership. In this study, the researcher used sample two-tailed t-test to compare the mean value of the teachers and principal’s response and if the p-value less than point .05 considered as significant differences.

Therefore, according to the findings, six areas of Education Leadership students (as teachers) and their principals report highly, to increase participation in Teachers' activities. These six points are 1. Decision making, 2. Planning school improvement, 3. Share ideas
with colleagues, 4. Collaboration colleagues, 5. The School Leadership Committee, 6 People. Reflect on their own practice.

According to the recommendations of Greenlee, the leadership of school teachers was very important. To increase or improve the training of principals, the improvement of leadership needs to be led by the teachers and principals of the Department to the development of the democratic learning community. Future researchers can investigate principals' investment in teacher leadership and the quality of future school administration.

Majoni & Kasowe (2011) conducted a research entitled Analyzing the Leadership Capacity Challenges towards Potential Intervention Strategies for Open and Distance Learning Academic Administrators in Zimbabwe. The main purpose of their study to determine their leadership qualifications and the leadership role they are involved in. The researchers mentioned that it was important to ensure that leaders support the survival and promotion of open and distance leadership and the leadership style of academic development and ensure that departments are more effective and effective. Therefore, most of the project coordinators were concerned about management roles rather than leadership roles. Although leadership was needed to ensure, guide and guide people in changing opportunities, project coordinators need very limited views on leadership roles. This meant that administrators have not found themselves in the position of leadership, so that they can change and innovate management tasks.

According to the results of the response, Majoni & Kasowe suggested that both the staff and the coordinator need to develop and motivate the leadership in remote open learning, the need for relevant headlines to develop specific training, and further research on the context of the leadership role's remote leadership. In addition, open and distance learning programs are also needed, using transformational leadership style to motivate project coordinators.
Another researcher, Mitchell (2012) conducted a study to focus on how the school principals’ and supervisors’ leadership capacity can be effectively developed to support education reform in Ethiopia. Mitchell carried out in a cluster unit of a teacher education college in northern Ethiopia around three main problems in this study. The first is the meaning of leadership in the context of Ethiopia, the second question is what is the role of school leaders in supporting educational reform, the third question is what kind of capacity-building is needed for school leaders. Mitchell tried to investigate three departments, principals, supervisors and clustered units. Finally, Mitchell found that principals, supervisors were needed capacity-building activities, they need to focus on skills, support and reform the school process. In addition, Mitchell also pointed out that the use of open systems and the encouragement of professional networks was the main role of leadership in education reform and the important performance of leadership building.

Moreover, Akomolafe (2012) studied on principals’ leadership capacities as perceived by teachers in secondary schools in Ekiti State, Nigeria, which found that every teacher perceived in positive on their principal leadership capacity. According to his research objectives three, Akomolafe tried to identify the strength of principals’ leadership capacities based upon the ten keys dimensions or elements of principals’ leadership capacities including (1) School vision, (2) Capacity building, (3) collaboration, (4) motivation, (5) curriculum leadership, (6) school discipline, (7) delegation, (8) executive behavior, (9) managing time, and (10) resourcefulness. By using mean and standard deviation on data analysis, Akomolafe found that strong and moderate leadership capacity. Accordingly, Akomolafe concluded that the cooperation, motivation, authorization and enforcement of Nigerian secondary schools have determined strong leadership capacity. In addition, Akomolafe also suggested that for the school principal, it was so important to manage the health of the school system and to meet social needs in school vision, motivation, capacity
building, leader behavior, and teacher performance.

**Decision-Making**

Decision-Making is a seemingly simple task, but not easy thing to do. Making the right decisions is a challenging task and ongoing process for every manager. Because decisions are important to schools, companies and institutions. Many researchers have published their research on decision styles. Since decision making is very important in schools and organizations, considerable research has been carried out. Many researcher and authors have conducted on decision-making styles based on different background information indifferent areas, in different organizations and schools. This has resulted in a variety of style definitions.

Earlier, Amoroso (1993) defined the cycle of decision making by collecting information, analyzing information, discussing possible solutions and eventual choice of alternatives. Two years later, Dublin and Ireland (1993) added that decision making as an action alliance from two or more choices. Kreitner (1995) explained that decision making is a process of identifying and selecting an alternative course of action in a manner appropriate to the situation. Then, Barker (1996) summarized that making decision is not just about choosing what to do, it includes making promises, no matter how small: rationality and emotion. Griffin (1996) also pointed out that decision making was the act of selecting an alternative from a set of alternatives. In the viewpoint of Daft, (1997) decision-making was the process of identifying problems and opportunities, and then solving problems. Anyhow, it often involves commitments on behalf of others, especially in the context of work or family, and requires them to fulfill their commitments.
More recently, Lunenburg and Ornstein (2005) had mentioned that decision is the best continuous process from all kinds of choices. They also pointed out that making decisions requires understanding and managing education, because making decisions in schools is an important role. Griffin and Moore (2007) asserted that decision making is an event that is chosen in many choices. Santrock (2009) argued that decision-making is a group member's choice of critical thinking to analyze alternatives and choose the best ones. The classic decision model assumes that decision-making is a rational process, and the decision-maker seeks the opportunity to maximize the expected goal by considering all possible choices, exploring all possible consequences from the alternatives and decision-making.

In the school, the responsibilities of a person in decision-making are quite different from those in his or her job. It is much more difficult for the principal to make decisions than the headmaster. At the same time, the principal's responsibility is more difficult than the teacher. Decision-making is a basic skill for leader, especially in the choice of the right way of decision-making that will provide more efficient and effective solutions for schools and lead to a more successful teaching and learning environment.

**Theory of Decision-Making Styles**

Among different theorists, Yroom & Yetton’s decision making model was the useful and effective one and structured very complicated way; it also introduced a clear statement of what the leader was supposed to reach the final decision (Lunenburg & Ornstein, 2008). This model was developed to help the instructors examine and determine and respond the more effective decision-making style while in different problem situations. The key issue for leaders is also to choose the appropriate one among given situations to lead the effective decision.
According to Hoy & Miskel (1991), the decision making should include all subordinates with hierarchy staffs but participation in decision making is strictly depended on the nature of issues happening and situations being faced. According to Lunenburg & Ornstein (2008), while in decision, the leader should consider three kinds of feasible situations:

1. Decision quality- it means the decision-making effectiveness, decision result how or to what extent the decision having been made is implemented for problem solution and which goal the decision making will lead.

2. Decision acceptance- it means instructors' acceptance of leader's decision making that includes the need for their accountability, their prior approval, congruence of their goals with faculty's goals. (Lunenburg & Ornstein, 2008; Newstrom & Davis, 1997).

3. Timeliness- it refers to the period the most possible for decision makers to reach the final decision action (Lunenburg & Ornstein, 2008).

Those who attempt to implement the decision-making process should majorly perceive the information availability & problematic issue structure, critical acceptance of decision by the followers and period of limitation to arrive at the eventual decision. Vroom, Yetton as cited by Lunenburg (2010) offered the five decision making styles well-known as the Vroom Yetton's decision making model to call for all instructors to participate in decision making process of the hierarchy of school. Each of these five decisions making options are described below in order from unilateral style to shared style of decision.

1. Autocratic I and II decision Making Styles
2. Consultative I and II decision Making Styles
3. Group (Team) Decision Making Styles
Autocratic I, II Decision-Making Styles

Vroom and Yetton’s (1973) point out that this decision-making style contains two components, namely Autocratic I and Autocratic II. Autocratic I decision-making style; this decision maker usually solves problems by using his / her information. In the authoritarian II decision style, decision makers collect specific information from him or seams / followers, and then make decisions based on this information. The decision makers or leaders use the information they must make, which means they collect their followers and team information to get specific information and then make the final decision. When he or she collects information, they will not tell followers or others, this is the information used to make decisions. (1) Autocratic I (AI) - Leader (instructor) uses available information already existing and decides alone, not to involve anyone in faculty in decision action and even not to ask any information from them, other person.

The autocratic decision maker and leader always keep the full ownership of the decision, and all of them must take full responsibility for their decisions, good or bad. This decision may be beneficial in emergency situations, and may be the final decision style, because in an emergency, you will be able to organize meetings, discuss, and make decisions, and may have missed the best decision time. However, the style of a dictatorial decision may be disadvantageous, because when the decision maker makes its own decision, if the result is negative, some members of the organization may think that if there is no decision maker and leader, they can do better, so that the decision leader may lose credibility. (2) Autocratic II (All) - Leader (instructor) collects information needful from other persons and makes decision alone, not invite them to participate in it. He/ she may or may not describe the problematic issue to them when requested for information.
Consultative Decision-Making Styles

This kind of decision-making style involves two components, namely Consultative I and Consultative II. Consultative I - leader (instructor) consults with other relevant persons, individually, soliciting information available, ideas and suggestions and then he makes decision that may or may not consider the others' influence. Leader shares problem to relevant followers individually and seeks their ideas and suggestions and makes decision alone. Here followers do not meet each other and the leader’s decision may or may not reflect his followers' influence. So, here followers' involvement is at the level of providing alternatives individually.

Consultative II - leader (instructor) gathers and consults with group to obtain collective idea through discussion and then he makes a decision that may or may not reflect others’ influence. Leader shares problem to relevant followers as a group and seeks their ideas and suggestions and makes decision alone. Here followers meet each other, and through discussions they understand other alternatives. But the leader's decision may or may not reflect the followers' influence. So, here followers’ involvement is at the level of helping as a group in decision-making.

Group Decision-Making Styles

This kind of decision maker always shares his/her own ideas. Putting forward suggestions and brainstorming to solve this problem in a group, they ask questions or reasons to the team, and discuss different ideas or suggestions to make decisions. He or she believes that their role is to promote and guide their team to achieve their goals and make the final decisions together. The final decision will be the result of everyone's agreement and satisfactory decision (Vroom and Yetton's 1973).
Group decision makers always play a catalytic role in enabling members / followers to participate fully in decision-making. However, this decision style has both advantages and disadvantages. The advantage is that the result is the full responsibility of the group / members / followers. To reach a final decision, everyone in the organization must agree, so this decision becomes a democratic process and teaches the team how to take responsibility and make a commitment. However, there are some shortcomings, for example, the decision-making process is very slow and time-consuming. It needs more efforts to involve all members. These decision styles are very important in this research to determine how effective teachers' job satisfaction is based on their own decision-making style.

This is a team decision making which involves all persons for getting a better decision quality and they all make decision in group. In this decision-making style, the leader shared all issues and situations with the group, then all together make decision. All group members share equally as they generate, evaluate and attempt to reach agreements in a decision. The role of leader (instructor) here is just to facilitate the group towards consensus on a solution to a problem and must be willing to accept the result of decision of the entire group.

**Previous Studies on Teacher’s Decision-Making**

Although there are limited studies on the international school level and the public-schools level, there are few studies on the international level of decision-making. Swiereczek (1991) believed that even in the Asian continent, the decision-making styles of leaders in East Asia, South Asia and Southeast Asia also have significant differences. In East Asian countries such as Japan, Korea and China, the leader's decision-making style lies in participation and guidance according to the style of the situation. In South Asian countries such as India, the decision-making styles of leaders are arbitrary in all aspects. In Southeast Asian countries, such as Singapore, Malaysia, Indonesia, Thailand, Burma, Kampuchea,
Vietnam, Laos, Brunei and Philippines, the dictatorship style is the most popular practice of the leaders.

Ryabova (2009) studied the cultural differences between Thailand and Bangkok international schools in the decision-making style of Thailand and foreign principals. The study shows that the principal of Thailand and the foreign principals are completely opposite to their decision-making style. According to her findings, not only the president of Thailand, but also foreign principals like the style of collective decision making, and sometimes they use negotiation style. However, in some cases, compared with foreign principals, principals in Thailand prefer to adopt dictatorial decision-making styles.

Ramanigopal (2008) studied the self-esteem and decision-making style of school teachers. This study, taking Agra University as the research object, studied the decision-making style and teachers' self-esteem of school teachers through two research questions, including two questions: (1): is there is a difference between self-respect and decision-making type school teachers (2): do male teachers have significant differences in self-esteem and decision-making styles. The results show that there was a significant positive correlation between self-esteem and the style of policy-making style, while LES was considered negative. The study of two found that there was a significant difference in self-efficacy between male and female teachers, at a significance of 0.05 level. Thus, Ramanigopal believed that the self-esteem of male teachers was higher than that of female teachers, and the researchers suggested further implementation. Self-esteem, decision making and practical decision-making should also be studied to find out the relationship between other personality dimensions and decision making.
Background of the School

A Secondary school in China, is equivalent to ordinary high school in the level, usually after the end of the nine-year compulsory education, but ordinary high school focuses on the teaching of basic knowledge, generally participate in the college entrance examination after graduation, to prepare for the university. The secondary school pays more attention to the training of professional skills. After graduation, it has generally mastered the corresponding professional skills and can be qualified for a certain occupation. In secondary school, you can also choose to take the college entrance examination. The content of the college entrance examination is language, mathematics, English, plus the selected professional courses, but there are fewer schools to choose from. In which provinces the test takers take the exam, they can only choose to take the universities in the test provinces, while universities in other provinces cannot choose.

At present, the Ministry of Education of China advocates vocational education, and the students who are studying for technical secondary schools are given a subsidy of 1,200 yuan per year. Some majors are even tuition-free, junior high school graduates are enrolled in the school according to their grades. The top 50 students in the region can choose to go to high school or secondary vocational school, and then 50 percent can only go to secondary vocational school. Under such an educational policy, many private secondary schools were born in China, during the recent 10 years.

The selected Secondary Vocational School in Changsha was founded by Mr. Huang Xu in 2017, surely, this is also a private school. The school is in the Golden Avenue of the National Economic Development Zone in Changsha, a famous historical city in China. The geographical position is superior, the campus environment is elegant, the facilities and equipment are advanced, and modern teaching methods are used. The school takes the development of Chinese studies as the foundation, adheres to the emphasis on both arts and
sciences, highlights the characteristics of application and innovation, and uses the disciples, the three-character scriptures and the Analects as the core curriculum of quality education in our school, and implements a two-wheel drive talent training model, namely quality education training & professional education cultivate a combined mode.

In the context of China's private secondary schools, although the school has established, the number of teachers and students is still relatively small, school leaders are very concerned about the quality and leadership capacity of teachers. There were usually two weeks of training for each semester according to the interview with few teachers’. The training was mainly to improve the leadership of teachers. The school principal mentioned in the interview with this researcher, he believed that stimulating the leadership of teachers was conducive to fully mobilize the enthusiasm and subjective initiative of teachers, improving teachers' self-efficacy, enabling teachers to fully participate in school decision-making and management, and rationally allocate and utilize school resources. This was of great significance for deepening school reform, promoting school development, and promoting the professional development of teachers. Thus, this research was also recognized as very meaningful for the school and gained a lot of assistance and support from the school leadership team.

Summary of Literature Review

In short, leadership capacity is the shared awareness of organizational or school goals through effective goals to achieve vision and mission. In summary, leadership means someone who plays a leading role in a group of people or an organization. Then the ability means the ability and ability to share and trust the people who work together. Therefore, the need for good leadership in an organization or a school can make the school environment play an effective and safe role in the teaching process.
Many researchers have studied the importance of decision-making style for each teacher, leader, and manager. They all have their own style of production. In this study, the researchers attempted to identify the teacher’s leadership capacity and their decision-making styles in a secondary vocational school. Some teachers make decisions based on the information they collect. Others make decisions based on the team's recommendations or ideas. Many teachers work with their teams to make decisions and use coaching roles to guide their teams. All the above decision styles are based on the decision style models of Vroom and Yetton. This model has been the focus in this decision-making style study.

Therefore, for leaders in the 21st century, leadership or teacher leadership is a model of sharing, trusting, and encouraging through the values and norms between organizations, teachers, colleagues, friendships, core workers, and others, but the main source of this goal is everyone in the school and organization, teachers and members. All in all, teachers and leadership teach us to play a senior, intermediate or low-level leadership role in our work.
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology. Thus, this chapter covers research design, population and sample, research instrument, validity and reliability, collection of data, data analysis and summary of research process.

Research Design

The main purpose of this study was to determine the relationship between teachers’ perception towards leadership capacities and their different decision-making styles in a Secondary Vocational School in Changsha, Hunan province, China. The researcher used quantitative and correlational methods in conducting this study. This researcher used quantitative research and questionnaire to collect data from teachers in a secondary vocational school in Changsha.

Descriptive statistics were used to identify a secondary vocational school in Changsha, teachers’ perception toward their leadership capacities and their different decision-making styles. Pearson Product-moment coefficient of correlation used to determine the relationship between teachers’ leadership capacity and their different decision-making styles in a secondary vocational school in Changsha.

The questionnaire was divided into three parts: Part (I) general information; Part (II) teachers’ perception toward their leadership capacity in a Secondary Vocational School in Changsha, and Part (III) teachers’ perception toward their decision-making styles in a secondary vocational school in Changsha.
Population

The target study group for this research was comprised of all full-time faculty teachers from a secondary vocational school in the academic year of 2018. As there were 95 teachers currently teaching in the school, so all the 95 teachers who are working full time from a secondary vocational school in Changsha were used as the target group for this study. Among the 95 teachers, there were 59 female teachers and 36 male teachers.

Research Instrument

The researcher used a questionnaire including three parts to investigate the teachers’ leadership capacity and their decision-making styles in a secondary vocational school in Changsha, the three parts were:

Part (I) of the questionnaire contained the general information of the teachers’ demographic variables such as gender, age, nationality, and education.

Part (II) in this part, the questionnaire used to identify the teachers’ perception toward their leadership capacity. This part had 17 questions in four key constructs: (1) Intense Focus on Vision included question number 1, 2, 3, 4, 5, and 6, (2) Reflection and Innovation included question number 6, 7, 8, 9, 10, and 11, (3) Shared Governance included question number 12, 13, and 14, and (4) Monitors and Responds to Student Achievement included question number 15, 16, and 17. According to the instruction of Lambert’s (2003) questionnaire, the participants were required to answer the questions based on their perceptions toward their leadership capacity in their schools by choosing from the score of the follow.

Part (III), in this part, the questionnaire used to determine the differences in teachers’ decision-making styles and it contained (12) items. This questionnaire was based on the decision-making models of Vroom & Yetton’s (1973) and developed by Dennis (2012).
The teachers answered the questionnaires by circling the number which represents their decision-making style.

The decision-making styles are: (1) Autocratic decision-making styles, included questions no 1, 8, 11 and 12; (2) Consultative decision-making styles, included questions no.2 5, 6 and 9; (3) Group decision-making styles, included questions no, 3, 4, 7 and 10.

Table 1.

<table>
<thead>
<tr>
<th>Teachers’ Perception towards leadership capacity</th>
<th>Question Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intense Focus on Vision</td>
<td>1, 2, 3, 4, 5 and 6</td>
</tr>
<tr>
<td>Reflection and innovation</td>
<td>7, 8, 9, 10 and 11</td>
</tr>
<tr>
<td>Share Governance</td>
<td>12, 13 and 14</td>
</tr>
<tr>
<td>Monitors and Responds to Student Achievement</td>
<td>15, 16 and 17</td>
</tr>
</tbody>
</table>

Table 1 shows the detailed interpretation with the related scores and ranges, based on the instruction of Lambert’s (2003) questionnaire and Lambert’s High Leadership Capacity Theory.
Table 2.

*Interpretation and Scale for Leadership Capacity*

<table>
<thead>
<tr>
<th>Interpretation for Leadership Capacity</th>
<th>Score</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>The greatest need</td>
<td>1</td>
<td>1.00-1.50</td>
</tr>
<tr>
<td>Need</td>
<td>2</td>
<td>1.51-2.50</td>
</tr>
<tr>
<td>Good enough</td>
<td>3</td>
<td>2.51-3.50</td>
</tr>
<tr>
<td>Strength</td>
<td>4</td>
<td>3.51-4.50</td>
</tr>
<tr>
<td>Represent exemplary</td>
<td>5</td>
<td>4.51-5.00</td>
</tr>
</tbody>
</table>

Table 2 shows the detailed interpretation with the related scores and ranges, based on the instruction of Likert, Rensis (1932) a technique for the measurement of attitudes.

Table 3.

*Breakdown of Survey Questions of Decision-making styles*

<table>
<thead>
<tr>
<th>Decision-making styles</th>
<th>Question Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocratic decision-making style</td>
<td>1, 8, 11 and 12</td>
</tr>
<tr>
<td>Consultative decision-making style</td>
<td>2, 5, 6 and 9</td>
</tr>
<tr>
<td>Group decision making style</td>
<td>3, 4, 7 and 10</td>
</tr>
</tbody>
</table>

Table 3 shows details about the questions for each decision-making style, and table 4 explained the scale and interpretation for decision-making styles questions (1-12).
Table 4 shows the detailed interpretation with the related scores and ranges, based on the instruction of Likert, Rensis (1932) a technique for the measurement of attitudes.

**Validity and Reliability of the Instrument**

In this study, the researcher utilized a questionnaire with three parts. Questionnaire part I inquired the general information of teachers’, part II was Lambert’s Leadership Capacity School Survey (LCSS, 2003), and part III was decision-making styles survey based on Vroom & Yetton’s Decision-making model (1973).

The validity of Lambert’s Leadership Capacity School Survey (LCSS, 2003) was recognized as range high validity since this part had been used many times by Lambert and other researchers for school self-assessments (Lambert, 2003, Pierce, 2007). The Leadership Capacity School Survey had also demonstrated high reliability with an Alpha score of .84, as the recent researcher Pierce showed. This researcher also reported the reliability of Lambert’s (2003) questionnaire especially the four components of LCSS as Pierce did. Alpha
coefficients of each component and the overall based on the report of Pierce and this current study were displayed in the following Table 5.

Table 5.

*Alpha coefficients of Pierce’s (2007) study and this study*

<table>
<thead>
<tr>
<th>Components</th>
<th>Leadership capacity</th>
<th>Pierce (2007)</th>
<th>Current study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Cronbach’s Alpha</td>
<td>Cronbach’s Alpha</td>
</tr>
<tr>
<td>Components 1</td>
<td>Intense Focus on Vision</td>
<td>.91</td>
<td>.77</td>
</tr>
<tr>
<td>Components 2</td>
<td>Reflection and Innovation</td>
<td>.90</td>
<td>.84</td>
</tr>
<tr>
<td>Components 3</td>
<td>Monitors and Responds to Student Achievement</td>
<td>.86</td>
<td>.95</td>
</tr>
<tr>
<td>Components 4</td>
<td>Shared governance</td>
<td>.78</td>
<td>.91</td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td>.84</td>
<td>.77</td>
</tr>
</tbody>
</table>

As for questionnaire part III, decision-making styles survey was originally based on Vroom & Yetton’s Decision-making model (1973), recent researcher like Dennis (2012) also used this survey in his research. This researcher used the same survey as the study of Dennis. According to the report of Dennis, the validity of this survey was evaluated and approved by three experts from Graduate School of Education in Assumption University and Program Director of Teacher Training Centre for Burmese Teachers. The reliability was confirmed by the study of Dennis as its overall Cronbach’s alpha coefficient was .88. This researcher also reported the reliability of decision-making styles survey including the three components as Dennis did. Alpha coefficients of each component and the overall based on the report of Dennis and this current study are display in the following Table 6.
Table 6.

*Alpha coefficients of Dennis’s (2012) study and this study*

<table>
<thead>
<tr>
<th>Components</th>
<th>Leadership capacity</th>
<th>Dennis (2012) Cronbach’s Alpha</th>
<th>Current study Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components 1</td>
<td>Autocratic Decision-Making styles</td>
<td>.90</td>
<td>.80</td>
</tr>
<tr>
<td>Components 2</td>
<td>Consultative Decision-Making styles</td>
<td>.77</td>
<td>.83</td>
</tr>
<tr>
<td>Components 3</td>
<td>Group Decision-Making styles</td>
<td>.85</td>
<td>.80</td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td>.88</td>
<td>.75</td>
</tr>
</tbody>
</table>

**Translation of the Instrument**

The questionnaire of this study was translated from English into Chinese language in order to make Chinese teachers understand better. The researcher requested the translation center service to translate the questionnaire, the experts in the translation center translated the English into Chinese and checked the translation accuracy. The translation certificate is attached in the Appendix C.

**Collection of Data**

In order to legally collect data, the researcher requested permission from the principal of the Secondary Vocational School in Changsha, China since August, 2018. After obtaining the approval, the researcher and the director of the school’s Academic Affairs Office started the distribution questionnaire in November 1, 2018.

With the help of school administrators, the researchers distributed the questionnaire to all 95 teachers, and all the questionnaires (100%) were collected by December 9, 2018; and the process of recovering all the data was very fast and smooth as the school side was very cooperative. Table 7 below shows the detailed information of the data collection process.
Table 7.

Data Collection Process

<table>
<thead>
<tr>
<th>Time</th>
<th>Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>August, 2018</td>
<td>Get permission from principal in Changsha City Modern Trade Secondary Vocational School</td>
</tr>
<tr>
<td>October, 2018</td>
<td>Proposal defense and revision of the questionnaires</td>
</tr>
<tr>
<td>November, 2018</td>
<td>Start distribution and collection of questionnaires</td>
</tr>
<tr>
<td>December, 2018</td>
<td>Data entry, analyze, and interpret the data</td>
</tr>
</tbody>
</table>

Data Analysis

The researcher used the following methods to analyze the data based on each research objective after data collection.

Objective 1: To identify the teachers’ perception towards their leadership capacity in a secondary vocational school in Changsha, Hunan province, China.

Mean and standard Deviation were used to identify the teachers’ perception towards their leadership capacity in a secondary vocational school in Changsha, Hunan province, China.

Objective 2: To determine the decision-making styles of teachers in a secondary vocational school in Changsha, Hunan province, China.

Mean, Standard Deviation were used to determine the decision-making styles of teachers in a secondary vocational school in Changsha, Hunan province, China.
Objective 3: To determine the relationship between teachers’ leadership capacity and their different decision-making styles in a secondary vocational school in Changsha, Hunan province, China.

Pearson Product-moment coefficient of correlation was used to determine the relationship between teachers’ leadership capacity and their different decision-making styles in a secondary vocational school in Changsha, Hunan province, China.
## Summary of the Research Process

<table>
<thead>
<tr>
<th>Research objective</th>
<th>Source of Data or Sample</th>
<th>Data Collection Method or Research Instrument</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify the teachers’ perception towards their leadership capacity in a secondary vocational school in Changsha, Hunan province, China.</td>
<td>95 teachers in a secondary vocational school in Changsha.</td>
<td>Part I: questionnaire of respondent’s demographic information.</td>
<td>Means, standard deviation</td>
</tr>
<tr>
<td>2. To determine the decision-making styles of teachers in a secondary vocational school in Changsha, Hunan province, China.</td>
<td></td>
<td>Part II: Questionnaire of teachers’ perception towards their leadership capacity.</td>
<td>Means, standard deviation. Frequency, percentage.</td>
</tr>
<tr>
<td>3. To determine the relationship between teachers’ leadership capacity and their different decision-making styles in a secondary vocational school in Changsha, Hunan province, China.</td>
<td></td>
<td>Part III: Questionnaire of teachers’ decision-making styles.</td>
<td>Pearson Product-moment coefficient of correlation</td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

This chapter presents the results and interpretation of data from 95 full-time teachers in a secondary vocational school in China, during the academic year 2018, by the end, 95 respondents all returned questionnaire; so the valid return rate was 100%.

The researcher spent a month to collect, review and record the questionnaire data, the process of data collection a whole was efficient, since the school side assisted a lot. The collected data were analyzed and the results of these research findings were interpreted and presented to demonstrate the three main objectives as follows:

1. To identify the teachers' perception towards their leadership capacity in a secondary vocational school in Changsha, Hunan province, China.
2. To determine the decision-making style of teachers in a secondary vocational school in Changsha, Hunan province, China.
3. To determine the relationship between teachers' leadership capacity and their different decision-making styles in a secondary vocational school in Changsha, Hunan province, China.

General Demographic Profile of Teachers

Based on the questionnaires returned from 95 teachers in the secondary vocational school, teachers' age, gender, and educational background information were reported here as the teachers' demographic profile for the school. These demographic findings were shows by the frequency distribution and percentages through Table 8-10 as follows:
Table 8.

The Number and Percentages of Teacher’s Age.

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-29</td>
<td>67</td>
<td>70.53</td>
</tr>
<tr>
<td>30-39</td>
<td>18</td>
<td>18.95</td>
</tr>
<tr>
<td>40-49</td>
<td>8</td>
<td>8.42</td>
</tr>
<tr>
<td>50 and above</td>
<td>2</td>
<td>2.11</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 8 shows most current teachers 70.53 percent were between 18 and 29 years old. 18.95 percent of the teachers are between 30 and 39 years old, 8.42 percent of them were in the age of 40-49, and only 2.11 percent were 50 and above.

Table 9 shows the teachers’ gender information, the majority of the teachers are female, which was 62 percent; and only 38 percent were male.

Table 9.

The Number and Percentages of Teacher’s Gender.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>59</td>
<td>62</td>
</tr>
<tr>
<td>Male</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 10 demonstrate that the teachers’ educational background information, which included the number of teachers for Bachelor’s Degree, Distance University Degree, Master’s Degree and Doctor’s Degree. According to the results of the survey data, 81 percent
of the teachers had Bachelor’s degrees, while 11 percent of the responding teachers had Distance University Degrees, 7 percent of the responding teachers had Master’s degrees, only one teacher had doctoral degree.

Table 10.

*The Number and Percentages of Teacher’s Educational Background.*

<table>
<thead>
<tr>
<th>Educational Background</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degree</td>
<td>77</td>
<td>81</td>
</tr>
<tr>
<td>Distance University Degree</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Doctor’s Degree</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Research Objective One

Research objective one was to identify the teachers’ perception towards their leadership capacity in a Secondary Vocational School, Hunan Province, China.

To identify the teachers’ perception toward leadership capacities at a Secondary Vocational School, the researcher used research questionnaire part II which had 17 items of four main components, including (1) intense focus on vision questions included number 1 to 6, construct (2) reflection and innovation questions included number 7 to 11, construct (2) shared governance questions included number 12 to 14, and construct (4) monitors and responds to student achievement questions included number 15 to 17. All 95 teachers answered the questions based upon their perception toward their own leadership capacity by choosing from a range follow: (1) = The Greatest Need, (2) = Need, (3) = Good Enough, (4) = (Strength), and (5) = Represent Exemplary.
A five-point Likert scale was used in this research to measure the teachers’ perception towards their leadership capacity with statistical analysis to interpret the results.

For this first object, the researcher has utilized total score of means and standard deviations of four constructs of teachers’ perception towards their leadership capacity to identify the teachers’ perception towards their leadership capacity in a secondary vocational school in China. The detailed analyses for each component were shown in the following Table 11-14.

Table 11.
Teachers’ perception towards Their Leadership Capacity in the area of Intense Focus on Vision (n=95).

<table>
<thead>
<tr>
<th>Intense focus on vision</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask each other questions that keep us on track with our vision</td>
<td>2.11</td>
<td>.99</td>
<td>Need</td>
</tr>
<tr>
<td>Keep our vision alive by reviewing it regularly.</td>
<td>2.09</td>
<td>1.07</td>
<td>Need</td>
</tr>
<tr>
<td>Use data/evidence to inform our decisions and teaching practices.</td>
<td>2.07</td>
<td>1.08</td>
<td>Need</td>
</tr>
<tr>
<td>Think together about how to align our standards, instruction, assessment, and programs with our vision.</td>
<td>1.98</td>
<td>1.00</td>
<td>Need</td>
</tr>
<tr>
<td>Develop school vision jointly</td>
<td>1.92</td>
<td>.94</td>
<td>Need</td>
</tr>
<tr>
<td>Focus on student learning</td>
<td>1.98</td>
<td>1.11</td>
<td>Need</td>
</tr>
<tr>
<td>Total</td>
<td>2.01</td>
<td>.77</td>
<td>Need</td>
</tr>
</tbody>
</table>

The total Means, Standard Deviation scores of the intense focus on vision of leadership capacity of teachers’ perception were computed to determine teachers’ leadership capacity in a secondary vocational school, with interpretation shown in Table 11. Based on Table 11, the total means showed the teachers’ perception of the intense focus on vision in
the school was 2.01, regarded as “need”. Among all the items in this components, the highest mean scores of 2.09 appeared in “Keep our vision alive by reviewing it regularly”; the lowest mean scores appeared in “Develop school vision jointly” was 1.92, but all the mean scores for this component were in the range 1.51-2.50, which also regarded as “need”.

Table 12.

*Teachers’ perception towards Their Leadership Capacity in the area of Reflection and Innovation (n=95).*

<table>
<thead>
<tr>
<th>2: Reflection and innovation</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>In our school, we:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage individual and group initiative by providing access to resources, personnel, and time.</td>
<td>2.17</td>
<td>1.07</td>
<td>Need</td>
</tr>
<tr>
<td>Practice and support new ways of doing things.</td>
<td>2.13</td>
<td>1.11</td>
<td>Need</td>
</tr>
<tr>
<td>Develop our own criteria for accountability regarding individual and share work.</td>
<td>2.07</td>
<td>1.06</td>
<td>Need</td>
</tr>
<tr>
<td>Have joined with networks of other schools and programs, both inside and outside the district, to secure feedback on our work.</td>
<td>1.98</td>
<td>1.06</td>
<td>Need</td>
</tr>
<tr>
<td>Make time for ongoing reflection (e.g., journaling, peer coaching, collaborative planning).</td>
<td>1.93</td>
<td>.97</td>
<td>Need</td>
</tr>
<tr>
<td>Total</td>
<td>2.06</td>
<td>.84</td>
<td>Need</td>
</tr>
</tbody>
</table>

Table 12 shows the total means scores in the area of reflection and innovation. Based on Table 12, the total means showed the teachers’ perception of reflection and innovation in the school was 2.06, regarded as “need”. Among all the items in this components, the highest mean scores of 2.17 appeared in “Encourage individual and group
initiative by providing access to resources’ personnel, and time”; the lowest mean scores appeared in “Make time for ongoing reflection (e.g., journaling, peer coaching, collaborative planning)” was 1.93, but all the mean scores for this component were in the range 1.51-2.50, which also regarded as “need”.

Table 13.

*Teachers’ perception towards Their Leadership Capacity in the area of Shared Governance (n=95)*

<table>
<thead>
<tr>
<th>3: Shared Governance</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>In our school, we:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seek to perform outside of traditional roles.</td>
<td>2.37</td>
<td>1.15</td>
<td>Need</td>
</tr>
<tr>
<td>Have developed new ways to work together.</td>
<td>2.16</td>
<td>1.13</td>
<td>Need</td>
</tr>
<tr>
<td>Have established representative governance groups.</td>
<td>2.10</td>
<td>0.98</td>
<td>Need</td>
</tr>
<tr>
<td>Total</td>
<td>2.21</td>
<td>0.91</td>
<td>Need</td>
</tr>
</tbody>
</table>

Table 13 shows the total means scores in the area of shared governance. Based on Table 13, the total means showed the teachers’ perception of shared governance in the school was 2.21, regarded as “need”. Among all the items in this components, the highest mean scores of 2.37 appeared in “Seek to perform outside of traditional roles”; the lowest mean scores appeared in “Have established representative governance groups” was 2.10, but all the mean scores for this component were still in the range 1.51-2.50, which also regarded as “need”.
Table 14. Teachers’ perception towards Their Leadership Capacity in the area of Monitors and Responds to Student Achievement (n=95).

<table>
<thead>
<tr>
<th>4: Monitors and Responds to Student Achievement. In our school, we:</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide feedback to children and families about student progress.</td>
<td>2.05</td>
<td>1.03</td>
<td>Need</td>
</tr>
<tr>
<td>Talk with families about student performance and school programs.</td>
<td>2.00</td>
<td>1.13</td>
<td>Need</td>
</tr>
<tr>
<td>Teach and assess so that all children learn.</td>
<td>1.92</td>
<td>1.07</td>
<td>Need</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1.99</strong></td>
<td><strong>.96</strong></td>
<td><strong>Need</strong></td>
</tr>
</tbody>
</table>

Table 14 shows the total means scores for the teachers’ perception on the component of monitors and responds to student achievement in the school. Based on Table 14, the total means showed the teachers’ perception of shared governance in the school was 1.99, regarded as “need”. Among all the items in this component, the highest mean scores of 2.05 appeared in “Provide feedback to children and families about student progress”; the lowest mean scores appeared in “Teach and assess so that all children learn” was 1.92, but all the mean scores for this component were still in the range 1.51-2.50, which also regarded as “need”.

Table 15.

Summary of Means and Standard Deviations of Teachers’ Perception towards Their Leadership Capacity (n=95).

<table>
<thead>
<tr>
<th>Leadership capacity</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared governance</td>
<td>2.21</td>
<td>.91</td>
<td>Need</td>
</tr>
<tr>
<td>Reflection and Innovation</td>
<td>2.06</td>
<td>.84</td>
<td>Need</td>
</tr>
<tr>
<td>Intense Focus on Vision</td>
<td>2.01</td>
<td>.77</td>
<td>Need</td>
</tr>
<tr>
<td>Monitors and Responds to Student Achievement</td>
<td>1.99</td>
<td>.95</td>
<td>Need</td>
</tr>
<tr>
<td>Total</td>
<td>2.07</td>
<td>.77</td>
<td>Need</td>
</tr>
</tbody>
</table>

Table 15 shows the summary of means and standard deviations of teachers’ perception towards their leadership capacity based on the four components at a secondary vocational school in Changsha. The total mean score was 2.07 in the range of 1.51-2.50 and is interpreted as “need”. Among the four components, Shared governance had the highest mean scores 2.21; Monitors and Responds to Student Achievement had the lowest mean score of 1.99.

Research Objective Two

Research Objective Two was to determine the decision-making styles of teachers in a secondary vocational school, Changsha, Hunan province, China.

To determine the decision-making styles of teachers, the researcher adapted the questionnaire from Dennis (2012) based on the decision-making styles. All 95 teachers answered the questions based on their self-perception of their decision-making styles by choosing from the following range of indicators: (1) = Almost Never, (2) = Seldom, (3) = Sometimes, (4) = Very Often, and (5) = Almost Always.
To determine the decision-making styles of the teachers, the researcher summed up the scores of each decision style from each teacher and got the total scores of three styles for each teacher firstly, and used the highest scores represented the individual teacher’s decision-making style.

Table 16.

*Decision-Making Styles of Teachers (n=95)*

<table>
<thead>
<tr>
<th>Decision-Making Styles</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocratic Decision-Making style</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>Consultative Decision-Making style</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>Group Decision-Making style</td>
<td>41</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 16 shows that from 95 respondents in this secondary vocational school, 24 percent teachers used the autocratic decision-making styles, while 33 percent teachers used the consultative decision-making styles. However, most of the teachers used the group decision-making styles.
Table 17.

Teachers’ perception towards Their Decision-Making Styles in the area of Autocratic Decision-Making styles (n=95).

<table>
<thead>
<tr>
<th>Autocratic Decision-Making styles</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I respect the majority view of school members despite my disagreement.</td>
<td>3.53</td>
<td>.90</td>
<td>High</td>
</tr>
<tr>
<td>I have self-confidence that I can manage any problem faced and make a decision by myself.</td>
<td>3.44</td>
<td>.80</td>
<td>Neutral</td>
</tr>
<tr>
<td>When there is a problem in a school, I making a decision to solve it by myself.</td>
<td>3.33</td>
<td>.94</td>
<td>Neutral</td>
</tr>
<tr>
<td>I am certain that other school members will have to accept what I decide.</td>
<td>3.12</td>
<td>.93</td>
<td>Neutral</td>
</tr>
<tr>
<td>Total</td>
<td>3.36</td>
<td>.95</td>
<td>Neutral</td>
</tr>
</tbody>
</table>

Table 17 shows the total means scores in the area of autocratic decision-making styles. Based on Table 17, the total mean scores 3.36 were in the range of 2.52-3.50, which was interpreted as “Neutral”, according to our data interpretation standards. The highest mean scores 3.53 appeared in the item of “I respect the majority view of school members despite my disagreement”; while the lowest mean scores 3.12 appeared in “I am certain that other school members will have to accept what I decide”, but is still ranked as sometimes according to our data interpretation standards.
Table 18.

**Teachers’ perception towards Their Decision-Making Styles in the area of Consultative Decision-Making styles (n=95).**

<table>
<thead>
<tr>
<th>Consultative Decision-Making styles</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I discuss a problem with other school member individually in order to obtain their ideas and suggestions.</td>
<td>3.47</td>
<td>.85</td>
<td>Neutral</td>
</tr>
<tr>
<td>I request necessary information from one or more members regarding a problem or issue faced, however, decide on a solution by myself.</td>
<td>3.38</td>
<td>.83</td>
<td>Neutral</td>
</tr>
<tr>
<td>I believe that it is better to consult other school members before making a decision on a problem that I face.</td>
<td>3.34</td>
<td>.92</td>
<td>Neutral</td>
</tr>
<tr>
<td>Even though I take all suggestions from other school member into consideration, I base my decision on my judgment.</td>
<td>3.29</td>
<td>.95</td>
<td>Neutral</td>
</tr>
<tr>
<td>Total</td>
<td>3.37</td>
<td>.83</td>
<td>Neutral</td>
</tr>
</tbody>
</table>

Table 18 shows the total means scores in the area of consultative decision-making styles. Based on Table 18, the total mean scores 3.37 were in the range of 2.52-3.50, which was interpreted as “Neutral”, according to our data interpretation standards. The highest mean scores 3.47 appeared in the item of “I discuss a problem with other school member individually in order to obtain their ideas and suggestions”; while the lowest mean scores 3.29 appeared in “Even though I take all suggestions from other school member into consideration, I base my decision on my judgment”, but is still ranked as sometimes according to our data interpretation standards.
Table 19.

*Teachers’ perception towards Their Decision-Making Styles in the area of Group Decision-Making styles (n=95).*

<table>
<thead>
<tr>
<th>Group Decision-Making styles</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe that a group decision making is effective.</td>
<td>3.58</td>
<td>.95</td>
<td>High</td>
</tr>
<tr>
<td>I believe that it is important to have all team members take part in making a decision on school issues.</td>
<td>3.56</td>
<td>1.02</td>
<td>High</td>
</tr>
<tr>
<td>I try to co-ordinate with other school members in order to involve them in a decision making process regarding issues related to them.</td>
<td>3.32</td>
<td>.94</td>
<td>Neutral</td>
</tr>
<tr>
<td>I seek suggestions from other school members by having a group discussion on a problem that I face.</td>
<td>3.19</td>
<td>1.05</td>
<td>Neutral</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3.41</td>
<td>.80</td>
<td>Neutral</td>
</tr>
</tbody>
</table>

Table 19 shows the total means scores in the area of group decision-making styles. Based on Table 19, the total mean scores 3.41 were in the range of 2.52-3.50, which was interpreted as “Neutral”, according to our data interpretation standards. The highest mean scores 3.58 appeared in the item of “I discuss a problem with other school member individually in order to obtain their ideas and suggestions”, which was regarded as “High”; while the lowest mean scores 3.19 appeared in “I seek suggestions from other school members by having a group discussion on a problem that I face”, but is still ranked as sometimes according to our data interpretation standards.
Table 20.

Summary of Means and Standard Deviations of Teachers’ Perception towards Their Decision-Making Styles (n=95).

<table>
<thead>
<tr>
<th>Decision-Making Styles</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Decision-Making styles</td>
<td>3.41</td>
<td>.80</td>
<td>Neutral</td>
</tr>
<tr>
<td>Consultative Decision-Making styles</td>
<td>3.37</td>
<td>.83</td>
<td>Neutral</td>
</tr>
<tr>
<td>Autocratic Decision-Making styles</td>
<td>3.36</td>
<td>.80</td>
<td>Neutral</td>
</tr>
<tr>
<td>Total</td>
<td>3.38</td>
<td>.75</td>
<td>Neutral</td>
</tr>
</tbody>
</table>

Meanwhile, Table 20 shows the Summary of Means and Standard Deviations of Teachers’ Perception towards Their Decision-Making Styles. Accordingly, the overall mean score was 3.38, in the range of 2.51-3.50, which mean all 95 teachers used these three decision-making styles “Neutral”, though most teachers uses group decision-making styles as Table16 and 20 together implied.

Research Objective Three

The research objective three was to determine the relationship between teachers’ perception toward leadership capacity and their decision-making styles in a secondary vocational school in Changsha city, Hunan province, China.

According to this objective, the researcher used a statistical software program to analyze the data according to the selected variables. The total scores of teachers’ perception their leadership capacity and the total scores of teachers’ perception their decision-making styles in a secondary school. Pearson product moment correlation coefficient was used to analyze the relationship between teachers’ leadership capacity and their decision-making styles in a secondary vocational school in Changsha city, Hunan province, China.
Table 21.

**Pearson Correlation between Teachers’ Perceptions towards Their Leadership Capacity and Their Decision-Making Styles (n=95).**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Decision-Making styles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>Leadership Capacity</td>
<td>.950**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>95</td>
</tr>
</tbody>
</table>

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

The results of Table 21 show the relationship between teachers’ perception toward leadership capacity and their decision-making styles in a secondary vocational school in Changsha city, Hunan province, China. Since the significance value was 0.00, which is less than .05. Thus, it was concluded that there was a significant relationship between teachers’ perception toward leadership capacity and their decision-making styles in a secondary vocational school in Changsha, Hunan province, China. So this researcher accepted the research hypothesis and reject the null hypothesis in this study. Additionally, the r value .950** indicates there was a positive relationship between teachers’ perception toward leadership capacity and their decision-making styles in a secondary vocational school in Changsha, the positive relation means increasing of leadership teachers’ capacity cause improve of their decision-making ability.
CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a brief review of how this study was conducted, what instruments were used to collect the data, as well as the study’s findings, conclusions, discussion, and its recommendations for the selected schools and for the future study.

This study tried to survey teachers’ leadership capacity, teachers’ perception their decision-making styles and to determine the relationship between the leadership capacity and their decision-making styles.

For this study, the researcher selected a secondary vocational school in Changsha city, Hunan province, China. The researcher distributed a questionnaire to the school’s 95 full-time teachers, and all 95 respondents returned the questionnaires.

There were three research objectives in this study, they were:

1. To identify the teachers’ perception towards their leadership capacity in a secondary vocational school of Changsha, Hunan province, China.

2. To determine the decision-making styles of teachers in a secondary vocational school of Changsha, Hunan province, China.

3. To determine the relationship between teachers’ leadership capacity and their different decision-making styles in a secondary vocational school in Changsha, Hunan province, China.

The research hypothesis of this study was to test if there is a significant relationship between teachers’ perception towards their leadership capacity and their decision-making styles in a secondary vocational school in Changsha.
Findings

Based on the results shown in chapter 4, this study researcher had following significant findings:

1. Teachers’ perception towards their leadership capacity in a secondary vocational school in Changsha, China

1.1 The total score of the component for intense focus on vision was 2.01, regard as need.

The highest mean scores of 2.09 appeared in “Keep our vision alive by reviewing it regularly”; the lowest mean scores 1.92, appeared in “Develop school vision jointly”.

1.2. The total score of the component for monitoring and responding was 2.06, regard as need. The highest mean scores of 2.17 appeared in “Encourage individual and group initiative by providing access to resources’ personnel, and time”; the lowest mean scores 1.93, appeared in “Make time for ongoing reflection (e.g., journaling, peer coaching, collaborative planning).”

1.3 The total score of the component for shared governance was 2.21, regard as need. The highest mean scores of 2.37 appeared in “Seek to perform outside of traditional roles”; the lowest mean scores 2.10 appeared in “Have established representative governance groups”.

1.4 The total score of the component for monitors and responds to student achievement was 1.99, regard as need. The highest mean scores of 2.05 appeared in “Provide feedback t children and families about student progress”; the lowest mean scores 1.92 appeared in “Teach and assess so that all children learn”.

1.5 The total mean score of the teachers’ perceptions towards their leadership capacity was 2.07, which regard as “need”. Out of these four components, the mean scores from the highest to the lowest are: (1) Shared governance 2.21, (2) Reflection and Innovation 2.06, (3) Intense Focus on Vision 2.01, (4) Monitors and Responds to
Student Achievement 1.99.

2. Teachers’ perception towards their decision-making styles in a secondary vocational school in Changsha, China

2.1 With regard to the teacher’s decision-making styles in a secondary vocational school, most teacher’s 43 percent practiced group decision-making styles, 33 percent of teachers practiced consultative decision-making styles and only 24 percent teachers practiced autocratic decision-making styles.

2.2 The total score of the autocratic decision-making styles was 3.36, regard as Sometimes. The highest mean scores 3.53 appeared in the item of “I respect the majority view of school members despite my disagreement”, the lowest mean scores 3.12 appeared in “I am certain that other school members will have to accept what I decide”.

2.3 The total score of the consultative decision-making styles was 3.37, regard as Sometimes. The highest mean scores 3.47 appeared in the item of “I discuss a problem with other school member individually in order to obtain their ideas and suggestions”; while the lowest mean scores 3.29 appeared in “Even though I take all suggestions from other school member into consideration, I base my decision on my judgment”.

2.4 The total score of the group decision-making styles was 3.41, regard as Sometimes. The highest mean scores 3.58 appeared in the item of “I discuss a problem with other school member individually in order to obtain their ideas and suggestions”, which was regarded as “High”; while the lowest mean scores 3.19 appeared in “I seek suggestions from other school members by having a group discussion on a problem that I face”.

2.5 The overall result of teachers’ decision-making styles mean score was 3.38, in the range of 2.51-3.50, which mean all the teachers used all these decision-making styles in sometimes, though they practiced the group decision making styles relatively more.
3. The relationship between teachers’ perception towards their leadership capacity and their decision-making styles in a secondary vocational school in Changsha, China

Pearson product Moment correlation was used to analyze the relationship between the total mean score of the two variables, the teachers’ perception towards their leadership capacity and their decision-making styles. The result of this analysis identified the correlation between the teachers’ perception their leadership capacity and their decision-making styles, since the significance was 0.00. Thus, it was concluded that there was a significant relationship between the teachers’ perception towards their leadership capacity and their decision-making styles in a secondary vocational school in Changsha. Additionally, the Pearson Correlation $r$ value was 0.950, which could be interpreted as a strong positive relationship between teachers’ perception towards their leadership capacity and their decision-making styles in a secondary vocational school in Changsha.

Conclusion

Teachers’ perceptions towards their leadership capacity in this secondary vocational school was regarded as need according to the data interpretation criteria. All four of the leadership capacity components were regarded as need, which indicated teachers are starting to intense focus on vision, reflection and innovation, shared governance and monitors and responds to student achievement according to the data interpretation criteria. From the highest to the lowest mean scores, these four components were listed: (1) Shared governance, (2) Reflection and Innovation, (3) Intense Focus on Vision, (4) Monitors and responds to Student Achievement.

Teachers’ perceptions towards their decision-making styles in this secondary vocational school in Changsha was regarded as “Neutral” according to the data interpretation criteria, which indicated that when there is a problem in a school, teachers usually making a
decision to solve it by themselves. The three decision-making styles all used as “Neutral”, though group decision-making style was practiced relatively more in the school.

Moreover, the study confirmed there was a strong positive relationship between the teachers’ perceptions towards their leadership capacity and their decision-making styles in a secondary vocational school in Changsha.

**Discussion**

The discussion was made based on the findings for each objective.

This study firstly found that teachers from this school perceived on teachers’ leadership capacities with total average mean scores and it was interpreted as need for their perceived leadership capacity in general, and while teachers’ perception on monitor and respond to student achievement, which all mean scores expressed as high, it was interpreted need leadership capacities in a secondary vocational school.

On the other hand, in this situation, the teachers’ leadership capacity in a secondary vocational school interpreted in the neutral, which indicated that intense focus on vision, in this school, teachers are making good progress here. Therefore, the school really needs to improve the teachers’ leadership capacity through different strategies. For example, in the school, not just the head teacher can take a leadership role; every teacher can be in the role of leadership depending on their professionalism and skillfulness. Different to this study, Akomolafe (2012) studied the leadership of the principals in Ekiti State, Nigeria, and she found that each teacher is actively recognizing their main leadership skills. Based on her findings, the strong leadership built by the school principal was very important, school principal must establish in terms of cooperation, motivation, empowerment and administrative behavior.
As for this point, Lambert (2000) also pointed that collaboration is a key function of leadership in sharing school vision and mission. By exchanging information, the most effective solution is sometimes self-evident, making the decision-making process easier. A good teacher should be a good motivation for the school so that the school can continue to develop and improve. Every teacher should be self-motivated, encourage everyone in a rewarding way, give positive feedback, and motivate students. The teacher is the largest working group in the school. Teachers should have a strong mind and have the courage to take responsibility at school. In addition, the leadership of teachers is mainly concentrated on the operation of the school. They should be proficient in curriculum planning, classroom management, progress assessment and monitoring of students so that effective teachers can not only establish connections, collaboration and motivation, but also positively influence students' academic performance. Finally, self-regulation and self-efficacy always make teachers more creative in teaching. Leadership capacity needs self-regulation and self-efficacy to increase and improve.

Greenlee (2004) suggested that school teacher leadership is important to increase or improve the educational leadership preparation program. Leadership needs to be developed among teachers and principals to build a democratic learning community. The researcher agreed that the quality of the principal investment in teacher leadership will be an important process for the future of school management.

According to Harris & Lambert (2003), leadership capacity is a wide, broad term which has been used for decades. It is one of the more popular terms in 21st century leaders' roles. There are many criteria in leadership capacity building but to build leadership capacity, People should have two main critical conditions in or successfully establish sustainability. As this study found there was a strong positive relationship between teachers' perception towards their leadership capacity and their decision-making style in a secondary vocational school in
Changsha, this researcher believed these two factors are the most important in terms of sustainably improving school management and administration.

According to Lambert (1998), there were critical categories of leadership capacity found to improve school success such as broad-based, skillful participation in the work of leadership; inquiry-based use of information to inform shared decisions practice; roles and responsibilities that reflect broad involvement and collaboration; reflective practice and innovation as the norm, and high student achievement. This study found that teachers with more education believe that teachers with higher levels of leadership skills and lower levels of education. Moreover, female teachers believe that they have a higher perceived ability than male teachers. Since this study also confirmed the strong positive relationship between teachers’ perception towards their leadership capacity and their decision-making styles in the school, this research wanted the school leaders and administrators to relationship and the importance for the sustainable development and improvement of the school in the future.

Meanwhile, this study also found that thought most teachers used three styles of decision making “neutral”, quite many of them practiced group decision-making styles more and only a few practiced autocratic decision-making styles. This result were relevant to the study of Ryabova (2009), who also found at most decision-making moments, people prefer preferred the group decision making style. Ryabova (2009) studied the decision-making styles of Thai and foreign principals in Bangkok and international schools in Bangkok found that there were significant different decision-making styles between Thai and foreign principals. However, both Thai and foreign principals frequently adopted consultative decision-making styles and they preferred the group decision making style.

Another previous researcher Dennis (2012) studied a comparative study of teachers' perceptions of dean decision-making styles between private universities and public universities in Bangkok, Thailand. In his research, according to the views of the two
university teachers, the presidents of the universities also practiced three different styles “neutral” and group decision making style was regarded relatively often. In addition, because he concluded that the teachers of the two universities, the denominations of public universities and private universities didn’t have significant differences in decision-making styles.

Additionally, Ramanigopal (2008) carried out research on Self-Esteem and Decision at the University of Agra to investigate the self-esteem and Making Styles of School Teachers. The results showed that there was a significant positive correlation existing between self-esteem and a vigilance style of decision-making style but other styles were found to be negative. Meanwhile, there was and decision-making styles of are any significant difference existing between male and found that between the three of vigilance, defensive avoidance, and hyper vigilance. According to Ramanigopal (2008), male teachers had higher self-esteem than female teachers.

In fact, Silver (1991) had summarized before that group decision making resulted in being one of the practices in every organization. Preference for the group decision style were more likely to come to a fair decision, where a decision was made most important means that parties by everyone in the organization. In this research, the same finding, most teachers' preference for group decision-making styles, when making decisions, was more inclined to know the decisions of colleagues around them, and then make the same choices as colleagues.

**Recommendations**

In consideration of the findings of this study, the researcher would like to propose some recommendations in order to improve the relationship between teachers' perception towards their leadership capacity and their decision-making styles in this secondary
vocational school in Changsha. The following recommendations would help the head of school, teachers and future researchers.

**Recommendations for Teachers at Changsha Secondary Vocational School**

Teachers’ perceptions towards their leadership capacity in this secondary vocational school was regarded as teacher’s are starting to intense focus on vision, reflection and innovation, shared governance and monitors and responds to student achievement according to the data interpretation criteria. This study should be useful for the teachers. Each teacher can self-evaluate his or her performance and can be able to and recognize the leadership and decision-making style he or she is performing. On the other hand, teachers can also improve their decision-making ability according to the requirements of the school. All teachers from this schools were recommended to improve their self-efficacy through self-evaluation. Teachers also should focus on working with peer and with group in their school. They should pay more attention on student achievements by giving more hands to student and let student learn effectively. Teachers were also recommended to be open minded and be a good listener to accept others ideas and to share ideas to others, for this would help them improve their leadership capacity as well.

**Recommendations for School Leaders and Administrators at Changsha Secondary Vocational School**

In this study, according to the results shows school leaders and administrators were encourage individual and group initiative by providing access to resources’ personnel, and time, recommended to understand the current situation and the relationship between teachers' decision-making style and leadership capacity, leaders and managers themselves should be aware of the importance of such leadership skills through school training programs.
Seminar or workshop should be established immediately for teachers and leaders to get practical experience in making the best decision choices. Simulated role-playing can be used to illustrate the typical decisions and situations that teachers, leaders, and employees face every day. This would also be the beginning of more cooperation and open dialogue between themes, and may also affect the success or failure of the school. School leaders and administrators should try their best to establish cooperative teacher teams to find a way to improve teachers' leadership capacity.

**Recommendations for Future Researchers**

Future researchers should investigate the teachers' perception towards leadership capacity and their decision-making styles using both quantitative and qualitative methods. The mixed approach could give a great depth of understanding of teachers' perception towards their leadership capacity and their leadership capacity and their decision-making styles. Moreover, this study can also help future researchers, can provide them with some ideas, and encourage them to conduct similar research in other organizations or other countries.
REFERENCES


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Song, J. F. (2011, April 12). *Los Angeles Times*


APPENDIX A

HLC&DMS Questionnaire

Part I. General Information: The following survey contains 3 questions. Please tick (/) one from each of the following answers which correspond to your personal profile.

1. Age:
   a. 18-29
   b. 30-39
   c. 40-49
   d. 50 and above

2. Gender:
   a. female
   b. male

3. What is your education background?
   a. Bachelor degree
   b. Distance university degree
   c. Master degree
   d. Doctorate degree
**Part II. High leadership Capacity Questionnaire:** This school survey is designed to assess the teachers’ leadership capacity of their school. Please tick (/) your answer to the following statements. The members on the 1-5 scale represent the following:

1 = We do not do this at our school.
2 = We are starting to move in this direction
3 = We are making good progress here.
4 = We have this condition well established.
5 = We are refining our practice in this area.

<table>
<thead>
<tr>
<th>Items No.</th>
<th>Construct 1: Intense focus on vision in our school, we:</th>
<th>The greatest need</th>
<th>Need enough</th>
<th>Good strength</th>
<th>Represent exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Develop school vision jointly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Ask each other questions that keep us on track with our vision</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Think together about how to align our standards, instruction, assessment, and programs with our vision.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Keep our vision alive by reviewing it regularly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Focus on student learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>Use data/evidence to inform our decisions and teaching practices</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Construct 2: Reflection and innovation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In our school, we:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The greatest need</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good enough</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strength</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Represent exemplary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Make time for ongoing reflection (e.g., journaling, peer coaching, collaborative planning)</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>8. Encourage individual and group initiative by providing access to resources’ personnel, and time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Have joined with networks of other schools and programs, both inside and outside the district, to secure feedback on our work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Practice and support new ways of doing things.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Develop our own criteria for accountability regarding individual and share work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Construct 3: Shared Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>In our school, we:</td>
</tr>
<tr>
<td>The greatest need</td>
</tr>
<tr>
<td>Need</td>
</tr>
<tr>
<td>Good enough</td>
</tr>
<tr>
<td>Strength</td>
</tr>
<tr>
<td>Represent exemplary</td>
</tr>
<tr>
<td>12. Have established representative governance groups.</td>
</tr>
<tr>
<td>13. Seek to perform outside of traditional roles.</td>
</tr>
<tr>
<td>14. Have developed new ways to work together.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>15.</td>
</tr>
<tr>
<td>16.</td>
</tr>
<tr>
<td>17.</td>
</tr>
</tbody>
</table>
**Part III: Decision-Making styles Questionnaires:** Please read each statement carefully and circle the number that represents your decision-making styles, following the scale below. 1=almost never  2=seldom  3=sometimes  4=very often  5=almost always

<table>
<thead>
<tr>
<th>No.</th>
<th>Decision making styles</th>
<th>almost never</th>
<th>seldom</th>
<th>sometimes</th>
<th>very often</th>
<th>almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When there is a problem in a school, I making a decision to solve it by myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I discuss a problem with other school member individually in order to obtain their ideas and suggestions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I believe that it is important to have all team members take part in making a decision on school issues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I seeks suggestions from other school members by having a group discussion on a problem that I face.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I request necessary information from one or more members regarding a problem or issue faced, however, decide on a solution by myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Even though I take all suggestions from other school member into consideration, I base my decision on my judgment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I believe that a group decision making is effective.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I have self-confidence that I can manage any problem faced and make a decision by myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I believe that it is better to consult other school members before making a decision on a problem that I face.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I try to co-ordinate with other school members in order to involve them in a decision making process regarding issues related to them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I am certain that other school members will have to accept what I decide.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I respect the majority view of school members despite my disagreement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

《有关教师领导能力和决策风格的调查问卷》

第一部分、基本信息:

- 下列调查包含三个问题，请勾选出符合你个人信息的一项:

1. 你的年龄:
   - □ 18-29 岁
   - □ 30-39 岁
   - □ 40-49 岁
   - □ 50 岁及以上

2. 你的性别:
   - □ 男性
   - □ 女性

3. 你所获得的最高学位是什么?
   - □ 学士学位
   - □ 远程大学学位
   - □ 硕士学位
   - □ 博士学位
第二部分、有关教师领导能力的调查。

以下这些问题将用于调查老师在学校里的领导能力。请在下表中圈出你认为的最合适回答。请注意数字 1-5 代表含义如下：

1. 在学校里，他们不会去做这些事情。
2. 他们开始往这个方向接近。
3. 他们取得了不错的进展。
4. 他们有条不紊地实施。
5. 在这一领域，他们改良了我们的做法。

<table>
<thead>
<tr>
<th>项目</th>
<th>对于学校共同愿景的实现与发展，我觉得：非常</th>
<th>有</th>
<th>足</th>
<th>具有</th>
<th>典型</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>确立与发展学校共同愿景</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>通过互相提问，让我们保持在通往共同愿景的轨道上。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>一起思考如何调整我们的标准，指示，评估和程序，使其与我们的共同愿景相一致。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>通过定期回顾来保证我们共同愿景的有效性。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>注重于学生的学习。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>通过数据与证据来指引我们决策和教学实践。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
二、对于学校的反思与创新，
我觉得：

7 花费时间来做不间断地反思（比如合作，互助，协同计划）
提供个人资源与时间的使用权，从而鼓励个人和团队的主动性。
参加本校和外校组织的各种项目与活动，是我们有把握得到工作上的反馈。
练习并支持实践中的各种创新方法。

0

1 为了更好承担个人责任和分享工作，应该制定出新的标准。

三、

对于在学校里分享管理，我觉得：

1 建立了代表性管理团队。
2 可以寻找校外人员来参与执行。
3 建立了共同合作的新方式。

四、对于监督与反馈学生成绩，
我觉得：

1 通过教导和评估，促进学生学习。
2 向学生和家长提供关于学习进度的反馈。
3 和学生家长反应学生的表现和学校的项目。

非常 需 有 足 够 具有 典型
非常 需 有 足 够 具有 典型
非常 需 有 足 够 具有 典型
非常 需 有 足 够 具有 典型
第三部分：决策方式的调查。

以下这些问题将用于调查老师在学校里的决策方式。请在下表中圈出你认为的最合适回答。请注意数字1-5代表的含义如下：

1. 几乎从不  2. 很少  3. 有时  4. 经常  5. 几乎总是

<table>
<thead>
<tr>
<th></th>
<th>决策方式</th>
<th>几乎</th>
<th>很</th>
<th>有</th>
<th>经</th>
<th>几乎</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>当我在学校遇到难题，我会自己下决策来解决问题。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>我会逐一与同事讨论问题，来理解他们的想法并且获得他们的建议。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>我相信所有团队成员参与决策学校时间是很重要的。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>对于学校事件，我通常进行小组讨论来寻求建议。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>我会从一个或多个遇到过类似问题的人中获取必要信息；但是我会自己设立解决方案。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>即使我接受来自学校成员的所有建议并且思考，我还是会根据我的判断下决策。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>我相信小组讨论决策是非常有效果的。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>我对自己处理的问题和做出决策，非常有自信。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>我觉得同其他学校成员商量后再做出自己的决策是正确的。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>我会尽力去协作别的学校人员，为了鼓励他们参与他们相关的决策过程。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>我坚信，学校其他同事会接受我的决策。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>即使是我个人反对的事情，也会去尊重大多数人观点</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
APPENDIX C

Translation Certificate

This is to certify that Ms. Ailan Yuan’s Questionnaire for her Master’s thesis in Assumption University of Thailand were translated and edited into standardized Chinese simplified version by our professional translator from RealLearning Center & Translation Institute. The translated version was exactly developed based on the original English one, and a back-translation procedure was used for checking the translation validity. Thus, the quality of the translated Chinese version was confirmed herein this letter.

RealLearning Center &
Translation Institute
Bangkok, Thailand

Mr. Ruiming Zhang
(The Translator)
October 30, 2017
BIOGRAPHY

In February 8, 1993, a girl was born in a little village called Yuanjia, Chenzhou city, Hunan province, China. She was given the name Ailan, because Lan is a flower name, it symbolizes serenity and elegance, exquisite and superior. My father hopes me to be girl like Lan. I spent all my childhood in this little village, playing with my friends, going to the river to catch fish, going to the mountains to pick flowers, and spending the day like every child in the village.

I was admitted to Hunan University of Science and Engineering at the age of 18, the major I study is Chinese language and literature and received my first degree at the age of 22. After graduating from undergraduate, I worked as a teacher in a university for a year. Then I come to Assumption University study. My studies at Assumption turned out to be one of my most enjoyable experiences in Thailand.

Ailan Yuan

January, 2019