



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

PEIRAN WANG

I.D. No. 6219626

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in EDUCATIONAL ADMINISTRATION AND LEADERSHIP
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND

2020

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By: PEIRAN WANG

Field of Study: EDUCATIONAL ADMINISTRATION AND LEADERSHIP

Thesis Advisor: ASST. PROF. DR. WATANA VINITWATANAKHUN

Accepted by the Graduate School of Human Sciences, Assumption University in
Partial Fulfillment of the Requirements for the Master's Degree in Education

.....
(Assoc. Prof. Dr. SuwattanaEamoraphan)

Dean of the Graduate School of Human Sciences

Thesis Examination Committee

..... **Chair**

(Asst. Prof. Dr. Yan Ye)

..... **Advisor**

(Asst. Prof. Dr. WatanaVinitwatanakhun)

..... **Faculty Member**

(Asst. Prof. Dr. PoonpilasAsavisanu)

..... **External Expert**

(Asst. Prof. Dr. WarapornThaima)

ABSTRACT

I.D. No.:6219626

Key Words:TEACHERS' PERCEPTION, LEADERSHIP CAPACITY, CLASSROOM MANAGEMENT STYLES

Name:PEIRAN WANG

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

Thesis Advisor: ASST. PROF. DR.WATANA VINITWATANAKHUN

The main purpose of this study was to determine the relationship between teachers' perceptions towards leadership capacity and classroom management styles at Second Affiliated Middle School of Yunnan Normal University, China. This study aimed to survey 80 full-time lecturers in selected schools for the 2020 school year (September to January). The main data collection tool is a questionnaire divided into three parts. The relationship between these two variables is analyzed using the mean and standard deviation. The research results show that the summary of means and standard deviations of teachers' perception towards their leadership capacity. The total mean score was 2.86 in the range of 2.51-3.50 and is interpreted as Good enough. And the research results show that the total mean score of teachers' classroom management styles was 2.84, and it was in the range of 2.51-3.50. According to the criteria of the interpretation, teachers' perceptions of classroom management styles were Moderate. Pearson Product Moment Correlation Coefficient was applied to test in this study, and $r = -.152$, Sig.(2-tailed). which indicated that there was a weak

negative relationship between teachers' perception towards leadership capacity and classroom management styles at Second Affiliated Middle School of Yunnan Normal University, China.

Teachers should participate in the school's vision and support each other with the school to improve their leadership skills. Try to change the classroom management model to improve student performance. schools should provide teachers with more opportunities to improve their leadership skills and improve classroom management models.



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Completing the master's degree thesis is an unforgettable and important moment in my life. This means that my study abroad career will be over temporarily. This is my first academic English writing essay. When I was writing, I devoted all my energy to the writing of the essay. This is a period of time that has benefited me a lot. I learned a lot during the writing process. Therefore, I would like to thank all the people who provided me with help and encouragement during my study abroad and thesis process, and thank you for your support.

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CHAPTER I

INTRODUCTION

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

Background of the Study

The rise of private education is closely related to society's emancipation, the promotion of the market economy, good policies, and people's needs. Private education has continued to standardize and develop; its role and legal status have been established continuously. As a school-running force that attaches equal importance to public education, it has made a huge contribution to the country's overall educational development. It promotes the education system's reform and promotes academic concepts, meets the social demand for education, and promotes educational equity. (Zhang,2005)

Schools need teachers with strong leadership skills to achieve sustainable development. Harris & Lambert (2003) pointed out that if the school has the principal and only a few teachers with leadership skills, the school church loses its goal. In addition to daily classes, teachers need to participate in activities to improve the school's quality; this can also cultivate the school's ability to work better. As for leadership, this should not be the privilege of a few people. Administrators, teachers, and students can also be school leaders. Managers need to be responsible for the school's management, while teachers need to manage students and classes. Everyone should have leadership skills.

As far as teacher leadership is concerned, it has always been an important research topic in management. More and more study abroad Chinese students chose to return to China in today's rapid economic development. However, these students bringing the newest ideas

and technologies back home have also made China focus on education management research. Many educators have begun to study the leadership of teachers in China. Furthermore, school administrators believe that teachers can impact expanding the school's sustainable improvement if teachers can receive training or development to improve their leadership capacity (Song,2011).

In educational psychology, a topic worth exploring is how to achieve effective teaching. There are many factors in achieving effective teaching. In the context of exam-oriented education, the test of effective teaching is to pass the student's performance. How to conduct effective teaching consists of many conditions.

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

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

Managing the classroom is an essential part of teaching. Every student is different; they differ in interests, abilities, and perception of things. Teachers must do overall planning to increase students' participation significantly.

Many teachers, especially new teachers, often encounter difficulties in managing

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

According to Balay (2012), classroom management can be defined as the management of class activities and the students for the students' benefits so that the learning process can be effective. Classroom management has become one of the most discussed topics in the educational field. An inefficient classroom management style also harms teachers' performance in other aspects such as lesson planning, classroom activities, and passing the knowledge to students.

An essential part of the teaching process is the management inside the classroom because classroom management strategies impact the stability of behavioral changes. Because there is a diverse range of students, they have different interests and abilities, which must be organized and directed by teachers to maximize their participation level and reduce the number of disruptions.

However, classroom management needs the support of leadership capacity. Teachers are receiving leadership capacity training and use it in classroom management. Teachers receive and develop leadership training, which can be expanded to impact classroom management positively.

The Second Affiliated High School of Yunnan Normal University was established in the year 2000. It has attached importance to classroom management and teacher leadership capacity, but some shortcomings need to be improved. No previous research has been conducted on teachers' leadership capacity and their classroom management style in the

Second Affiliated Middle School of Yunnan Normal University. Therefore, this study was selected to be carried out in the Second Affiliated Middle School of Yunnan Normal University to determine the relationship between teacher leadership capacity and classroom management style in the Second Affiliated Middle School of Yunnan Normal University.

Statement of the Problem

With today's social conditions, to solve the general background problem of promoting compulsory education and vigorously encouraging education and teaching in private schools, Kunming City has gradually emerged with more private schools. With the rapid increase in private schools, the competition among private schools has become increasingly fierce, and their survival is facing challenges. Private schools have certain advantages in various ways. For example, the campus environment is better, and the admission conditions are simple. The school can arrange suitable classes according to the parents' requirements and provide more personalized services. However, under the current circumstances, the number of private schools is too many, different schools are also facing difficulties in survival.

The school management team said they wanted to understand the teacher's leadership capacity and classroom management style because the school believes that the teacher's leadership has a particular impact on student performance, enthusiasm for learning, and enrollment. Based on parents' concern for their children's understanding, teacher ability is crucial for parents to choose a school. For the Second Affiliated Middle School of Yunnan Normal University schools, the Second Affiliated Middle School of Yunnan Normal University has not researched teacher leadership capacity and classroom management methods.

The school management team was willing to accept the questionnaire of this research after examining the research purpose. Most parents care about students' performance. For these reasons, the researcher decided to study the relationship between teachers' leadership

and classroom management stylestry to help the school improve teachers' efficiency, improve student achievement, and eventually remain the sustainable improvement of the school.

Research Questions

1. What is the teachers' perceptions towards their leadership capacity in the Second Affiliated Middle School of Yunnan Normal University, China?
2. Which classroom management styleis most frequently used by teachers in the Second Affiliated Middle School of Yunnan Normal University, China?
3. What is the relationship between teachers' perceptions towards their leadership capacity and their classroom management styles in the Second Affiliated Middle School of Yunnan Normal University, China?

Research Objectives

- 1.To identify teachers' perceptions towards their leadership capacity in the Second Affiliated Middle School of Yunnan Normal University, China.
- 2.To identify the most usedfrequently classroom management styles of teachers in the Second Affiliated Middle School of Yunnan Normal University, China.
- 3.To determine the relationship between teachers' perceptions towards their leadership capacity and their classroom management styles in Second Affiliated Middle School of Yunnan Normal University, China

Research Hypothesis

There is a significant relationship between teachers' perception towards leadership capacity and their classroom management styles at Second Affiliated Middle School of Yunnan Normal University, China

Theoretical Framework

This study focused on the relationship between teachers' leadership capacity and classroom management styles. The first theory, Theory High Leadership Capacity Theory by

Lambert (2003), will provide the basis for the construct of research on the Leadership Ability of School Teachers. The second theory, Theory Classroom Management Styles (1996), will provide the basis for the concept of Classroom Management Styles. These theories will be explained in the following paragraphs. This study was conducted based upon the following supporting theories: (I) High Leadership Capacity theory by Lambert (2003) and (II) Classroom Management Styles by John. W Santrock (1996).

I High Leadership Capacity Theory by Lambert (2003).

Lambert's (2003) High Leadership Capacity Theory consists of four necessary components. They are as follows:

i) Intense Focus on Vision

Regarding *intense focus on vision*, it needs to develop and improve teachers' skills and abilities to make the school more effective. Every teacher involved in leadership should engage with other teachers in a teaching and learning cycle. They reflect with each other through dialogue and shared purpose while developing the school cooperatively. They must keep their school moving forward by reviewing the school vision regularly to maintain improvement.

ii) Reflection and Innovation

Reflection is also essential for schools to achieve high leadership capacity. Teachers need to make sure that every person performs and is encouraged to join the group initiative process. Furthermore, all teachers and members should be involved in collaborative innovation.

iii) Shared Governance

Meanwhile, schools will improve if the teachers are effective in **shared governance**. Shared governance is about participation and integrated innovation in the process of decision-making. Teachers and all academic members should develop relationships to find new

strategies and new opportunities for improving the school.

iv) Monitors and Responds to Students' Achievement

The fourth component is monitors and responds to students' achievement. Student achievements are measurable and sustainable for school achievement. To help achieve the school's mission, every teacher should be good at teaching, coaching, assessing, and making a lesson plan.

II Classroom Management Styles (1996).

The classroom management styles used in the classroom management profile adapt to the parenting styles discussed in "Adolescence" by Santrock. Santrock modified these style names and categorized them as:

i) Authoritative

The authoritative teacher places limits and controls on students but simultaneously encourages independence. The authoritative teacher is also open to considerable verbal interaction and relevant questions or comments; this environment offers the students the opportunity to learn and practice communication skills.

ii) Authoritarian

The authoritarian teacher has firm control over the classroom. They require strict obedience to the rules and allow no disruption during the teacher's presentations.

iii) Indifferent

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

iv) Laissez-faire

The laissez-faire teacher places few demands and controls on students. Can use “Do your thing” to describes this classroom. They accept the students’ impulses and actions and are less likely to monitor their behavior.

Conceptual Framework

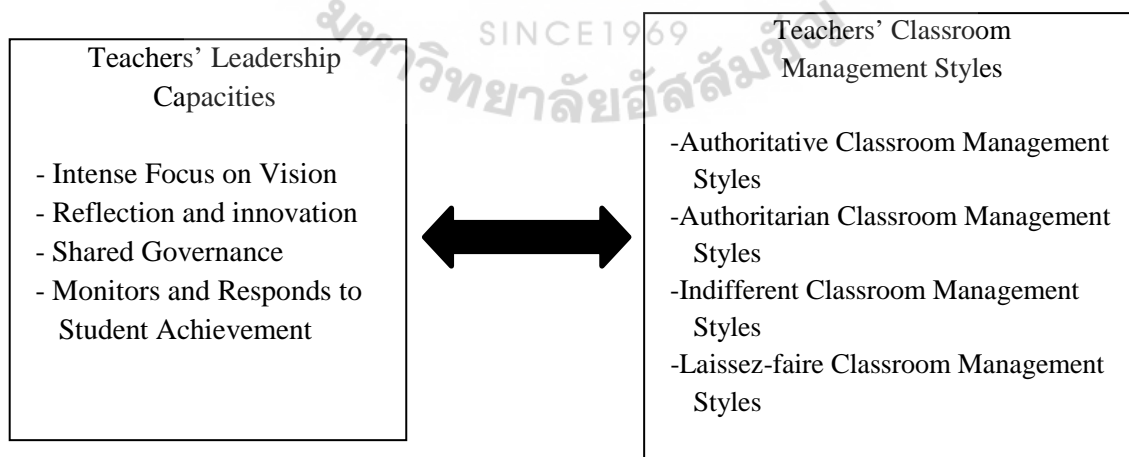
Figure 1.1 shows the conceptual framework of this study. The study has two main variables: teachers’ leadership capacities and teachers’ classroom management styles.

The critical factors on the left side based on Lambert’s (2003) High Leadership Capacity, which includes four key components: (1) *intense focus on vision*, (2) *reflection and innovation*, (3) *shared governance*, (4) *monitors and responds to students’ achievement*.

On the right side, the variable is teachers’ classroom management styles. The classroom management styles adapt to the parenting styles discussed in “Adolescence” by John T. Santrock. The four classroom management styles are: *authoritative, authoritarian, indifferent, and laissez-faire*.

Figure 1.1

The conceptual framework of this study



Scope of the Study

The purpose of this study will examine the relationship between teachers' perceptions towards their leadership capacity and classroom management styles in the Second Affiliated Middle School of Yunnan Normal University, China. Eighty full-time teachers participated in the survey of this research during the academic year 2020-2021.

The purpose of the study is to help the Second Affiliated Middle School of Yunnan Normal University improve school efficiency and maintain the school sustainable development by studying the relationship between teacher leadership capacity and classroom management.

Definitions of Terms

Leadership Capacity

Teacher leadership refers to the ability of teachers to play a guiding role. Effective action through the interaction of their professional power and non-power elements (such as teachers' knowledge, abilities, emotions, etc.) in certain group activities influencing them by including four elements as follows:

1. Intense Focus on Vision

It refers to purposes, inspirations, ideals, destinations and goals, dreams, extraordinary things on the plan, and teachers' intention from Second Affiliated Middle School of Yunnan Normal University, China, to act and share knowledge. This element has been measured by questionnaire items 1, 2, 3, 4, 5, and 6.

2. Reflection and Innovation

It refers to having dialogue and conversation, discussion to get new ideas for creativity among teachers at Second Affiliated Middle School of Yunnan Normal University, China. This element has been measured by questionnaire items 7, 8, 9, 10, 11 to know the reflection and innovation of the school's leadership capacity.

3. Shared Governance

It refers to the corporation, collaboration, cooperation, power, position, accountability, and authority shared by teachers and the principal at Second Affiliated Middle School of Yunnan Normal University, China. It has been measured by questionnaire items 12, 13, 14.

4. Monitors and Responds to Students' Achievements

It refers to school leader's performance skills and abilities and their learners' achievement at Second Affiliated Middle School of Yunnan Normal University, China. It has been measured by questionnaire items 15, 16, and 17.

Classroom Management

Classroom management refers to teachers' various activities and measures to effectively use time, create a good learning environment, and reduce harmful behaviors. In classroom teaching, apart from "teaching," teachers also have a task of "managing," which is to coordinate and control various teaching factors and their relationships to ensure all teaching activity in the classroom is completed in a smooth and orderly way.

Classroom Management Styles

For this study, classroom management styles will follow the categories developed by John T. Santrock for Adolescent Studies. These include authoritative, authoritarian, indifferent, and laissez-faire.

1. The authoritative style. This type of teacher has different requirements for students in different situations; sometimes, they are restricting and controlling students while encouraging students to be independent at the same time. It has been measured by questionnaire items 4, 8, and 11.

2. The authoritarian style. This type of teacher imposes restrictions and strict controls on the students. It has been measured by questionnaire items 1, 3, and 9.

3. The indifferent style. This type of teacher is careless in the classroom, has almost no requirements for students, and does not care about the students' behavior. It has been measured by questionnaire items 2, 5, 7.

4. The laissez-faire style. This type of teacher allows students to do as they wish, has difficulty enforcing rules, accepts disruptions, and pays very little attention to monitoring student behavior. It has been measured by questionnaire items 6, 10, and 12.

Significance of the Study

The school was established in the year 2000 and has a history of nearly 21 years. The researcher chose to investigate teachers' leadership capacity and classroom management style in the Second Affiliated Middle School of Yunnan Normal University. This research can help principals, teachers, schools, and future researchers.

Firstly, this research is helpful to teachers. Research can enable teachers to self-assess themselves and be aware of their leadership capacity and management style. Thus, teachers can improve their leadership capacity and management style.

Secondly, this research is helpful to the principal. It can help principals understand their teachers' leadership abilities and classroom management styles and provide timely teacher management guidance.

Thirdly, it is helpful for schools. It is crucial to recognize the teacher's leadership and classroom management style in a highly competitive private school to maintain its sustainable development.

Finally, this study may help provide a reference for future researchers on a similar topic and inspire other researchers to solve the relevant problems.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a focused review of the related literature based on the theoretical foundation of this study but also includes other related theories and previous studies on the theme, the detailed information of the literature review is as follows:

- Leadership Capacity
- High Leadership Capacity
- Previous studies related to Teachers' Leadership Capacity
- Classroom Management Styles
- Previous studies related to Teachers' Classroom Management Styles
- Background of the School
- Summary

Leadership Capacity

Leadership capacity is a special kind of interpersonal influence. Everyone in the organization will influence and accept the influence of others. Therefore, every employee has potential and realistic leadership. In an organization, leaders and members work together to promote the team toward the set goals, thus forming an organic system, which has the following elements: the personality characteristics and leadership skills of the leader, the subjective initiative of the employees, the leader's positive interaction with employees, the formulation and realization of organizational goals. Leaders with good skills can help make it possible for others to fit the actual change in their organizations or school to gain the achievement.

Leadership is not a constant standard but a standard that can be improved continuously. Leadership can inspire trust between people and encourage people to participate in work through collaboration.

According to Harris & Lambert (2003), building leadership capacity should do the following: (1) Apparently, simplify and define values, beliefs, assumptions, opinions, and experiences as mentioned. Leaders should know that employees attach great importance to leadership, and they need to allow employees to build a sense of trust. Leaders and employees work together and learn to build leadership skills faster. (2) Inquiry into practice, this attempt is to accomplish school improvement via experiment and practice together. Continuous exploration and practice can better complete the task. In school, it can reflect the students' learning situation and the sustainability of the school. (3) Construct meaning and knowledge; this point focuses more on strategies. Every organization and department need effective strategies to participate; they need to actively listen to opinions and respect every idea, making the teamwork successful. (4) Frame action and develop implementation plans; everyone should participate in the formulation of the action plan. To achieve sustainable development in schools, leaders and teachers must become agents of action and change.

High Leadership Capacity

Lambert's book was published in 2003, in which four characteristics of high leadership skills were mentioned. These four characteristics can maintain and achieve school improvement. They are essential for the sustainable development of the school.

According to the five-force model of leadership proposed by the Science and Technology Leadership Research Group of the Chinese Academy of Sciences: the components of teacher leadership can be summarized as follows (1) Teachers' foresight ability mainly refers to teachers' grasping power of the future direction of education development, student training goals, and social needs, etc. Aspects of ability, teachers, are those who lead and guide students in a certain direction within a certain time, so teachers are also leaders. (2) The teacher's charisma mainly refers to the teacher's ability to attract

students in terms of personality charm and subject knowledge charm. (3) Teacher's influence mainly refers to the teacher's ability to influence students in terms of personality, professional knowledge, etc., and set a good example for students. To cultivate children's correct life values; at the same time, it also refers to the power of teachers to regulate and change students' psychology and behavior. The practice has proved that although the quality of education is related to teachers' ability, the proficiency of basic teaching skills, and the specific teaching situation, it depends mainly on teachers' influence. (4) The teacher's control ability primarily refers to the teacher's ability to control the teaching process to achieve the teaching goal. This is manifested in the classroom teaching management ability, the established teaching plan's execution ability, the organization's ability of teaching activities, etc., and the art of conflict handling. (5) Teacher's decisiveness mainly refers to the teacher's ability to make quick and effective decision-making in response to various problems and emergencies in teaching. Self-confident and controlling people are full of self-confidence and strong execution. They can well control various emergencies in class without losing the respect of the students.

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

1.Intense Focus on Vision

Intense focus on vision is the first essential element of a high leadership capacity school (Lambert, 2003). The leadership should clarify the importance of working together. Participants and teachers should review the main values and realize the shared vision of all.

According to Senge (1990), when you have ongoing changes, such as new technologies, new legal requirements, or social changes, it is important to have a flexible

shared vision to help make organizational restructuring. “Leadership is the ability to turn vision into reality,” said Warren G. Bennis. Therefore, if there is no vision to observe the future, the school has no chance to maintain sustainable development. With foresight, teachers and administrators can conceive the plan before implementing it. Lambert (2003) argues that a shared vision is consistent with inquiry-based education. It encourages teachers and parents to share and construct knowledge, participate in decision-making, ask questions and reflections through dialogue, share values, and focus on what students learn and gain in the learning process.

2. Reflection and Innovation

The second element of high leadership capacity is reflection and innovation (Lambert, 2003). At present, society is undergoing rapid changes. To keep up with the times, innovative ways of thinking are particularly important. Innovation is a necessary ability of leading cadres and a comprehensive reflection of their basic qualities. The foundation of innovation is the stimulation of creative thinking.

Creative thinking is a kind of thinking that opens new areas of knowledge and solves unique problems. It is the core part of human intelligence and the primary condition and basis for human creativity. Leading cadres, as the organizers and leaders of the reform, opening and modernization drive making decisions related to the overall situation and the fundamental strategies and countermeasures that lead the development of things.

Therefore, no matter whether it is decision-making or implementation, every process will be inseparable from suitable thinking. The way of thinking and methods of decision-makers are directly related to the level of decision-making. Therefore, leaders must get rid of conventional thinking shackles, drive thinking innovation, promote work innovation, and constantly enhance their awareness of pioneering and innovation when thinking about

problems - keeping pace with the times and innovative thoughts to form a scientific decision with long-term advantages.

3.Shared Governance

The third essential element of high leadership capacity in schools. Shared management means different levels of collaborative work. It means that all school members share power and responsibility in school operation management. (Office of the Provost, University of Louisville, 2010). (Office of the Provost, University of Louisville, 2010). The reason why “shared management” can exist, or the value of its existence, lies in respect for people by stimulating and releasing people’s potential and improving social welfare. This respect is embodied as transcending self-interest at the value level, starting from the perspective of altruism, forming a “self-heterocycle” that unites altruism and self-interest at the management element level.

In the face, it has gone beyond the framework of managers and managed persons, allowing us to return to common sense, breaking away from the ideological constraints of control, focus management on employees and users, and redefine the company, employees, and users. To understand the company from the perspective of the ecosystem, recognize employees from the perspective of partners and value sharers, and view users from the value co-creator’s perspective. At the organizational level, platforms and small and micro-network organizations are becoming new choices for enterprises.

4.Monitors and Responseto Student Achievement

The last element is regarded as the most important characteristic of the high leadership capacity in schools (Lambert 2003).

Exams are the primary means of evaluating students’ learning levels and measuring teaching effects. It is also an important indicator to measure the quality of school teaching. The quality of test papers will affect the fairness and scientific purpose of score evaluation.

Make full use of various data for proposition analysis and test paper quality analysis.

Analysis of student performance and feedback of daily teaching management work results can strengthen the quality by monitoring the teaching process and continuously improving teaching quality. Lambert (1998) pointed out that student achievement is the most crucial component of a teaching and learning process. The teachers' performance success rate can be perceived from the students' achievement at the end of the learning process.

Previous Studies Related to Teachers' Leadership Capacity

According to Ke (2019), factors affecting teacher leadership. Most scholars focus on improving teachers' knowledge, knowledge structure, behavior ethics, and other teacher leadership research aspects. But with the advent of the current era of information explosion, on the one hand, new characteristics of the social environment have emerged. Students are exposed to a richer culture and have more self-thought and insight, challenging traditional teaching methods (Lu 2018). Therefore, it requires teachers to have multicultural tolerance and explore unique and innovative teaching methods to inspire guide, and influence students, to play their leadership roles.

On the other hand, the current social positions put forward higher requirements for students' practical ability and professional skills. It requires teachers to improve their practical knowledge; simultaneously, it is necessary to break the routine, have more autonomy, and strengthen teamwork among teachers (Huang, 2012). Guide students to master knowledge and skills and complete tasks to stimulate the improvement of teachers' leadership.

To summarize, teacher leadership factors consist of five aspects: teacher multicultural tolerance, teamwork ability, diversification of teaching methods, degree of autonomy, and practical ability.

Teacher cultural inclusive education is a new feature of modern education, and it is also a manifestation of social democracy, freedom, and civilized development. As the leader of education, teachers can only realize multicultural education to understand how to guide and influence people and guide and influence others to enhance their leadership.

By strengthening teamwork among teachers, teachers will learn many new teachings and thinking methods. When teachers discuss a particular issue together, the inherent complexity of education can be transformed into a problem of collective leadership development. This is a beneficial and dynamic process.

Diversification of teaching methods using various teaching incentives is a standard method in teaching at home and abroad. For example, cash rewards, project funding, etc., mobilize teachers' enthusiasm and potential for work, encourage teachers to adopt novel and unique teaching methods so that teachers improve teaching leadership in the process of competing with other teachers.

The degree of teacher autonomy for teacher leadership to flourish in schools is necessary to "decentralize," that is, to give teachers more power and freedom. Through the redistribution of power, cultivating trust between teachers, agencies, and administrators and the collaborative culture can be penetrated in the whole school. Only then can the roles of leadership and management be intertwined and administrative functions better realized. Teachers have more opportunities to participate in school affairs and effectively use resources, thereby demonstrating their leadership, making decisions according to their wishes, and enhancing leadership (Wu Wang 2017).

Teachers' practical ability to improve leadership is implemented in practice eventually. Participating in practical activities is a vital link to improve the leadership of college teachers. Teacher leadership is an efficient ability. The research and discussion on it cannot be limited to theory but requires teachers to focus more on participating in social

practice activities to promote practical innovation and development. Practice is the only criterion for testing truth. Only when teachers participate in practical education can they reflect their knowledge application position and continue to reflect and explore the practice's ability.

According to Tong (2016). Researchers have analyzed the connotation of teacher leadership from different angles. American scholar Silva and others have studied the connotation of leadership and divided it into three stages. In the first stage, the researchers' definition of teacher leadership focused on teachers' exercise of formal leadership; in the second stage, researchers began to pay attention to the importance of teachers' participation in curriculum leadership. In this stage, researchers focused on teachers in the leadership function of team management, curriculum, and professional development of teachers; in the third stage, teachers' spirit of participation and cooperation is regarded as the core of reshaping the school's organizational culture. Researchers began to focus on elaborating teacher leadership from the perspective of cooperation and participation. The definition of teacher leadership focused more on teachers' self-direction and participation in cooperation. Some researchers have put forward the fourth stage of teacher leadership definition (Marilyn Katzenmeyer & Gayle Moller, 2001).

According to Dai (2015). Participate in class management and improve teachers' leadership ability. The quality of class management is directly related to the level of class teaching. The main reason is that good class management can create a sense of "home" for students. In this united environment, students help each other. Teachers and students establish a harmonious and friendly relationship; teachers fully understand students' learning and living conditions. They can help students solve problems and encourage students to devote themselves to the learning process. It has a highly beneficial effect on improving the teaching level. And the poor-quality management of the class will lead to the phenomenon of student

and teacher “discreet.” Students have low interest in learning, and they are relatively low active and active in participating in classroom teaching activities. Teachers are out of touch with students, they are only responsible for teaching tasks, and their teaching enthusiasm is not high. Teachers do not understand students’ learning and living conditions. It is challenging to formulate scientific teaching methods and teaching content, which has a highly adverse effect on teaching level improvement. Involving teachers in class management, forming a kind of exercise for teachers, can also promote teachers’ leadership ability.

According to Ma, Zhang & Yu (2018), introducing outsiders' participation in management and implementing school-enterprise cooperation will become a core element of professional degree postgraduate education. The effective involvement of outsiders can be achieved by improving students' perceived satisfaction in the learning process to promote training goals. Therefore, seeking to perform outside of traditional roles is a key element to achieve advanced management and leadership.

According to Limei Wang (2013). Every leadership refers to teachers’ comprehensive influence on students by interacting with their professional qualities, abilities, and emotions in certain group activities. It comes from the four aspects of teachers’ professional requirements, professional quality, humanistic quality, and organizational capacity.

First, teachers should guide students to establish an accurate world outlook on life and values; train students to learn to be human, learn to learn, innovate, develop, and lead students with modern educational ideological teaching ability. Second, teachers should understand the history of the development of the subject, pay attention to the most cutting-edge achievements of the issue, put one’s teaching under a broad time and space background, and a profound academic experience, to keep up with the pace of the times and to guide students on a higher footing. Third, we must establish a relatively scientific knowledge system.

Teacher leadership is an inevitable requirement for teachers' professional development. Improving teacher leadership can reduce teachers' job burnout and give teachers more opportunities for job performance, more self-realization opportunities, more opportunities for participation and action, Faster career development opportunities.

Pounder believes that with the in-depth study of teacher leadership when researchers define teacher leadership, they begin to shift their focus to the teacher's autonomous classroom teaching leadership and use it as one of teacher leadership characteristics. The connotation of teacher leadership is constantly enriched and improved.

Classroom Management Styles

Santrock (1996, 1998) published the book 'Adolescence.' He summarized four classroom management methods. These classroom management styles were adaptations of parenting. The four classroom management styles were defined as follows:

Authoritarian Teachers

Authoritarian teachers have absolute control over the classroom. They plan seats, arrange seats, and strictly control the time of students. They require students to abide by the rules strictly. Under such authoritarian control, the classroom is very quiet, but as a result, students have no chance to learn from each other and ask questions. Authoritarian teachers believe that students only need to listen to their lessons. This style may not be adequate for the students.

The prominent feature of authoritarian teachers is to use extreme discipline and require students to obey. Dever and Karabenick (2011) found that the teacher's authoritarian styles were positively related to Vietnamese students' academic achievement, which indicated that cultural values might impact the students' response to teaching styles. Teachers who used punishment to control deviancy were found to have students who had little internal motivation (Belvel, 2010).

Authoritative Teachers

Teacher authority is a concentrated expression of the school education authority, manifested explicitly in teachers' management and restriction to students' obedience and dependence on teachers. It outlines teacher authority's connotation from a theoretical level and emphasizes a compulsory symbiotic relationship between educators and educated persons' educational activities. (Wang, 2020)

Teacher's authority mainly includes institutional authority and personal authority. Institutional authority is primarily composed of traditional authority and legal authority. Traditional authority refers to the cultural tradition of the society. Legal authority refers to the social system and laws and regulations. Personal authority is mainly composed of knowledge authority and inspiring authority. The former refers to the knowledge and expertise of the teacher. While the latter is composed of the teacher's personality, charm, love, and other characteristics. Therefore, teachers' authority at the practical level is jointly determined by subjective and objective factors that complement each other.

Authoritative teachers also restrict and control students, and at the same time, encourage students to be independent. This type of teacher will consider the different situations between subjects and communicate in a specific classroom environment. Authoritative teachers have a warning and caring attitude towards students and encourage students to think and study independently. They have a sincere interest in the students' desire to learn, and it is evident in their classrooms (Wubbels, 2006). All rules are logical and known to the students. Authoritative teachers set up a warm, pleasant, and structured ambiance (Wubbels et al., 2006).

Indifferent Teachers

Teachers in this category rarely spend time preparing lessons. They use the same lesson preparation content for each class. This type of teacher rarely learns new knowledge in

the classroom. They do not master the classroom and do not provide students with opportunities for practice and development. This type of teacher has very little control over students, basically has no requirements, and is too loose on students.

In such a class, students seldom feel pressure, but at the same time, students may like this teaching style, although they cannot learn too much or avant-garde knowledge. The knowledge system taught only stays in book knowledge. It cannot bring high academic value.

Laissez-Faire Teachers

Teachers in this category have no requirements for students. They allow students to make trouble in the classroom and have no disciplinary requirements. This type of teacher pays much attention to the students' relationship and hopes that they will like them. The educational guidance brought by this style is ineffective.

The teacher's tolerance causes the students' low self-control ability and low learning ability. Under the background of such education and classroom management, students have low grades, low self-control, and no interest in learning.

Classroom management in China

According to Guirong Yan and Beibei Li (2021), The management strategies for classroom problem behaviors can be divided into 3 types. They are psychological counseling strategies, standardized behavior strategies, and reward strategies.

Psychological Counseling Strategies

Psychological counseling is to start from the heart of the students, so that students can psychologically accept and recognize the teacher's management, and make students more aware of the positive effects of correct listening behavior.

Standardized Behavior Strategies

Teachers should set up a set of normative classroom regulations, and let students follow the regulations in strict supervision and strict supervision of teachers, which can help students form good classroom behaviors and improve classroom management efficiency.

Reward Strategies

The reward strategy is mainly aimed at students' good classroom performance, and give students praise and encouragement. Teachers appropriately give students some praise and rewards in class, which can well regulate students' classroom behaviors and help students regulate their own classroom behaviors.

Previous Studies Related to Teachers' Classroom Management Styles

According to Xin Wang(2020), teacher authority in education management is reflected in classroom management to a large extent. Classroom management exists in the teaching system in the form of active and dynamic generative activities. The significance of classroom management is generally twofold: the first refers to the prescribed teaching content, teaching methods, evaluation methods, and the development direction of learning results; the second relates to the actions of primary and secondary schools or colleges to promote the internal management of learners, which Clark said,“organized learning process.” In the same way, there are two necessities for teachers to conduct classroom management: one is the way for teachers to improve the quality of teaching under the requirements of school management; the other is the way for teachers to ensure the orderly operation of the classroom.

According to JitangWang (2020).Effective ways to enhance the effectiveness of teachers' classroom teaching management. (1) Pay attention to the development and application of information technology. Since the beginning of the 21st century, the state has put forward high teaching management quality requirements.Higher vocational teachers are required to keep pace with the times, keep up with the development of the times, continue to learn from advanced teaching management experience at home and abroad, and make up for their classroom teaching management deficiencies. Improve the efficiency and quality of classroom teaching management. Teachers should continuously improve their understanding

of classroom management, use information technology to do a good job of classroom teaching management based on the analysis of students' academic conditions, and fully respect students' differences and classroom learning needs. Based on informatization conditions, teachers should update the teaching model to strengthen the classroom teaching effect. (2) Improve teachers' implementation of "cloud classroom" teaching level. In the context of educational informationization, teachers should be good at using information network platforms such as "Cloud Classroom." To collect dynamic data in the classroom teaching process in real-time, clarify the teaching goals of "Cloud Classroom," build a data collection system, and do a good job of storing teaching data. Sharing, management, teaching management, and control is relying on the network teaching platform. The derivation of the "cloud classroom" teaching model breaks through time and space limitations and can effectively achieve all-around interaction between students and teachers. (3) Integrate humanistic education into classroom teaching. Integrating humanities education into classroom teaching coincides with the concept of "Living morality and cultivating people" under the new situation. First, teachers must understand the spirit of education, culture, and education, continuously improve comprehensive qualities, and integrate humanistic education concepts into classroom teaching. Teachers provide vocational students with literary works, celebrity works, novels, etc., suitable for their reading based on their own reading experience, focusing on cultivating vocational students' emotional wisdom and perceptive ability. (4) Introduce outstanding teachers and expand the teaching team. Classroom teaching is an important carrier for students to enter society. Regarding talent training, vocational colleges should formulate reasonable talent training plans, promote classroom construction, and promote innovative teaching development.

According to Zhang (2020). Classroom management is one of the difficulties faced by new teachers. The challenges in classroom management for new teachers are manifested in

the aspects of cognition and emotion. The reasons mainly include teachers, students, and the environment. This problem can be solved by clarifying classroom management concepts and goals, establishing effective classroom routines, and creating a good classroom environment.

(1) Clarify Management Philosophy and Goals

Classroom discipline management should not aim at correcting students' violations of discipline through control and punishment but should be motivated and guided to promote students' good behavior. The fundamental goal of classroom discipline management is to make students earnestly abide by classroom norms. Realize the unity of teacher management, student self-discipline, and student democratic management. Safeguard all students' rights and interests, form a good class, promote classroom cooperative learning, gather class cohesion, and improve classroom learning. The lowest classroom discipline management goal is to ensure that the frequency and degree of classroom violations are reduced. Students' consciousness of observing classroom disciplines and the standard listening order of all students are maintained to ensure that teachers and students are happy in class and complete teaching tasks on schedule.

(2) Establish Effective Classroom Routines

When formulating each rule, teachers should be minimal and precise. Discuss the rationale behind these rules with students to ensure that they have an accurate understanding of them, recognize each rule's necessity, and insist on positively enlightened and formulated rules and regulations in content expression. It must be executed firmly and openly from beginning to end.

(3) Create a Good Classroom Environment.

The establishment of a good classroom environment helps new teachers to manage the classroom effectively. Classroom environment refers to the synthesis of various external conditions that affect teaching activities and can be divided into physical and psychological

environments. The physical environment includes various teaching equipment and facilities, seating arrangements, and classroom layout. The psychological environment consists of a classroom atmosphere. They are class atmosphere, school spirit, various relationships between people in classroom teaching activities, and their mutual influence. Teachers' ideas and behaviors determine the classroom atmosphere, and this classroom atmosphere reflects students' interests, the exchange of information between teachers and students, and the overall teaching effect.

The performance and function of teachers' authority in the classroom management teaching level. In teaching implementation and management, if teachers can radiate personality charm and emotional appeal on time and exert personal authority influence, it will improve classroom management and student learning efficiency. In specific teaching, the individual factors of teacher authority mainly affect the following two aspects.

First, the exertion of teachers' authority can create an ideal learning environment for students. Teachers who are more personal and authoritative will eliminate the traditional classroom environment's shackles by getting rid of their mindset of focusing on knowledge acquisition and neglecting skill acquisition. They will actively use cooperative and interactive teaching methods to strengthen students' practical communication and promote students' active output. Promote meaningful interaction, problem-solving, and task completion. Such teachers consider the theory of knowledge transfer and follow the essentials of the constructivist teaching concept. They can give students an ideal new knowledge learning environment and help form a high-quality and orderly classroom management environment. Second, the display of teacher authority is conducive to the adjustment and control of the classroom rhythm. The rhythm of classroom teaching refers to how various comparable components appear regularly and alternately in a particular order in classroom teaching. It covers the speed and density of education and reflects the focus and difficulty of teaching

content. Effective classroom time management by teacher authority can promote an orderly teaching rhythm, grab students' attention, improve teaching efficiency, and ultimately improve teaching quality. On the contrary, a lower level of teaching rhythm control can easily lead to chaos and disorder in teaching, reduce students' interest in learning, and increase teaching difficulty.

Classroom management mainly includes three aspects, i.e., time management, efficiency management, and emotional atmosphere management. There are many problems in classroom management in college English teaching, which is disadvantageous to students' overall development. Therefore, teachers should improve the quality of classroom management in some ways. Firstly, teachers should improve their classroom guidance ability. Secondly, stimulate students' interest in learning. Thirdly, cultivate students' autonomous learning ability(Zhou,2020).

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

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

Oliver and Reschly (2007) noted that it is much more difficult for new teachers to manage classroom behavior effectively. They may not receive enough training, and they are placed in classes with many challenging students. Many surveys also show that experienced teachers pay less attention to classroom management. However, this might not be because

teachers did not learn to manage classrooms effectively; they might leave the position before getting the skill (Oliver & Reschly, 2007).

Classroom teaching is the most basic unit of teaching. It is an alternative to teaching and learning organized by teachers and students with leadership. Classroom teaching management is the main way to achieve education and teaching goals and is also the main battlefield for quality education. Therefore, it is imperative to strengthen management, standardize behavior, and improve classroom efficiency (Mao, 2020).

According to Lu (2018), in classroom teaching, along with the task of “teaching,” teachers also have a task of “managing.” “Managing” is to coordinate and control various teaching factors and their relationships in the classroom to form an orderly whole. Ensure the smooth progress of teaching activities. It is generally believed that classroom management includes classroom interpersonal relationship management (teacher-student relationship, peer relationship), classroom environment management (physical environment and psychological environment), classroom discipline management (behavior management), etc. The author believes that there is another “education” task in classroom teaching; that is, the goal of “teaching” and “managing” is to give play to the educational value of classroom management. Therefore, classroom management should refer to teachers’ various activities and measures to effectively use time, create a good learning environment, reduce bad behaviors, and exert their educational functions.

For new teachers, the core and basic skill of classroom management is classroom discipline management. The main content of disciplinary management is behavior management. Canadian educational psychologist Professor Jiang Shaolun divides students’ behaviors in class into three forms: positive behaviors (those related to the promotion of teaching goals); neutral behaviors (those learning behaviors that neither enhance nor interfere

with classroom teaching); and negative behaviors (Those behaviors that interfere with the order of classroom teaching can also be called “problematic behaviors”).

Most teachers adopt harmful methods such as reprimands, orders, and punishments for “problematic behaviors” in daily teaching practice. In this way, the classroom order seems to be maintained, but it cannot touch the students’ internal self-reflection.

For new teachers, teachers should learn to control their emotions, adjust themselves quickly, and use educational wit to transform problems into links that are conducive to classroom growth. Communication and motivation are two specific methods that can be used.

According to Shuman Wang (2020), classroom management is the basis for teachers to carry out teaching activities. Under the new curriculum reform background, the junior middle school Chinese classroom management has the following problems: teachers do not grasp the “cooperative and inquiry-based” teaching method; the teaching process is modeled and programmed; young teachers lack a rationality attitude to communicate with students. Without innovative teacher-student communication methods, it is easy for students to lose their interest in listening to lectures. Teachers must grasp classroom management’s teaching process with a professional attitude to improve teachers’ classroom management ability. Simultaneously, pay attention to the on-the-job training of young teachers; and advocate that classroom management is people-oriented and student development-oriented.

Progressively more emphasis has been placed on classroom management strategies, styles, and programs in recent years. Oliver and Reschly (2007) noted that teachers must focus on effective instructional strategies to prevent academic and behavior difficulties and facilitate increased student achievement. Students who are actively engaged and provided with frequent opportunities to respond to academic tasks are less disruptive and demonstrate improved academic skills (Sutherland & Wehby, 2001).

Background of the School

The Second Affiliated High School of Yunnan Normal University is a full-time complete middle school approved by the Kunming Education Bureau of Yunnan Province. The school relies on Yunnan Normal University's strong faculty; it upholds Yunnan Normal University's school motto and gives full play to its high-quality educational resources and school-running characteristics. The students' high school entrance examination results have been among the best in Kunming for many years.

The school consistently takes students' healthy growth as its responsibility and aims to cultivate talents that can adapt to globalization in the 21st century. It has taken the lead in completing the education system's reform, forming an international school-running feature. The provincial and municipal education authorities have unanimously recognized it.

Teachers: The school has 80 full-time teachers and 1,200 students. All schoolteachers uphold the excellent teaching style of "learning from high schools and high morals as models" they love their jobs and work hard to teach and educate people. Young schoolteachers want to learn education management and classroom management and conduct research to improve schoolteachers' work.

Class management: In terms of moral education, the school adopts the model of "student democratic management and dual-class teacher management" to improve students' quality in all aspects. In terms of teaching management, In terms of class management, the school adopts too strict management methods, and some students cannot adapt and are more restrained. Schools need to introduce innovative management models, continue to innovate, and explore management issues.

facilities: It has modern teaching buildings, laboratory buildings, libraries, student apartments, logistics buildings, standard track and field stadiums, and various ball sports venues. There are physics, chemistry, biology laboratories, and special classrooms for computers, languages, music, fine arts, and multimedia classrooms.

Train students with comprehensive first-class quality: The school puts healthy growth of students in the first place, pays attention to the improvement of students' comprehensive quality, and pays attention to the complete development of students morally, intellectually, and physically.

Summary

In summary, this thesis consists of two aspects regarding the research of related literature: teacher's leadership capacity and classroom management.

First, teacher leadership capacities surface the importance of leadership for the sustainable development of schools. Hopefully, the students will become qualified leaders for the nation and the whole society. Teachers and school management should help students achieve excellent grades and increase their admission rate. As a result, it stands out among the highly competitive private schools. On the other hand, when students get excellent grades, it also helps teachers and schools to improve their teaching capacity.

Second, classroom management methods. Baumrind (1971) provided definitions of parenting styles of adult control on their own child, that directed trigger the discussion on classroom management which is one of the research instruments. Conduct research through four classroom management methods. Both the teacher's leadership ability and the classroom management model can affect the student's performance and the school's sustainable development. Therefore, the researcher chose the Second Affiliated Middle School of Yunnan Normal University to research and establish teacher leadership and classroom management to help them to get to know their teachers' leadership capacity and classroom management at this school.

CHAPTER III

RESEARCH METHODOLOGY

Therefore, this chapter has discussed this study's research design, population, sample, research instrumentation, validity and reliability, collection of data, data analysis, and summary of the research process.

Research Design

This research is designed as a quantitative and relationship study; data collection was done through questionnaires to study respondents' views on leadership capacity and classroom management in the Second Affiliated Middle School of Yunnan Normal University, China. The researcher used the survey questionnaire to collect data and study target groups' perceptions through descriptive and correlation for analyzing this study's data.

Population

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

Research Instrument

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

Part (I): General information of the teacher's demographic variables such as gender, age, educational background, and teaching experience. Part (II): Teachers' leadership capacity was adopted from Pierce (2007), which was based on Lambert's (2003) Leadership Capacity School Survey (LCSS). This questionnaire has 17 items in four key components: (1) Intense focus on vision includes question numbers 1-6, (2) Reflection and innovation includes question numbers 7-11, (3) Shared governance includes question numbers 12-14, (4) Monitors and responds to students' achievement includes question numbers 15-17.

Table 1*Breakdown of Survey Question of High Leadership Capacity*

Teachers' Perception towards leadership capacity	Survey Question Number
Intense Focus on Vision	1, 2, 3, 4, 5 and 6
Reflection and innovation	7, 8, 9, 10 and 11
Shared Governance	12, 13, 14
Monitors and Response to Student Achievement	15, 16, 17

Table 1 shows the breakdown of survey questions of Part (II)

Table 2*Interpretation and Score for Survey Question of Leadership Capacity (1-20)*

Teachers' answers for each question	Score	Range	Interpretation
This condition is well established	5	4.51 -5.00	Very High
Refining practice in this area	4	3.51 - 4.50	High
Making a good process here	3	2.51 - 3.50	Moderate
Starting to move in this direction	2	1.51 - 2.50	Low
Do not do in school	1	1.00 - 1.50	Very low

Source: Norman G. Likert scales, levels of measurement, and the "laws" of statistics. *Adv Health Sci Educ Theory Pract.* 2010;15(5):625–632. [PubMed].

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

Part (III) The Classroom Management Profile (Center for Adolescent Studies, the classroom management styles are adaptations of the parenting styles discussed in *Adolescence*, by John T. Santrock) to determine the presence of teachers' classroom management styles in this study. The four classroom management styles used to categorize teachers are: (1) **Authoritative Styles** included question numbers 4, 8, and 11, (2) **Authoritarian Styles** included question numbers 1, 3, and 9, (3) **Indifferent Styles**

included question numbers 2, 5, and 7, (4) *Laissez-faire Styles* included question numbers 6, 10, and 12.

Table 3

Breakdown of Survey Question of Classroom Management Profile

Teachers' Classroom Management Styles	Survey Question Number
Authoritarian Styles	1, 3, and 9
Authoritarian Styles	4, 8, and 11
Indifferent Styles	2, 5, and 7
Laissez-faire Styles	6, 10, and 12

Table 3 shows the breakdown of survey questions of Part (III)

Table 4

Interpretation and Score for Survey Question of Classroom Management Profile

Arrangement Level	Score	Range	Interpretation
Strongly Agree	5	4.51 - 5.00	Very High
Agree	4	3.51 - 4.50	High
Neutral	3	2.51 - 3.50	Moderate
Disagree	2	1.51 - 2.50	Low
Strongly Disagree	1	1.00 - 1.50	Very low

Source: Norman G. Likert scales, levels of measurement, and the "laws" of Statistics. *Adv Health Sci Educ Theory Pract.* 2010;15(5):625–632. [PubMed].

Table 4 shows the interpretation and score of survey questions.

Translation of the Instrument

This study's questionnaire is the English version; to ensure that the respondents can fully understand the instrument's questions, the researcher had the questionnaire professionally translated from English to Chinese.

Validity and Reliability of the Instrument

In this study, the researcher's questionnaire includes three parts. Questionnaire Part (I) Enquires teachers' demographic information. Questionnaire Part (II) is Lambert's Leadership Capacity School Survey (2003). Part (III) is Classroom Management Profile (Center for Adolescent Studies, 1996).

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

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

The researcher also did a Cronbach's Alpha reliability analysis using statistical analysis software; the results are shown in the table below. (Table 5).

Table 5

Reliability for Leadership Capacity and Classroom Management Styles

	Theories	Questionnaire	Reliability	
Part II Leadership Capacity	Lambert's (2003), High LeadershipCapacityTheory	Pierce's (2007)	Previous study	Current study
			.94	.89
Part III Classroom Management Styles	Santrock, J.W. (2008). <i>Adolescence: Twelfth edition</i> . McGraw-Hill Higher Education.	METIN et al.(2017)	.87	.74

Table 5 shows the reliability for leadership capacity and classroom management styles.

Collection of Data

To ensure this study can be facilitated smoothly, researchers distributed the questionnaire and collected the data in November 2020. The tabulation and computation were done in December 2020. The following data collection steps are shown in Table 6.

Table 6

Data Collection Process

Date Data	Collection Process
November 2020	Discussion of objectives and distribution of Survey Questionnaires
November 2020	Collection of Survey Questionnaires
December 2020	Tabulation and computation of Data
April 2021	Call the final defense of the research study

Data Analysis

For Research Objective One, Mean and Standard Deviation used to identify teachers' leadership capacity at Second Affiliated Middle School of Yunnan Normal University, China.

For Research Objective Two, Mean and Standard Deviation are used to identify the most used classroom management styles of teachers at Second Affiliated Middle School of Yunnan Normal University, China.

For Research Objective Three, the Pearson Product Moment Coefficient of Correlation is used to determine the relationship between teachers' perception towards leadership capacity and their classroom management styles at Second Affiliated Middle School of Yunnan Normal University, China.

Summary of the Research Process

Table 7

Summary of the Research Process

Research Objective	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis
To determine the level of teacher's perceptions toward leadership capacity at Second Affiliated Middle School of Yunnan Normal University, China	80 teachers at the Second Affiliated Middle School of Yunnan Normal University, China	Questionnaire	Means and standard deviations
To determine the most used frequently classroom management styles of teachers at Second Affiliated Middle School of Yunnan Normal University, China		Questionnaire	Means and standard deviations
To determine the relationship between teachers' perceptions towards leadership capacity and their classroom management styles at Second Affiliated Middle School of Yunnan Normal University, China		Questionnaire	Pearson product correlation

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the survey results for data analysis and interpretation derived from the 80 questionnaires distributed and collected from all respondents; therefore, the valid return rate was 100%. Research questionnaires were utilized to analyze each objective and the research hypothesis. The summary of the analysis starts with the general demographic profiles from respondents followed by statistical findings. The results of the research findings were interpreted and presented by three main objectives as follow:

1. To identify teachers' perceptions towards their leadership capacity at the Second Affiliated Middle School of Yunnan Normal University, China.
2. To identify the most used frequently classroom management styles of teachers at the Second Affiliated Middle School of Yunnan Normal University, China.
3. To determine the relationship between teachers' perceptions towards their leadership capacity and their classroom management styles at the Second Affiliated Middle School of Yunnan Normal University, China.

General Demographic Profile of Respondents

The researcher conducted the survey by distributing questionnaires to 80 full-time teachers, and all the questionnaires were returned from the Second Affiliated Middle School of Yunnan Normal University, China. It included four demographic questions from respondents composed of gender, age, educational background, and work experience. In this research survey, the teachers' demographic profile was used to provide general information about the respondents. The demographic findings are shown through the frequency distribution and percentage as follows:

Table 8*The Number and Percentage of Participants' Gender*

Gender	Number	Percentage
Female	55	68.75
Male	25	31.25
Total	80	100.0

Table 8 shows the data on gender. The percentage of female teachers was 68.75% (55), and 31.25% (25) were male teachers.

Therefore, there is a big difference in the number of male and female teachers in this school, and the number of female teachers is more than twice that of male teachers.

Table 9*The Number and Percentage of Participants' Age*

Age	Number	Percentage
20 - 29	42	52.5
30 - 39	17	21.25
40 - 49	13	16.25
50 and above	8	10
Total	80	100.0

Table 9 shows that 80 respondents represent 52.5% in the age of 20-29 years old, and this age range was the highest percentage of the total population. The second-largest rate was 17 respondents in the 30-39 years old represents 21.25%.

The proportion of 20-29-year-old teachers in this school is 52.5%, which has exceeded half of the school's number. It shows that the ratio of young teachers in this school is relatively high. The overall trend is younger.

Table 10

The Number and Percentage of Participants' Educational Background

Educational Background	Number	Percentage
Bachelor's degree	67	83.75
Master's degree	12	15
Doctoral Degree	1	1.25
Total	80	100.0

Table 10 shows that educational background is divided into three levels: Bachelor, Master, and Doctoral degree. According to the result of survey data, 67 of them (83.75%) were with bachelor's degree, which was the majority group of the total population, 12 of them (15%) were with a master's degree, and 1 of them (1.25%) were with a doctoral degree which was the lowest percentage of the total population.

Table 11

The Number and Percentage of Participants' Work Experience

Work Experience	Number	Percentage
1 -5 years	46	57.5
6 - 10 years	21	26.25
11 - 15 years	11	13.75
16 and above	2	2.5
Total	80	100.0

Table 11 shows the findings of teachers' work experience, 46 out of 80 teachers (57.5%) had at least 1-5 years of work experience, 21 teachers (26.25%) had 6 -10 years of work experience, 11 teachers (13.75%) had 11-15 years of work experience, and two teachers (2.5%) had 16 and above years of work experience. The research finding shows that teachers who had 1-5 years of work experience were the most. In contrast, there were only two teachers who had more than 16 years of work experience.

Research Objective One

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

To identify teachers' perception towards leadership capacity in Second Affiliated Middle School of Yunnan Normal University, China, the researcher utilized questionnaire part II with four components of evaluation with 17 items. The four components include Intense focus on the vision from question 1 to 6, Reflection and Innovation from question 7 to 11, Shared Governance from 12 to 14, and Monitors and Response to Student Achievement from question 15 to 17. All 73 teachers have responded to the questions based upon their perception toward their own leadership capacity by choosing from a range follow: (1) = Strongly Disagree, (2) = Disagree, (3) = Neutral, (4) = Agree, and (5) = Strongly Agree. 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 objective, the researcher has utilized a total score of means and standard deviations of four components of teachers' perception towards leadership capacity in Second Affiliated Middle School of Yunnan Normal University, China.

Table 12

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

No	Items in survey	Construct 1: Intense focus on vision. In our school, we:	Mean	SD	Interpretation
1	5	Focus on student learning	4.31	.466	High
2	3	Think together about how to align our standards, instructions, assessments, and programs with our vision.	3.16	.786	Moderate
3	6	Use data/evidence to inform our decisions and teaching practices	2.61	.584	Moderate
4	4	Keep our vision alive by reviewing it regularly	2.54	.615	Moderate

No	Items in survey	Construct 1: Intense focus on vision. In our school, we:	Mean	SD	Interpretation
5	2	Ask each other questions that keep us on track with our vision	2.44	.691	Low
6	1	Develop school jointly.	2.43	.671	Low
Total			2.91	.927	Moderate

Table 12 shows the total mean scores in the Intense Focus on Vision area by reversing the interpretations. Among the six questions, four questions are above the moderate level. Question No.1 *Develop school jointly*, and No.2 *Ask each other questions that keep us on track with our vision* had the lowest scores, not reaching the moderate level, 2.44 and 2.43 points, respectively. Question No.5 *focuses on student learning*, had the highest score (4.31), and the score of Question No.1 *Develop school jointly* was the lowest (2.43). Overall, teachers' perceptions of this dimension were at a moderate level (Mean was 2.91).

Table 13

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

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

No	Items in Survey	Construct 2: Reflection and Innovation. In our school, we:	Mean	SD	Interpretation
		group initiative by providing access to resources, personnel, and time.			
		Total	2.75	.869	Moderate

Table 13 shows the total mean scores in the area of Reflection and Innovation. Based on Table 13, the total means showed the teachers' perception of reflection and innovation in the school was 2.75, regarded as Good enough. In this project, No.10, *Practice our own support new ways of doing things* got the highest score and got a score of 3.43. The lowest score is No. 8. *Encourage individual and group initiative by providing access to resources, personnel, and time*. It only got a score of 2.14, not reaching the moderate level.

Table 14

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

No	Items in Survey	Construct 3: Shared Governance. In our school, we:	Mean	SD	Interpretation
12	14	Have developed new ways to work together.	3.03	.981	Moderate
13	12	Have established representative governance groups.	2.33	1.088	Low
14	13	Seek to perform outside of traditional roles.	2.11	1.091	Low
		Total	2.49	1.120	Low

Based on Table 14, the total means showed the teachers' perception of shared governance in the school was 2.49, regarded as Low. According to table 14, the highest score is 3.03 showed in No. 12. *Have developed new ways to work together*. The lowest mean scores

showed in *Seek to perform outside of traditional roles* was 2.11. Only the *Have developed new ways to work together* get Moderate. The items of No.13 and No.14 only get Low, not reaching the moderate level.

Table 15

Teachers' Perception towards Leadership Capacity in the area of Monitors and Responds to Student Achievement (n=80)

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

Table 15 shows the total means scores for the teachers' perception on the component of monitors and responds to student achievement in the school, which was 3.31, regarded as Moderate. In all projects in this section, the highest mean scores of 3.81 showed in *Talk with families about student performance and school programs*, Regarded as High. The lowest mean scores showed in *Provide feedback to children and families about student programs* 2.83, two of the mean scores for this component were in the range 2.51-3.50, which interpreted as Moderate.

Table 16

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

Leadership Capacity	Mean	SD	Interpretation
Monitors and Responds to Student Achievement	3.31	.967	Moderate
Intense Focus on Vision	2.91	.927	Moderate
Reflection and Innovation	2.75	.869	Moderate
Shared Governance	2.49	1.120	Low
Total	2.86	.988	Moderate

Table16 shows the summary of means and standard deviations of teachers' perception towards their leadership capacity based on the four components at the Second Affiliated Middle School of Yunnan Normal University, China. The total mean score was 2.86 in the range of 2.51-3.50 and is interpreted as Moderate. Among the four components, Monitors and Responds got the highest mean scores of 3.31; Shared Governance had the lowest mean score of 2.49. Shared Governance is regarded as a Low, But also very close to Moderate. And does not have much impact on the overall.

Research Objective Two

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

The Descriptive Statistic analysis process was divided into four sections the proportions of four classroom management styles. The analysis of each item about classroom management styles was done by dividing the total of 12 items into four different dimensions: the authoritative styles (Question items 4, 8, 11), authoritarian styles (Question items 1, 3, 9), indifferent styles (Question items 2, 5, 7) and laissez-faire styles (6, 10, 12). Then analyzed Mean and Standard Deviation of each dimension of classroom management styles perceived by teachers in this school. All 80 teachers have responded to questions based on their self-perception of their classroom management styles by choosing from the following range of indicators: (1) = Strongly Disagree, (2) = Disagree, (3) = Neutral, (4) = Agree, (5) = Strongly Agree.

Table 17

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

No	Items in Survey	Authoritarian	Mean	SD	Interpretation
1	1	If a student is disruptive during class,I assign him/her to detention withoutfurther discussion.	3.80	1.141	High
2	3	The classroom must be quiet in orderfor students to learn.	3.41	1.052	Moderate
3	9	I will not accept excuses from astudent who is tardy.	3.26	1.006	Moderate
Total			3.48	1.090	Moderate

Table 17 shows that the total mean score of teachers' perceptions towards classroom management styles in the area of Authoritarian Style was 3.48, in the range of 2.51-3.50. This was interpreted that teachers' perceptions towards Authoritarian Style were Moderate.

For the first question, *if a student is disruptive during class, I assign him/her to detention; without further discussion* showed the highest score is 3.80. This indicates that the teacher maintains a high degree of dissatisfaction with the behavior of disrupting the classroom. Question No.3 got the lowest mean score (3.26).

Table 18

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

No	Items in Survey	Authoritative	Mean	SD	Interpretation
4	4	I am concerned about both what my students learn and how they learn.	3.95	.899	High
5	8	I always try to explain the reasons behind my rules and decisions.	2.86	1.188	Moderate
6	11	My students understand that they can interrupt my lecture if they have a relevant question.	2.36	1.022	Low
Total			3.05	1.235	Moderate

Table 18 shows that the total mean score of teachers' perceptions towards classroom management styles in the area of Authoritative Style was 3.05, in the range of 2.51-3.50. This was interpreted that teachers' perceptions towards Authoritative Style were Moderate. It was showed the mean score of question No.4, *I am concerned about both what my students learn and how they learn.* (3.95), and about question No.6, *My students understand that they can interrupt my lecture if they have a relevant question* got the lowest mean score (2.36).

Table 19

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

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

Table 19 shows that the total mean score of teachers' perceptions towards classroom management styles in the area of Indifferent Style was 2.25, in the range of 1.51-2.50. This

was interpreted that teachers' perceptions towards Indifferent Style were Low. It was noted that the mean score of question No.7, *I do not want to impose any rules on my students* (2.79), whereas question No.9, *Class preparation, is not worth the effort*, got the lowest mean score (1.88).

Table 20

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

No	Items in Survey	Laissez-faire	Mean	SD	Interpretation
10	6	I do not want to reprimand a student because it might hurt his/her feelings.	2.68	.868	Moderate
11	10	The emotional well-being of my students is more important than classroom control.	2.53	1.055	Moderate
12	12	If a student requests a hall pass, I always honor the request.	2.49	.857	Low
Total			2.56	.931	Moderate

Table 20 shows that the total mean score of teachers' perceptions towards classroom management styles in the area of Laissez-faire Style was 2.56, in the range of 2.51-3.50.

This was interpreted that teachers' perceptions towards Laissez-faire Style were Moderate. It was noted that the mean score of question No.10, *I do not want to reprimand a student because it might hurt his/her feelings* (2.68); it showed Moderate. Question No.12, *If a student requests a hall pass, I always honor the request* got the lowest mean score (2.49).

Table 21

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

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

Table 21 shows the overall means score of teachers' perceptions towards classroom management styles among 80 full-time teachers at Second Affiliated Middle School of Yunnan Normal University, China. The total mean score of teachers' classroom management styles was 2.84, and it was in the range of 2.51-3.50. According to the criteria of the interpretation, teachers' perceptions of classroom management styles were Moderate. The research findings show that the *Authoritarian Style* had the highest mean score of 3.48. However, the *Indifferent style* gains the lowest mean score of 2.25 among four components. So, it shows that teachers have more preferences on *Authoritarian Style* in class.

Research Objective Three

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

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

Table 22

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

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

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

Table 22 shows the relationship between teachers' perceptions towards leadership capacity and their classroom management styles. Since Pearson correlation r is -.152 and Sig is .001, which is smaller than .05. Pearson correlation r is -.152, which meant that the correlation coefficient between teachers' perceptions of leadership capacity and their classroom management styles is -0.152. It shows a significant level of 0.01, which indicates that the relationship between teachers' perceptions towards leadership capacity and their classroom management styles has a significant negative correlation. It showed a weak negative relationship between teachers' perceptions towards leadership capacity and classroom management styles. Therefore, the researcher accepted the null hypothesis and rejected the research hypothesis: "There is a significant relationship between teachers' perception towards leadership capacity and classroom management styles at Second Affiliated Middle School of Yunnan Normal University, China.

Therefore, the Second Affiliated Middle School of Yunnan Normal University teachers do not have a significant relationship or have a weak negative relationship between teachers' perception towards leadership capacity and classroom management style.

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter summarizes this research study, which includes five sections: a summary of this study, the findings, conclusion, and recommendations for the target school and future researchers.

Summary of the Study

The purpose of this study was to determine if there was a significant relationship between teachers' perceptions towards leadership capacity and their classroom management styles at Second Affiliated Middle School of Yunnan Normal University, China. The researcher collected the data in January 2021. This study was a quantitative research design, where the researcher utilized a statistical software program to analyze the data through descriptive statistics. However, there was no previous research for Second Affiliated Middle School of Yunnan Normal University, China.

This study focused on 80 full-time teachers currently working at Second Affiliated Middle School of Yunnan Normal University, China, in the academic year of 2020-2021. The study had three research objectives as follows:

1. To identify the teachers' perceptions towards leadership capacity at Second Affiliated Middle School of Yunnan Normal University, China.
2. To identify the most used frequently classroom management styles of teachers at Second Affiliated Middle School of Yunnan Normal University, China.
3. To determine the relationship between teachers' perceptions towards leadership capacity and their classroom management styles at Second Affiliated Middle School of Yunnan Normal University, China.

The research hypothesis was, there is a significant relationship between teachers' perceptions towards leadership capacity and classroom management styles at Second

Affiliated Middle School of Yunnan Normal University, China.

Findings

1. Teachers' perceptions towards leadership capacity at Second Affiliated Middle School of Yunnan Normal University, China.

1.1 The total mean score of leadership capacity on component *Intense focus on vision* was 2.91. The highest score, 4.31, showed on *Focus on student learning*, and the lowest score of 2.43 shown on *Develop school jointly*.

1.2 The total mean score of leadership capacity on component *Reflection and Innovation* was 2.75. The highest score, 3.43, showed on *Practice our own support new ways of doing things*; and the lowest score 2.14 showed on *Encourage individual and group initiative by providing access to resources, personnel, and time*.

1.3 The total mean score of leadership capacity on component *Shared Governance* was 2.49. The highest score, 3.03, showed on *Have developed new ways to work together*. The lowest score, 2.11, showed on *Seek to perform outside traditional roles*.

1.4 The total mean score of leadership capacity on component *Monitors and Responds to Student Achievement* was 3.31. The highest score, 3.81, showed on *Talk with families about student performance and school programs*; and the lowest score, 2.83, showed on *Provide feedback to children and families about student programs*.

2. Teachers' classroom management styles at Second Affiliated Middle School of Yunnan Normal University, China.

2.1 The total mean score of teachers' classroom management styles on *Authoritarian Styles* was 3.48. The highest score, 3.80, showed that if a student is disruptive during class, I assign him/her to detention without further discussion; and the lowest score of 3.26 indicated that *I will not accept excuses from a tardy student*.

2.2 The total mean score of teachers' classroom management styles on *Authoritative*

Styles was 3.05. The highest score, 3.95, showed that I am concerned about *what my students learn and how they learn*. The lowest score, 2.36, showed on *My students understand that they can interrupt my lecture if they have a relevant question*.

2.3 The total mean score of teachers' classroom management styles on *Indifferent Styles* was 2.25. The highest score, 2.47, showed on *I do not want to impose any rules on my students*. And the lowest score, 1.88, showed on *Class preparation is not worth the effort*.

2.4 The total mean score of teachers' classroom management styles on *Laissez-faire Styles* was 2.56. The highest score, 2.68, showed on *I do not want to reprimand a student because it might hurt his/her feelings*; and the lowest score 2.49 showed on *If a student requests a hall pass, I always honor the request*.

3. Teachers' perceptions towards leadership capacity at Second Affiliated Middle School of Yunnan Normal University, China.

There was no significant relationship between teachers' perceptions towards leadership capacity and their classroom management styles at Second Affiliated Middle School of Yunnan Normal University, China. The Pearson correlation r was -0.152 . This means the relationship between teachers' perceptions towards leadership capacity and their classroom management styles was not positive and only has weak negative relationships.

Conclusion

The study found that according to the data interpretation standard, teachers' views on the leadership ability of the Second Affiliated Middle School of Yunnan Normal University were regarded as "Neutral." Among four key components within the variable leadership capacity, the four components' average scores are all above the Neutral Score, but the scores between each different part were different. The scores of these four components from high to

low are: *Monitors and Responds to Student Achievement, Intense Focus on Vision, Reflection and Innovation, Shared Governance*. However, among the four components of leadership variables, Shared Governance scored the lowest, and in the score Interpretation, only “Need” was obtained. More attention should be given to Shared Governance's cultivation in the cultivation of teacher leadership in the future.

According to the data results, Teachers' perceptions towards their classroom management styles at the target school were regarded as moderate. In the four different classroom management styles, the average score from high to low is *Authoritarian, Authoritative, Indifferent, Laissez-faire*. The *Laissez-faire* classroom management style was the least preferred and used.

According to the findings and statistical analysis, there was a weak negative relationship between teachers' perceptions towards leadership capacity and their classroom management at Second Affiliated Middle School of Yunnan Normal University, China.

Discussion

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

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

Among the four components within the leadership competence scope, Monitors and Responds to Student Achievement showed the highest average score (3.31). Among all the items in this section, the highest score of 3.81 in Talk with families about student performance and school programs. It shows that teachers pay attention to analyzing and reporting children's school conditions and are more concerned with children's academic performance and whether parents participate in children's education. As Lambert (1998) pointed out, student performance is the most important part of the teaching process. It shows that the student's performance represents the teacher's level. The manifestation of student achievement is the performance of education success.

Subsequently, the researchers found that the average score was low in some projects that should be positively reflected at work. Therefore, not all teachers recognize and understand certain leadership abilities. For example, they only get 2.43 points in the Develop school joint project. Most teachers are more willing to pay attention to academic performance. School teachers' shared vision is not how to develop the school but to focus their aspirations on improving students' academic performance. Schools should communicate regularly to determine the vision for a particular stage and supervise the implementation to

achieve a specific goal. This effort requires intensive communication and the participation of various departments of the school.

Harris & Lambert (2003) argues that shared vision is consistent with inquiry-based education. It encourages teachers and parents to share and construct knowledge, participate in decision-making, ask questions and reflections through dialogue, shared values, and focus on what students learn and gain in the learning process (Lambert, 2002; Harris & Lambert, 2003).

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

The authoritarian teacher has firm control over the classroom. They require strict obedience to the rules and allow no disruption of teachers' presentations. Authoritarian teachers have absolute control over the class. They plan seats, arrange seats, and strictly control the time of students. They require students to abide by the rules strictly. Under such authoritarian control, the classroom is very quiet, but as a result, students have no chance to learn from each other and ask questions. Authoritarian teachers believe that students only need to listen to their lessons. This style may not be adequate for the students.

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

As Bosworth et al., (1996) described, the indifferent style is less likely to monitor student behavior. Under this classroom management style, the classroom atmosphere is open,

teachers have no control, and students' requirements are significantly less. Under such classroom management, teachers who use this style will be loved by students, but it is difficult to create results. The indifferent management style cannot bring high academic achievement in the classroom.

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

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

Recommendations

Recommendation for Teachers

Firstly, teacher should pay attention to classroom management mode change, and you should not blindly use Authoritarian styles. Teacher should adequately hand over part of the classroom to students to explore and enhance learning interest.

Secondly, teachers should participate in the school's vision and support each other with the school to improve their leadership skills. Try to change the classroom management model to improve student performance.

Recommendation for School Principal

Firstly, school principals and administrators should realize the importance of leadership and teacher classroom management mode to have a better ability to run a school.

Secondly, schools should provide teachers with more opportunities to improve their leadership skills and improve classroom management models. Schools can also appropriately introduce off-campus management personnel to implement more innovative management and leadership methods.

Recommendation for School

According to the school's survey results, for the school, the development and optimization of leadership and classroom management style can help improve the school's efficiency and maintain the sustainable development of the school.

Recommendation for Future Researcher

Future researchers can use this as a basis for more specific and in-depth research on teachers' views on leadership and classroom management styles. And increase the size of the research sample, and conduct a deeper exploration of the parts with lower scores in this research.

At present, there is little research on teacher leadership and classroom management style. However, the scale needs to be continuously improved, and the study's reliability cannot reach a high level. In the subsequent research, we can consider increasing the research sample and establishing a more detailed classroom management style and teacher leadership style analysis.

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APPENDICES

APPENDICES

Part I: Demographic Information

Direction: Please tick (☐) the rating for each item as you think it as the most relevant.

1. What is your gender?

- ☐ Male ☐ Female

2. How old are you?

- ☐ 20to29 ☐ 30 to39
☐ 40to49 ☐ 50 andabove

3. What is your educational qualification?

- ☐ Bachelor'sdegree ☐ Masterdegree
☐ Doctoraldegree

4. The length of your work experience as a teacher.

- ☐ 1 to5years ☐ 6 to 10years
☐ 11 to15years ☐ 16 years andabove



Part II: Teachers' leadership capacity

Direction: This questionnaire contains a total of 17 items regarding schoolteachers'

leadership capacity conditions.

Please express your degree of leadership capacity base on your work experience in school, and please tick (☐) under the column that presents your points of view by following five points

Likert scale represent as following:

5= We are refining our practice in this area.

4= We have this condition well established.

3= We are making good progress here.

2= We are starting to move in this direction.

1= We do not do this at our school

Item No.	Construct 1: Intense focus on vision. In our school, we:	Do not do this	Start to do	Good enough	Conditions have been established	refining our practice
1	Develop school jointly.	1	2	3	4	5
2	Ask each other questionsthat keep us on track with our vision	1	2	3	4	5
3	Think together about how to align our standards, instructions, assessments, and programs with our vision.	1	2	3	4	5
4	Keep our vision alive by reviewing it regularly	1	2	3	4	5
5	Focus on student learning	1	2	3	4	5
6	Use data/evidence to inform our decisions and teachingpractices	1	2	3	4	5

Part II: Leadership Capacity Questionnaire (continued)

Item No.	Construct 2: Reflection and Innovation. In our school, we:	Don't do this	Start to do	Good enough	Conditions have been established	refining our practice
7	Make time for ongoing reflection (peer coaching, Journaling, collaborative planning).	1	2	3	4	5
8	Encourage individual and group initiative by providing access to resources, personnel, and time.	1	2	3	4	5
9	Have joined with networks of other schools and programs, both inside and outside the district, to secure feedback on our work.	1	2	3	4	5
10	Practice our own support new ways of doing things.	1	2	3	4	5
11	Develop our own criteria for accountability regarding individual and sharework	1	2	3	4	5

Item No.	Construct 3: Shared Governance. In our school, we:	Do not do this	Start to do	Good enough	Conditions have been established	refining our practice
12	Have established representative governance groups.	1	2	3	4	5
13	Seek to perform outside of traditional roles.	1	2	3	4	5
14	Have developed new ways to work together.	1	2	3	4	5

Item No.	Construct 4: Monitors and Responds to Student Achievement. In our school, we:	Do not do this	Need	Good enough	Conditions have been established	refining our practice
15	Teach and assess so that all children learn.	1	2	3	4	5
16	Provide feedback to children and families about student programs.	1	2	3	4	5
17	Talk with families about student performance and school programs.	1	2	3	4	5

Part III: Classroom Management Profile

Direction: This questionnaire contains a total of 12 items regarding schoolteachers' classroom management styles. Please respond to each statement based upon either actual or imagined classroom experience and using the following five-point Likert scale: 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree.

No.	Statement	Score
1	If a student is disruptive during class, I assign him/her to detention, without further discussion.	1 2 3 4 5
2	I do not want to impose any rules on my students.	1 2 3 4 5
3	The classroom must be quiet in order for students to learn.	1 2 3 4 5
4	I am concerned about both what my students learn and how they learn.	1 2 3 4 5
5	If a student turns in a late homework assignment, it is not my problem.	1 2 3 4 5
6	I do not want to reprimand a student because it might hurt his/her feelings.	1 2 3 4 5
7	Class preparation isn't worth the effort.	1 2 3 4 5
8	I always try to explain the reasons behind my rules and decisions.	1 2 3 4 5
9	I will not accept excuses from a student who is tardy.	1 2 3 4 5

No.	Statement	Score
10	The emotional well-being of my students is more important than classroom control.	1 2 3 4 5
11	My students understand that they can interrupt my lecture if they have a relevant question.	1 2 3 4 5
12	If a student requests a hall pass, I always honor the request.	1 2 3 4 5

To score your quiz,

Statements 1, 3, and 9 refer to the authoritarian style. Statements 4, 8, and 11 refer to the authoritative style. Statements 6, 10 and 12 refer to the laissez-faire style. Statements 2, 5 and 7 refer to the indifferent style.

第一部分：基本信息

下列调查包含四个问题，请勾选出符合你个人信息的一项： 1. 您的性别是？

☐ 男性

☐ 女性

2. 您的年龄是？

☐ 20-29 岁

☐ 30-39 岁

☐ 40-49 岁

☐ 50 岁及以上 3. 您所获得的最高学位是什么？

☐ 学士学位

☐ 硕士学位

☐ 博士学位

4. 您的任教时长？

☐ 1-5 年

☐ 6-10 年

☐ 11-15 年

☐ 16 年及以上

第二部分：有关教师领导能力的调查

本问卷包含了 17 个调查老师在学校里的领导能力。请根据你在学校的工作经历在下表

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： 5. 在这一领域，他们改良了我们的

做法。

4. 他们有条件进行良好地实施。

3. 他们取得了不错的进展。

2. 他们开始往这个方向接近。

1. 在学校里，他们不会去做这些事情。

序号	对于学校共同愿景的实现与发展， 我觉得：	非常 需要	有需 求	□ 够 好	具有 优势	典型 代表
1	确 □ 与发展学校	1	2	3	4	5
2	通过互相提问，让我们保持在通往 共同愿景的轨道上	1	2	3	4	5
3	□ 起思考如何调整我们的标准，指 标，评估和程序，使其与我们的共同 愿景相 □ 致	1	2	3	4	5
4	通过定期回顾来保证我们共同愿景 的有效性	1	2	3	4	5
5	注重于学 □ 的学习	1	2	3	4	5
6	通过数据与证据来指引我们决策和 教学实践	1	2	3	4	5
序号	对于学校的反思与创新， 我觉得：	非常 需求	有需 求	□ 够 好	具有 优势	典型 代表
7	花费时间来做不间断地反思（比如 合作，互助，协同计划）	1	2	3	4	5

序号	对于学校的反思与创新， 我觉得：	非常 需求	有需 求	□ 够 好	具有 优势	典型 代表
8	提供个 □ 资 □ □ 励个 □ 和团队的主动性	1	2	3	4	5
9	参加本校和外校组织的各种项 □ 与 活动，使我们有把握得到 □ 作 反馈	1	2	3	4	5
10	练习并 □ 持	1	2	3	4	5
11	为了更好承担个 □ 责任 作，应该制定出新的标准	1	2	3	4	5

序号	对于在学校 □ 分享管理， 我觉得：	非常 需求	有需 求	□ 够 好	具有 优势	典型 代表
12	建 □ 了代表性管理	1	2	3	4	5
13	可以寻找校外 □ 员来参	1	2	3	4	5
14	建 □ 了共同合作	1	2	3	4	5

序号	对于监督与反馈学 □ 成绩， 我觉得：	非常 需求	有需 求	□ 够 好	具有 优势	典型 代表
15	通过教导和评估，促进学 □ 学	1	2	3	4	5
16	向学 □ 回馈	1	2	3	4	5
17	和学 □ 的项 □	1	2	3	4	5

第三部分：教师课堂管理风格的问卷

说明：这部分问卷共包含 12 项，用于调查学校教师课堂管理风格。请各位老师，

按照

您课堂的实际情况或正常可能操作的经验来对每个陈述进行评分。请注

意 1-5 分分别代表：5 =完全同意，4 =同意，3 =中立，2 =不同意，1 =

完全不同意。

序号	陈述	评分
1	如果我在上课时有学生进行干扰，我会让他（她）出去，这点没得商量	3 5
2	我不想对我的学生强加任何课堂规定	3 5
3	我觉得教室必须安静，以便学生学习	3 5
4	我关心学生的所学和学习方法	3 5
5	如果学生迟交的作业，对我来说没关系	3 5
6	我不想谴责学生，因为这可能会伤害他(她)的情感	3 5
7	精心备课并不值得	3 5
8	我总是愿意解释我的规则和决定背后的原因	3 5
9	我不接受迟到学生的任何借口	3 5
10	我觉得学生的情感幸福 要比课堂控制更为重要	3 5
11	我的学生知道，如果有问题，他们是可以打断我的授课	3 5
12	如果学生要离开教室需要有批准证明，我一般都是给批的	3 5

关于教师课堂管理风格测评的归类：

1、3 和 9 项体现了威权主义风格.

4、8 和 11 项体现了权威主义风格.

6、10 和 12 项体现了自由放任风格.

2、5 和 7 项体现了冷漠淡然风格.

