

ABSTRACT

I.D. No.: 6329537

Key Words: LEADERSHIP CAPACITY, TEACHERS' SELF-EFFICACY, CLASSROOM MANAGEMENT STYLES, TEACHERS' PERCEPTIONS

Name: MENGYA FENG

Thesis Title: THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF LEADERSHIP CAPACITY, TEACHERS' SELF-EFFICACY, AND THEIR PERCEPTIONS OF CLASSROOM MANAGEMENT STYLES AT A GUANGZHOU ELEMENTARY SCHOOL IN GUANGDONG PROVINCE, CHINA

Thesis Advisor: DR. MATTHEW MERRITT

The demands of improving the quality of all the schools placed on Chinese schools have indicated the importance of teachers' self-efficacy and the effect of teachers' perceptions of leadership. As education, worldwide, engages in reform, Guangdong Province, China is part of this movement and confirms that meaningful, lasting change occurs at the school level, with reflective leaders and teachers who are effective managers of the learning environment. This study aims to establish the relationship between teachers' perceptions of leadership capacity, teachers' self-efficacy, and their perceptions of classroom management styles. This study utilized a questionnaire from 100 respondents which is divided into the part of leadership capacity of Lambert (2003) to measure teachers' perception of leadership capacity; the part of self-efficacy was used questions from a study of Woolfolk et al. (1990), and the part of classroom management styles was from Classroom Management Profile (1996). The research used population sampling. Mean and Standard Deviations were utilized to measure

the teachers' perception of leadership capacity, self-efficacy, and perceptions of classroom management styles. Pearson Product Moment Coefficient of Correlation was used to examine the relationship between the variables. Results of the Pearson coefficient revealed that there was a positive relationship of teachers' perceptions of leadership capacity and perceptions of Authoritative Classroom Management Styles, ($r = .50, p < .001$); teachers' perceptions of leadership capacity and perceptions of Authoritarian Classroom Management Styles, ($r = .55, p < .001$); teachers' perceptions of leadership capacity and perceptions of Indifferent Classroom Management Styles, ($r = .50, p < .001$); teachers' perceptions of leadership capacity and perceptions of Laissez-faire Classroom Management Styles, ($r = .48, p < .001$). Results of the Pearson coefficient also revealed that there was a positive relationship of teachers' self-efficacy and perceptions of Authoritative Classroom Management Styles, ($r = .63, p < .001$); teachers' self-efficacy and perceptions of Authoritarian Classroom Management Styles, ($r = .64, p < .001$); teachers' self-efficacy and perceptions of Indifferent Classroom Management Styles, ($r = .60, p < .001$); teachers' self-efficacy and perceptions of Laissez-faire Classroom Management Styles, ($r = .60, p < .001$).

Field of Study: Educational Administration and Leadership **Student's Signature**

Graduate School of Human Sciences

Advisor's Signature

Academic Year 2022