ABSTRACT

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 thatthetotalmeanscoreofteachers'classroommanagementstyleswas2.84,anditwasintherangeof2.51-3.50.Accordingtothecriteriaoftheinterpretation,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 aweak

negativerelationshipbetween 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.