

FACTORS INFLUENCING LEADERSHIP AMONG X SCHOOL TEACHERS IN JIAOZUO CITY, HENAN PROVINCE, CHINA

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Abstract: This study aimed to investigate the current status of teacher leadership, the perception of campus culture **and** the teacher's personal temperament. To explore the impact of the perception of campus culture and teacher personal temperament on leadership. This study mainly used the questionnaire method, with teachers from X School in Jiaozuo City as the research group. 317 questionnaires were collected, of which 307 were valid. This study adopted descriptive statistical methods to explore the current status of teacher leadership, perception of campus culture, and teacher personal temperament. Independent sample *t*-test, and one-way ANOVA analysis were used to analyze whether there were significant differences in the leadership of X school teachers with different demographic backgrounds. Pearson analysis was used to determine the relationship among teachers' perception of campus culture, teacher personal temperament and teacher leadership. The results showed that X school teachers' leadership, perception of campus culture, and personal temperament were generally good. There were significant differences in teachers' leadership of different ages, and teachers over 51 years old had the lowest leadership. There were significant differences in teachers' leadership of different ages, and teachers of 21 years and above had the lowest leadership. There was a significant difference in teachers' leadership with or without administrative positions, and teachers with administrative positions had higher leadership. The perception of campus culture was positively correlated with teacher leadership. There was a positive correlation between the teacher's personal temperament and teacher leadership. It provided specific recommendations at the school level and among teachers themselves.

Keywords: Teacher Leadership, Perception of Campus Culture, Teacher's Personal Temperament

Introduction

With the continuous development of technology and the constant transformation of teaching

methods, education in the new era has entered modernization, and all schools face new challenges. In order to better respond to the strategic needs of school education and achieve the fundamental goal of cultivating morality and talent, education and teaching have put forward new requirements for teachers. School teachers must constantly adapt to the development of the times, improve personal abilities, adapt to the development of society, and achieve the overall transformation of the school. Teachers were the key to education, and it was urgent to enhance leadership skills in order to promote the transformation and rapid development of schools. Teacher leaders had the mission of leading, inspiring, setting an example, and transforming the education process. To further promote the development of education and enhance teacher leadership, it was also of great significance.

Internationally, teacher leadership was first seen in American education research in the 1950s (Chen & Long, 2019). Subsequently, research on teacher leadership emerged in the school improvement movement in the United States in the 1980s. In the context of decentralization of power, school-based management, decentralization, and teacher empowerment, terms such as chief teacher, expert teacher, and teaching mentor were introduced to assign leadership roles to teachers (Liu & Luo, 2015). At present, the development of teacher leadership has reached the level of exploring the factors influencing and training paths of teacher leadership (Spillane et al., 2014). Duke (2021) redefined teacher leadership from the perspective of collaboration with colleagues. The researcher believed that teacher leaders should possess multiple abilities and possess excellent basic educational and teaching skills, as well as basic administrative management skills.

The leadership mode of Chinese colleges and universities was mostly based on the traditional leadership theory and often only attached importance to the leadership ability of some school leaders with formal authority, such as principals. The cultivation of teacher leadership has not attracted real attention. In addition, in university organizations, due to heavy work and life pressures, as well as long-term centralized leadership, university teachers often face setbacks in being managed, leading to a lack of enthusiasm and autonomy in participating in school affairs management and a lack of opportunities for teacher leadership to be exerted. The National Education Department pointed out in relevant documents that the development of schools should be de-administratively oriented, advocating for independent education and fully leveraging the role of university teachers in various school affairs. It meant that teachers' awareness of communication and cooperation in various activities and right to speak in various activities would be enhanced, which provided a good opportunity for the development of university teachers' leadership.

Among the factors that affect teacher leadership, there were mainly school factors and personal factors of teachers. Some studies have shown that the personal temperament of teachers could have an impact on teacher leadership. The improvement of leadership not only relies on the power of the school but also the teachers themselves. The key to cultivating a teacher's personal temperament lies in

cultivating leadership traits and enhancing personal charisma (Wang, 2017). Bing (2017) believed that the perception of campus culture has a significant impact on teacher leadership. Based on the current development status and factors influencing teacher leadership, this study explored the basic implementation of leadership among middle school teachers in the education process and the factors that affect leadership in the context of China's new era of education.

Research Objectives

(1) To identify the current status of teachers' leadership, perception of campus culture, and personal temperament.

(2) To identify the differences in teachers' leadership at X School in Jiaozuo City, Henan Province, China, with different demographic backgrounds (gender, age, teaching age, education qualification, professional title, administrative position).

(3) To analyze the relationship between X School teachers' perception of campus culture, personal temperament and teacher leadership.

Literature Review

Research on Teacher Leadership.

Starting from the 1880s, most Western countries began to attach importance to education, especially American educators who believed that teachers were the key to educational development. In the current social environment, the number of teachers was gradually decreasing, and the quality of education was constantly declining, leading to a lack of attractiveness in the education profession. In a report by the National Committee on Teaching and the Future of America, it was pointed out that the key to educational reform was to improve the quality of teacher teaching, which was closely related to the professional ability of teachers. The teaching methods of teachers could greatly affect students' learning and character development (Yao, 2019). In order to constantly adapt to the development of society, schools needed to update education teaching methods constantly, and the focus of school reform was on the reform of teachers' teaching. Hong Kong scholars Lu & Chen (2017) reflected on the current status of teacher professional development from the perspective of teacher leadership, calling for the weakening of the elite orientation of teachers in education, strengthening the routine teaching and research activities of teachers, starting from reality, paying attention to in-service teachers, supporting and encouraging the improvement of teacher professional development, enhancing teacher leadership, and continuously promoting educational equity.

Teacher leadership was a manifestation of professional ability. Reflected in teachers participating in school management and teaching activities from a developmental perspective, constantly improving self-management and professional teaching abilities. Teacher leadership could be

manifested as having management decision-making power at the grassroots level, collaborating with colleagues, actively participating in professional learning, independently improving abilities, and actively participating in practical actions (Harris & Muijs, 2008).

Research on the manifestations of teacher leadership. Teacher leadership was a comprehensive and expressive form of leadership. He needed teachers with professional knowledge, skills, management abilities, and emotional attitudes to continuously participate in the teaching and management process, improve his abilities, and generate comprehensive influence among the student group, teacher group, and parent group, focusing on solving relevant problems related to school education and teaching (Zhang, 2012). Facing different groups, teachers had different abilities and performance in leadership also varies. There were three main types of leadership performance for teachers.

Research on Perception of Campus Culture

Peterson's (2002) definition of the perception of campus culture also has a certain influence on the academic community. The researcher believed that the perception of campus culture was the norms, beliefs, values, rituals, and rituals created by teachers, students, and employees in the continuous construction and development process of the school. It could be seen that Western scholars mainly emphasize the spiritual and value aspects in defining the perception of campus culture, focusing on the school spirit and the behavior of school members.

Research on the perception of campus cultural structure mostly conducted qualitative analysis from the perspective of sociology or cultural studies. Liu (2005) classified the perception of campus culture into student culture, teacher culture, and leadership culture from a subculture perspective. Tan (2006) classified campus culture into explicit culture and implicit culture, or spiritual culture and material culture, based on its perceived expressiveness.

Research on perception of campus culture and leadership. Harris & Muijs (2008) found that a democratic and cooperative perception of campus culture was one of the important factors affecting the realization of teacher leadership. The support of principals and school managers was conducive to the realization of teacher leadership. The school's cultural atmosphere could have a significant impact on teacher leadership, among which leadership roles and interpersonal relationships, including establishing relationships between teachers, colleagues, and principals, could have an impact on teacher leadership. Ren (2021) believed that encouraging and developing teacher leadership could help improve the professional competence of teachers, promote the collective development of teachers, and facilitate the development of students, effectively promoting the overall improvement and transformation of schools. By gradually establishing a democratic perception of the campus cultural atmosphere, developing the leadership literacy of teachers, and recognizing the potential of teacher leadership in school

development, it was possible to realize the concept of teacher leadership in school management.

Research on the Personal Temperament of Teachers

Luo (2010) believed that personal temperament was just a personal trait and personal charisma. Personal traits mainly refer to college students' language expression ability, self-confidence, self-control, insight, foresight, decisiveness and perseverance in doing things. Personal traits were external physiological characteristics. Personal charisma mainly referred to the independent, friendly, helpful, and trustworthy behavior of college students themselves, which could inspire everyone's confidence. Personal charisma was an internal influence that enabled oneself to become a leader and peers to become followers.

Yang (2013) believed that personal temperament mainly referred to an individual's traits and charm. Wang (2017) defined personal endowment as a combination of personal traits and personal charisma in an individual, so he divided personal endowment into personal traits and personal charisma. Therefore, it could be seen that scholars' definitions of personal qualities included a combination of personal traits and personal charisma.

Research on the structure and measurement of teacher personal temperament. Regarding the Personal Temperament Scale, James et al. (2005) developed the Personal Temperament Survey Scale, which divided the scale into 10 items, personal traits and personal charisma.

Research on the correlation between personal temperament and teachers' leadership. although academic. Research on the factors influencing teacher leadership mainly focused on external factors such as school culture, the personal temperament of teachers was also an important factor affecting teacher leadership (Li & Pei, 2017). The personal temperament of teachers could have a significant impact on leadership. Frost & Harris (2003) found that the personal temperament, professional knowledge, situational understanding ability, and interpersonal communication skills of teachers had a significant impact on the degree of achievement of teacher leadership. The professional competence of teachers not only established leadership positions in schools but also had a substantial impact on leadership effectiveness (Wang & Sally, 2017).

Based on existing literature, researchers conducted a retrospective analysis of the historical evolution of teacher leadership, perception of campus culture, and personal traits, clarifying concepts and related research. Through the above literature review, it was found that research in Western countries started earlier, and related theoretical achievements were relatively rich. Chinese research was based on the development of educational theory and practice in Western countries, which started later but gradually matured.

Methodology

This study was conducted using an electronic questionnaire survey targeting in-service teachers

at X School in Jiaozuo City, Henan Province. X School in Jiaozuo City, Henan Province, was a private institution with an elementary school, junior high school and high school. The school had a professional public teaching department. The overall research objects of this study were: the teacher group of X School in Jiaozuo City, Henan Province. There were 316 teachers in the school. The questionnaire of this study was collected in the form of dielectronic questionnaires by sending links. Using a full sampling method, a total of 316 questionnaires were collected, with 307 valid questionnaires, and the effective return rate reached 97.15%.

(1) Teacher Leadership Scale. The scale used in this study was Zhou's (2015) Teacher Leadership Scale. The Teacher Leadership Scale was divided into four dimensions and 15 questions for measurement. The four dimensions were: teaching control, academic leadership, interpersonal communication, and environmental adaptability. (2) Perception of Campus Culture Scale. The scale used in this study was Zhao's (2015) Perception of Campus Culture Scale. The Perception of Campus Culture Scale was divided into two dimensions and ten items for measurement. The two dimensions were school support and colleague relationships. (3) Teacher's Personal Temperament Scale. The scale used in this study was Katzenmeyer & Mollers' (2019) Teacher Personal Temperament. The Teacher's Personal Temperament was divided into two dimensions and nine items for measurement. The two dimensions were personal traits and personal charisma. All of the three questionnaires had good reliability and structural validity.

Results

Demographic Analysis of Questionnaire Participants

In this questionnaire survey, a total of 307 valid questionnaires were distributed in this study. (1) There were 151 males in the sample, accounting for 49.2%, and 156 females, accounting for 50.8%. The gender ratio was relatively balanced. (2) There were 105 teachers aged 30 and below, accounting for 34.2% of the sample, 81 teachers aged 31-40, accounting for 26.4%, 89 teachers aged 41-50, accounting for 29.0%, and 32 teachers aged 51 and above, accounting for 10.4%. (3) In the sample of participants, there were 36 junior college degrees, accounting for 11.7%. 224 undergraduate degree teachers, accounting for 73.0%, 35 master's degree teachers, accounting for 11.4%, and 12 doctor's degree teachers, accounting for 3.9%. (4) In the sample, there were 45 teaching assistants, accounting for 14.7%. 155 lecturers, accounting for 50.5%, 68 associate professors, accounting for 22.1%, and 39 professors, accounting for 12.7%. (5) There were 145 teachers in the sample who also held administrative positions, accounting for 47.2%, and 162 teachers who did not hold administrative positions, accounting for 52.8%, with a relatively average distribution.

Descriptive Statistics on the Levels of University Teachers' Leadership, Perception of Campus Culture and Personal Temperament

1) The overall score of leadership among university teachers was 4.157 points, and the scores of the four dimensions were all higher than the theoretical median of 3 and above 4 points. It could be concluded that the overall situation of leadership among university teachers was good. The overall status is shown in Table 1.

Table 1: Descriptive Statistical Analysis of the University Teachers' Leadership (N=307)

Dimensions	M	SD	Interpretation
Interpersonal communication skills	4.240	0.604	High
Academic leadership	4.052	0.742	High
Teaching control	4.115	0.691	High
Environmental adaptability	4.204	0.672	High
Overall teacher leadership	4.157	0.578	High

2) The overall score of university teachers' perception of campus culture was 4.174, and the scores of both dimensions of the variables were higher than the theoretical median of 3 and were above 4 points. It could be concluded that the overall perception of campus culture by university teachers was relatively good. The overall status is shown in Table 2.

Table 2: Descriptive Statistical Analysis of Perception of Campus Culture (N=307)

Dimensions	M	SD	Interpretation
School support	4.175	0.682	High
Colleague relationships	4.173	0.732	High
Perception of campus culture	4.174	0.668	High

3) The overall score of personal temperament of university teachers was 4.195 points, and the scores of the two dimensions of the variable were both higher than the theoretical median of 3 and above 4 points. It could be concluded that the overall situation of the personal temperament of university teachers was better. The overall status is shown in Table 3.

Table 3: Descriptive Statistical Analysis of the Personal Temperament (N=307)

Dimensions	M	SD	Interpretation
Personal traits	4.164	0.637	High
Personal charisma	4.240	0.652	High
Teacher's personal temperament	4.195	0.604	High

Differences Analysis on the Levels of University Teachers' Leadership, Perception of Campus Culture and Personal Temperament Compared with Demographic Factors

There were some significant differences in demographic factors of university teachers'

leadership, perception of campus culture and personal temperament. Among them, the factors that significantly differ in teachers' leadership of different demographic backgrounds were demographic backgrounds such as "age", "teaching age", and whether there was an administrative position.

(1) Using one-way analysis of variance (ANOVA) to analyze whether there were differences in teachers' leadership of different ages. There were differences in teachers' leadership of different ages, $F=13.500$, $p<0.001$, and the teachers' leadership over 51 years old was lower than that of teachers in other age groups. There were differences in "interpersonal communication skills" $F=15.964$, $p<0.001$. Moreover, teachers over 51 years old had lower interpersonal communication skills than those in other age groups. There were differences in academic leadership, $F=4.075$, $p=0.007$.

The academic teachers' leadership over 51 years old was lower than that of teachers in other age groups. There were differences in "teaching control", $F=9.648$, $p<0.001$. Moreover, teachers over 51 years old had a lower level of teaching control compared to teachers in other age groups. There were differences in "environmental adaptability", $F=13.625$, $p<0.001$.

Moreover, teachers over 51 years old had lower environmental adaptability than those in other age groups. The difference analysis results are shown in Table 4.

Table 4: Analysis of Differences in Teachers' Leadership of Different Ages (N=307)

Dimensions	(1) Under 30 years old (105)		(2) 31-40 years old (81)		(3)41-50 years old (89)		(4) 51 years old and above (32)		<i>F</i>	<i>p</i>	LSD
	M	SD	M	SD	M	SD	M	SD			
Interpersonal communication skills	4.244	0.479	4.375	0.442	4.339	0.323	3.606	1.240	15.964	<0.001	(1).(2). (3)>(4)
Academic leadership	4.000	0.722	4.091	0.693	4.206	0.509	3.698	1.222	4.075	0.007	(1).(2). (3)>(4)
Teaching control	4.136	0.621	4.151	0.628	4.264	0.438	3.539	1.202	9.648	<0.001	(1).(2). (3)>(4)
Environmental adaptability	4.216	0.560	4.337	0.499	4.307	0.477	3.542	1.261	13.625	<0.001	(1).(2). (3)>(4)
Teacher leadership	4.155	0.481	4.243	0.440	4.283	0.269	3.597	1.195	13.500	<0.001	(1).(2). (3)>(4)

(2) Using one-way analysis of variance (ANOVA) to analyze the differences in teachers' leadership of different teaching ages. There were differences in teachers' leadership of different teaching ages, $F=5.760$, $p=0.001$, and the teachers' leadership with 21 years and above was lower than that of teachers in other teaching age groups.

There were differences in the dimension of "interpersonal communication skills" among teachers of different teaching ages, $F=9.520$, $p<0.001$, and the interpersonal communication skills of

teachers with 21 years and above were lower than those of other teaching age groups. There were differences in the dimension of "academic leadership" among teachers of different teaching ages, $F=3.032, p=0.030$, and the academic teachers' leadership with 21 years and above was lower than that of other teaching age groups.

There were differences in the dimensions of "teaching control", $F=3.335, p=0.020$. Moreover, teachers of 21 years and above of teaching age had a lower level of teaching control compared to other teaching age groups. There were differences in "environmental adaptability" among teachers of different teaching ages, $F=5.925, p=0.001$. Moreover, teachers of 21 years and above of teaching age had lower environmental adaptability compared to other teaching age groups. The difference analysis results are shown in Table 5.

Table 5: Analysis of Differences in Teachers' Leadership of Different Teaching Ages (N=307)

Dimensions	(1) 3 years and below (66)		(2) 4-10 years (101)		(3) 11-20 years (94)		(4) 21 years and above (46)		F	p	LSD
	M	SD	M	SD	M	SD	M	SD			
Interpersonal communication skills	4.209	0.454	4.352	0.477	4.336	0.349	3.839	1.100	9.520	<0.001	(1)>(4) (2)>(4) (3)>(4)
Academic leadership	4.177	0.633	3.947	0.743	4.167	0.570	3.870	1.074	3.032	0.030	(1)>(4) (2)>(4) (3)>(4)
Teaching control	4.205	0.544	4.092	0.675	4.207	0.472	3.848	1.115	3.335	0.020	(1)>(4) (2)>(4) (3)>(4)
Environmental adaptability	4.222	0.617	4.274	0.491	4.298	0.485	3.833	1.154	5.925	0.001	(1)>(4) (2)>(4) (3)>(4)
Teacher leadership	4.203	0.447	4.177	0.475	4.256	0.324	3.847	1.068	5.760	0.001	(1)>(4) (2)>(4) (3)>(4)

(3) Using independent sample *t*-test to analyze the differences in teacher leadership between teachers holding administrative positions. Regardless of whether teachers hold administrative positions or not, there were differences in teacher leadership, $t=-2.361, p=0.019$. And there were differences in the dimensions of "academic leadership", $t=-3.394, p=0.001$. There were differences in the dimension of "teaching control", $t=-2.599, p=0.010$. The difference analysis results are shown in Table 6.

Table 6: Analysis of Differences in Teachers' Leadership of Different Administrative Positions (N=307)

Dimensions	No (145)		Yes (162)		t	p
	M	SD	M	SD		
Interpersonal communication skills	4.231	0.541	4.310	0.425	-1.023	0.308

Academic leadership	3.726	0.888	4.123	0.622	-3.394	0.001
Teaching control	3.906	0.821	4.168	0.514	-2.599	0.010
Environmental adaptability	4.289	0.606	4.252	0.538	0.398	0.691
Teacher leadership	4.038	0.593	4.219	0.404	-2.361	0.019

Correlation Analysis among Three Main Variables

In this study, the Pearson correlation coefficient is used to analyze whether there is correlation between the three main variables. This study analyzed the correlation between the perception of campus culture and teacher leadership. There was a significant positive correlation between the perception of campus culture and teacher leadership, with $r=0.803$, there was a significant positive correlation between teacher personal temperament and teacher leadership, with a correlation $r= 0.810$, indicating a close relationship between the two. The correlation analysis result is shown in Table 7.

Table 7: Correlation Matrix between Perception of Campus Culture, Teachers' Personal Temperament and Teacher Leadership

Dimension	Interpersonal communication skills	Academic leadership	Teaching control	Environmental adaptability	Teacher Leadership
School support	.692**	.616**	.710**	.705**	.789**
Colleague relationships	.666**	.574**	.608**	.670**	.727**
Perception of campus culture	.713**	.629**	.709**	.723**	.803**
Personal traits	.696**	.628**	.714**	.751**	.804**
Personal charisma	.653**	.512**	.585**	.679**	.699**
Teacher's personal temperament	.722**	.618**	.704**	.768**	.810**

** $p<0.01$

Discussion

Discussion on the Differences in Teacher Leadership in Different Demographic Backgrounds

Firstly, the main reason was that younger teachers were more ambitious, had a higher enthusiasm for work, had a strong sense of responsibility, and had a certain spirit of exploration in teaching work. And had the idea to exchange for better salary and benefits through better work, had strong initiative in work, and had a persistent attitude of seeking knowledge and progress. On the contrary, older teachers were related to a pre-retirement mentality, and most of them were already in a second-line state, resulting in a decrease in teacher leadership.

Secondly, the teaching industry, like other industries, also had a career development cycle. Teachers with long teaching ages had fixed teaching patterns, and younger teachers might find it more difficult to accept and apply new technologies. Therefore, leadership skills were lower than those of teachers with short teaching age. However, some research results have shown that the teachers'

leadership with short teaching ages was lower than that of teachers with long teaching ages, and professionalism and influence in the industry were clearly lower than those of teachers with slightly longer teaching ages. Therefore, it was not difficult to understand that the overall leadership score of these teachers would be lower than that of teachers with longer teaching ages (Ren, 2021).

Thirdly, the research results indicated that teachers with administrative positions had higher leadership, as they had stronger leadership roles, needed to lead by example, had better interpersonal communication skills, environmental adaptability, and so on. Therefore, teaching leadership was naturally higher than that of teachers without administrative positions.

Discussion on the Relationship between Perception of Campus Culture and Teacher Leadership

Firstly, a possible explanation was that schools support the construction of perception of campus culture, which was conducive to forming a cultural atmosphere of academic and teaching communities in the context of scientific research and teaching tasks. In academic and teaching communities, teachers and students could engage in more effective communication and discussion, thereby enhancing academic leadership and teaching control. In addition, school support provided more opportunities for communication between teachers and students as well as between teachers and students. At the same time, teachers also face various task environments, which meant that interpersonal communication skills and adaptability in different task contexts would be improved.

Therefore, supporting the construction of the perception of campus culture in schools could help enhance teacher leadership. In such an atmosphere, communication between teachers and between teachers and between teachers and students was more frequent, which was conducive to improving the interpersonal communication skills of teachers. At the same time, academic discussions and exchange of teaching age were more in-depth, and teachers could naturally improve academic leadership and teaching control by absorbing the experiences of others. In addition, teachers had more frequent role transitions in different task contexts, and good colleague relationships helped teachers adapt to task situations more quickly and effectively carry out corresponding work. Therefore, harmonious and cooperative colleague relationships contributed to the improvement of teacher leadership.

Discussion on the Relationship between Personal Temperament and Teacher Leadership

From the results of the correlation analysis, it could be seen that there was a significant positive correlation between the two dimensions of teacher personal temperament and the four dimensions of teacher leadership.

The specific situation was as follows: Firstly, the dimension of teacher personal traits had a significant positive impact on all dimensions of teacher leadership. Li & He (2015) pointed out that the personal traits of leaders could promote the improvement of leadership effectiveness, which was a

manifestation of leadership ability. Interpersonal communication, academic leadership, teaching control, and environmental adaptability were the main manifestations of teacher leadership in different task contexts from the perspective of distributed leadership. Personal traits could naturally have a positive impact on them. Secondly, the dimension of personal charisma has a significant positive impact on all dimensions of teacher leadership. Personal charisma could promote teachers to carry out work more effectively in different task contexts such as teaching, research, and management, and corresponding abilities would also be enhanced.

Conclusion

1) There were significant differences in teachers' leadership of different demographic backgrounds, such as "age", "teaching age", and whether there was an administrative position

According to the results of the questionnaire survey, the factors that significantly differ in teachers' leadership of different demographic backgrounds were demographic backgrounds such as "age", "teaching age", and whether there was an administrative position. Firstly, older teachers had lower leadership skills than younger teachers. Secondly, the teachers' leadership with longer teaching ages was lower than that of teachers with shorter teaching ages. Finally, the teachers' leadership without administrative positions was lower than that of teachers with administrative positions.

2) There was a relationship between teachers' perception of campus culture and teacher leadership

According to the results of the questionnaire survey, there was a relationship between teachers' perception of campus culture and teacher leadership. The correlation coefficients between the perception of campus culture and teacher leadership, as well as four dimensions, had reached a significant level, with "school support" having the highest correlation with teacher leadership.

3) There was a relationship between teachers' personal temperament and teachers' leadership

According to the results of the questionnaire survey, there was a relationship between teachers' personal temperament and teachers' leadership. The correlation coefficients between teachers' attributes and two dimensions and teachers' leadership and four dimensions all reached a significant level, among which the correlation between "teachers' characteristics" and teachers' leadership was the highest.

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