A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' LEADERSHIP CAPACITY AND THEIR DECISION-MAKING STYLES IN JILIN ART PRIMARY SCHOOL JILIN PROVINCE, CHINA

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Abstract: The main purpose of this study was to determine the relationships between teachers' perception of leadership capacity and their decision-making styles in a primary school in Jilin during the academic year 2019-2020. A total of 56 teachers from a primary school in Jilin were surveyed in this study. The main source of the data was a questionnaire that investigated teachers' perceptions of their leadership capacities and decision-making styles. The collected data were analyzed using descriptive statistics and Pearson Product Moment Correlation. The study found that teachers' leadership capacities from primary school were perceived as needed. There was a significant relationship between teachers' perceived leadership capacities and their decision-making styles in a primary school in Jilin, China.

Keywords: Perception; Teachers' Leadership Capacity; Decision-making Styles; Primary school Sections.

Introduction

In recent years, teacher leadership capacity has become a popular issue in school management in Western countries. This issue has also attracted the attention of scholars in China recently. Researchers have started to focus on achieving teacher leadership capacity in the context of China's education in the recent decade. They believed that teachers or leaders need to be responsible for the routine of the school; they need to attend the school activities actively and be sympathetic experts in what they are involved in (Song, 2011).

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

The number of private secondary vocational schools has been increasing since 1997 when the national education policy was reformed openly, Li (2010) reported. So many of these primary schools are facing the pressure of survival. The same problem happened in primary schools in Jilin, China. Before the study began, researchers interviewed school leaders about their worries and challenges in running schools. As the school has just been established, the team reflects their desire to learn more about teachers' leadership capacity and decision-making styles because no previous research has been conducted.

According to Hoy & Miskel (1991), the effectiveness of a decision is determined by both the quality of the decision and the acceptance and commitment of subordinates to implement the decision. Decision-making style is frequently regarded as equivalent to leadership style, and leadership style classifications are reflected in the decision-making processes.

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

Research Objectives
There were three research objectives:
1. To determine the level of teachers' perception of their leadership capacity in Jilin Art Primary School in Jilin Province, China.
2. To identify the decision-making styles of teachers in Jilin Art Primary School in Jilin Province, China.
3. To determine the relationship between the teachers' leadership capacity and decision-making styles in Jilin Art Primary School in Jilin Province, China.

Literature Review
Lambert (1998, 2003) published the book Building Leadership Capacity for School Improvement. Her high leadership capacity book introduces four characteristics needed to achieve sustainable school improvement. They were: an intense focus on vision, reflection and innovation, shared governance, and monitoring and responding to student achievement. These four elements of high leadership capacity are required to develop sustainable school improvement.

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

(1) *Intense Focus on Vision*
Intense focus on vision needs to improve teachers' abilities and make schools more effective with high leadership capacity. Every teacher involved in leadership should engage with other teachers in the teaching and learning cycle as they reflect through dialogue and shared purpose while developing the school jointly. They must keep their school moving forward by reviewing the school vision regularly to maintain improvement.

(2) *Reflection and Innovation*
Reflection and innovation to make schools achieve high leadership capacity. All members need to ensure that everybody is in the inquiry cycle and involved in the reflective process. Everyone has the potential and right to work as a leader. Leading is skilled and complicated work that every member can learn from the school community. Democracy clearly defines the rights of individuals to participate in the decisions that affect their lives actively. Moreover, every teacher or member should be involved in collaborative innovation.

(3) *Shared Governance*
Shared governance is about participation and integrated innovation into the process of decision-making. Teachers and all academic members should develop their relationships to find new strategies and opportunities to improve the school.

(4) *Monitoring and Responding*

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

According to Marshall (2013), sustainable student achievement is the goal of the school improvement movement. In order for schools to be successfully sustainable improved, the principals and teachers need to work well in the following four areas: teacher supervision, curriculum planning, interim assessments, and teacher evaluations. Marshall believed supervision and evaluation should be fair and logical.

Vroom and Yetton's (1973) Theory of Decision-Making Styles is a useful and effective one structured very complicated way: it also introduces a clear statement of what the leader is supposed to reach the final decision (Lunenburg & Ornstein, 2008). This model was developed to help the instructors examine and determine, and respond to a more effective decision-making style in different problem situations. Vroom, Yetton, and Jago (1998) offered the five decision-making styles well-known as the room- Yetton's decision-making model calls for all instructors to participate in the decision-making process of the school hierarchy. Each of these five decision-making options is described below, from unilateral style to shared decision style.

(1) *Autocratic I& II Decision-making Styles*

This kind of decision-making style involves two components, namely autocratic I and autocratic II. The autocratic decision-making style involves the decision-maker solving the problem using their already possess. In the Autocratic II decision-making style, the decision-maker usually collects specific information from their team then makes a final decision based on the specific information they have received. They do not tell the team, or other people involved that their input is to be used to make the decision (Vroom and Yetton's).

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

(3) *Group Decision-making Style*
Vroom and Yetton's stated that this kind of decision-maker always shares their ideas, asks for suggestions and brainstorms together in a group to find a solution to the problem. They bring the problem or cause to their team and discuss different ideas or suggestions to decide. The decision maker believes that their role is to facilitate and guide the team to reach their goals and make final decisions. The final decision will be the result of everyone agreeing and being satisfied with the decision.

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

Conceptual Framework
As the theoretical framework explained, the two major variables are based on Lambert's theory of high leadership, including in-depth research on vision, reflection, and innovation, shared governance, and monitoring and response to student performance; as well as Vroom and Yetton (1973) 's decision-style model including dictatorship, consulting, and grouping styles. The study aims to determine the relationship between the teachers' leadership capacity and their decision-making styles at the art school in Jilin Province. Figure 1 below shows some details of the conceptual framework for this study.
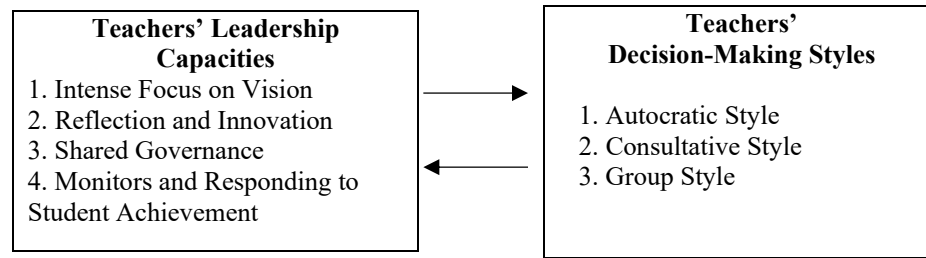
Teachers' Leadership Capacities	Teachers' Decision-Making Styles
1. Intense Focus on Vision 2. Reflection and Innovation 3. Shared Governance 4. Monitors and Responding to Student Achievement	1. Autocratic Style 2. Consultative Style 3. Group Style

Figure 1. *Conceptual Framework of This Study*

Research Instrument

The researcher will use a questionnaire including three parts to investigate the teachers' leadership capacity and their decision-making styles in Jilin Art Primary School in Jilin Province, China; the three parts were:

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

Part (II) will identify the teachers' perception of their leadership capacity. This part had 17 questions in four key constructs: (1) Intense Focus on Vision (2) Reflection and Innovation (3) Shared Governance (4) Monitors and Responded to Student Achievement.

The participants were required to answer the questions based on their perceptions of their leadership capacity in their schools by choosing from 1 to 5.

Part (III) will be used to determine the differences in teachers' decision-making styles, and it contains (12) items. This questionnaire was based on Vroom& Yetton's (1973) decision-making models and developed by Dennis (2012). The decision-making styles are (1) Autocratic decision-making styles, (2) Consultative decision-making styles (3) Group decision-making styles.

Findings

The findings of this study were based on the data analysis of all valid questionnaires.

Research Objective One

Table 1 summarizes the means and standard deviations of teachers' perception of their leadership capacity based on the four components at a primary school in Jilin. The mean score was 2.18 in the range of 1.51-2.50 and is interpreted as "need." Among the four components, Monitors and Response to Students Achievement had the highest mean score of 2.25; Intense Focus on Vision had the lowest mean score of 2.14.

Table 1. *Summary of Means and Standard Deviations of Teachers' Perception towards Their Leadership Capacity (n=56).*

	Leadership Capacity	Mean	SD	Interpretation
1	Intense Focus on Vision	2.14	.974	Low
2	Reflection and Innovation	2.16	.954	Low
3	Share Governance	2.19	.973	Low
4	Monitors and Responds to Students Achievement	2.25	1.061	Low
	Total	2.18	.933	Low

Research Objective Two

Table 2 shows the Summary of Means and Standard Deviations of Teachers' Perception towards Their Decision-Making Styles. Accordingly, the overall mean score was 3.44, in the range of 2.51-3.50, which means all 56 teachers used these three decision-making styles "Neutral," though most teachers use group decision-making styles as Table l6 and 20 together implied.

Table 2. *Summary of Means and Standard Deviations of Teachers' Perception towards Their Decision-Making Styles (n=56).*

Decision-making styles	Mean	SD	Interpretation
Autocratic Decision-Making styles	3.45	.826	Neutral
Consultative Decision-Making styles	3.41	.902	Neutral
Group Decision-Making styles	3.46	.924	Neutral
Total	3.44	.840	Neutral

Research Objective Three

The results of Table 3 show the relationship between teachers' perception of leadership capacity and their decision-making styles in a primary school in Jilin city, Jilin province, China. Since the significance value was 0.00, which is less than .05, thus, it was concluded that there was a significant relationship between teachers' perception of leadership capacity and their decision-making

styles in a primary school in Jilin city, Jilin province, China. So, this researcher accepted the research hypothesis and rejected the null hypothesis in this study. Additionally, the r-value of .950** indicates a neutral, positive relationship between teachers' perception of leadership capacity and their decision-making styles in a primary school in Jilin city, Jilin province, China. The positive relation means increasing leadership teachers' capacity may help improve their decision-making ability.

Table 3. *Pearson Correlation between Teachers' Perceptions towards Their Leadership Capacity and Their Decision-Making Styles (n=56).*

Variables		Decision-making style**s**
	Pearson Correlation	.950**
Leadership Capacity	Sig.(2-tailed)	0.000
	N	56
**. Correlation is significant at the 0.01 level (2-tailed).		

Discussion

This study first found that the average score of teachers in this school for teachers' leadership skills is the total score, which is interpreted as the perception of their overall leadership skills, while the teacher's perception of monitoring and responding to student performance implies. The score is expressed as high, which is interpreted as the need for leadership in an elementary school.

In this case, the leadership ability of a primary school teacher is neutral, which shows a neutral degree of attention to vision, and the teachers of this school have made good progress here. Therefore, schools do need to adopt different strategies to improve teachers' leadership skills. For example, in a school, the head teacher can play a leadership role and a leadership role. Each teacher can assume a leadership role according to their professional level and skills. The difference from this study is Akomolafe (2012) studied the leadership skills of principals in Ekiti State, Nigeria, and she found that every teacher actively recognizes their main leadership skills. According to her findings, the strong leadership established by the principal is crucial, and the principal must build on cooperation, motivation, authorization, and administrative behavior.

On this point, Lambert (2000) also pointed out that collaboration is a key function for leaders to share the school vision and mission. The most effective

solution is sometimes self-evident by exchanging information, thus making the decision-making process easier. A good teacher should be a good motivation for the school so that the school can continue to develop and improve. Every teacher should be self-motivated, encourage everyone with rewards, give positive feedback, and motivate students. Teachers are the largest working group in the school. Teachers should have a strong mind and the courage to take responsibility in school. In addition, the teacher's leadership is mainly concentrated on the school's operation. They should be proficient in lesson planning, classroom management, progress assessment, and student monitoring so that effective teachers can establish connections, collaboration, and motivation and positively influence students' academic performance. Finally, self-regulation and self-efficacy always make teachers more creative in teaching. Leadership requires self-regulation and self-efficacy to increase and improve.

Greenlee (2004) believes that the leadership of school teachers is important for training programs to increase or improve educational leadership. Leadership needs to be developed between teachers and principals to build a democratic learning community. Researchers agree that teacher leaders' quality of the main funds will be an important process for future school management.

According to Harris & Lambert (2003), leadership is a broad and broad term that has been used for decades. It is one of the more popular terms for the role of leaders in the 21st century. There are many standards for leadership building, but leadership needs to be built.

People should have two main key conditions or be successful in establishing sustainability. This study found a positive correlation between teachers' perceptions of their leadership abilities in a certain elementary school in Jilin and their decision-making styles. The researcher believes that these two factors are the most important for continuous school management and administration. Important.

According to Lambert's (1998) research, it is found that the key categories of leadership ability can improve the success rate of schools, such as broad-based and skilled participation in leadership work. Use query-based information to

guide shared decision-making practices; reflect on extensive participation and collaboration; be good at reflection and practical innovation; and achieve high student achievements. This study found that teachers with more education believed teachers with higher leadership skills and lower education levels. In addition, female teachers believe that they have higher perception abilities than male teachers. Since this research has also confirmed the positive correlation between teachers' perceptions of their leadership abilities and their decision-making styles in schools, this research hopes to establish a connection between school leaders and managers and contribute to the school's sustainable development in the future. And the importance of improvement.

At the same time, this study also found that most teachers used three "neutral" decision-making methods, many of which practiced group decision-making, and only a few practiced autocratic decision-making. This result and the research of Ryabova (2009) also found that people prefer the group decision-making style in most decision-making moments. Ryabova (2009) studied the decision-making styles of Thai and foreign principals in Bangkok. International schools in Bangkok found that there are significant differences in the decision-making styles of Thai and foreign principals. However, Thai and foreign principals often adopt a consultative decision-making style, and they prefer a collective decision-making style.

Another previous researcher Dennis (2012), studied a comparative study of teachers' perceptions of deans' decision-making styles between private universities and public universities in Bangkok, Thailand. In his research, according to both viewpoints, university teachers and university presidents also implemented three different "neutral" styles, while the style of collective decision-making is relatively valued. In addition, since he concluded that the two universities were teachers, public and private universities' denominations did not differ significantly in decision-making styles.

In addition, Ramanigopal (2008) carried out a study on self-esteem and decision-making at Agra University to investigate the self-esteem and style of school teachers.

The results show a significant positive correlation between self-esteem and the vigilance of decision-making styles, while other styles are positively correlated. At the same time, there are major differences between decision-making methods and decision-making methods. There is alertness between men and men and between defensive avoidance and high alertness. According to Ramanigopal's (2008) research, male teachers have higher self-esteem than female teachers.

Silver (1991) summarized it before group decision-making became a practice in every organization. People who tend to use group decision-making styles are more likely to make fair decisions because making the most important decisions means:

A gathering of everyone in the organization. In this study, the same finding is that most teachers prefer a collective decision-making style when making decisions. They are more inclined to understand the decisions of their colleagues' decisions and then make the same choices as their colleagues.

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266

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