

# Analysis of the Research Status of Teachers' Leadership Construction in Normal Universities

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**Abstract:** Compared with ordinary universities, there are many problems in the research of teachers' leadership construction in normal universities, such as insufficient attention and improper implementation methods. Teachers' main job is teaching and scientific research, which has nothing to do with school leaders. In this case, many normal universities are confined to administrative management and do not attach importance to teachers' leadership construction. Starting from four different dimensions of teacher leadership, this paper analyzes the present situation of teacher leadership construction in normal universities and puts forward effective construction strategies.

**Keywords:** Normal universities; Teachers' leadership; Construction status; Effective strategy

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## 1. Introduction

The research on teacher leadership started as early as the 1950s, but it didn't get enough attention at that time. In the 1980s, the school reorganization movement arose in the west, and the teacher's leadership got the attention of the education department. Nowadays, the research on teacher leadership in western countries has formed a perfect system and achieved a series of research results. However, in China, the research on teachers' leadership started late, lacking breakthrough achievements, and most of them are primary and secondary school teachers, while the research on teachers' leadership in normal universities is less.

## 2. Overview of Teacher Leadership

Teachers' leadership is a kind of ability system, and the core of attention is the ability of teachers to attract and influence relevant personnel in group activities and achieve predetermined goals. Teachers' leadership itself is an open concept, which has a very broad meaning. It belongs to the comprehensive influence that teachers exert on relevant groups, such as colleagues and students, by using their rights and non-power elements in the process of carrying out teaching and scientific research activities.

Teacher leadership is embodied in four different dimensions: First, administrative leadership. Teachers' administrative leadership is mainly reflected through their administrative affairs, and the core purpose is to promote the implementation of school management, which can be regarded as the extension of school administrative leadership at the grass-roots level. The exertion of teachers' leadership can promote the efficient operation of the existing system and mechanism. The characteristics of leadership are "Teacher and administrator", which requires teachers to switch between different roles. Teachers' administrative leadership is not mandatory by conventional administrative power but is influenced by non-power factors, such as ability, quality, and emotion. The second is self-leadership. Self-leadership requires teachers to strengthen self-learning and constantly improve their self-development ability. Through the shaping and promotion of self-leadership, teachers can win professional self-esteem, form a sense of identity with their profession, and truly "realize the value of life by profession". Third, interpersonal leadership. In simple terms, interpersonal leadership refers to teachers' communication skills and interpersonal skills. In the process of teachers' work, many relationships need to be dealt with, including the relationship with leaders, colleagues, and students. Good interpersonal relationships can strengthen the cohesion of the school and promote the healthy development of the school. In many schools, teachers who can strengthen interpersonal communication and cheerful personality often play the role of interpersonal leadership unconsciously. The fourth is professional

leadership. Professional leadership is the leadership ability that teachers show in the process of exercising their leadership functions with the help of their professional qualities and cultural authority. It can be divided into two forms: one is explicit leadership, which requires teachers to have good professional qualities and be recognized by organizations, such as key teachers and academic leaders. The leadership they exercise includes curriculum leadership, teaching leadership, and research leadership. The other is implicit leadership, which is embodied in natural leadership, and it doesn't need authorization, but only needs to be recognized. It is mostly embodied in the department or teaching and research section, and it is manifested in the mentoring of old teachers to new teachers.

### **3. Teachers' Leadership Construction in Normal Universities**

In normal universities, many factors affect the building of teachers' leadership. From the perspective of the university itself, there are school governance concepts, organizational structure, management system, teachers' status, campus culture, etc. From the perspective of teachers, there are educational concepts, leadership skills, personality charm, professional actual combat, etc. At present, in the process of building teachers' leadership in normal universities, there are the following problems:

#### **3.1 Lack of reasonable positioning of teachers**

At present, in China's normal colleges and universities, the positioning of teachers is not reasonable. Teachers are simply regarded as imparting knowledge, and teachers are regarded as people who rely on mental work to create social value, and they belong to the category of "knowledge workers". Once the school gives such positioning, the relationship between teachers and themselves is defined as the units and workers who provide jobs, then teachers themselves will be classified as "interest pursuers". For some teachers who want to realize their self-worth, there will be corresponding frustration. The weakening of the sense of ownership seriously affects the display of teachers' leadership, and the effect of normal education will naturally be affected.

#### **3.2 Blind separation of the relationship between teachers and leaders**

Some people think that teachers' duty is teaching, and administrative leadership should naturally be the responsibility of professional school leaders. The two belong to completely different groups, and teachers can't influence others through their leadership positions. School leaders are the legal power controllers, and teachers belong to the leaders. On the one hand, it is influenced by common sense cognition that the leadership of the school has a special organization and management, and the development of the school is not directly related to the efforts of teachers. The ability of the principal and other relevant leaders will directly determine the quality of the school. This view is an exaggeration of the leadership ability of principals and managers. On the other hand, it wrongly identifies the connotation of "leadership" and regards leadership as an administrative power. The contemporary cultural leadership theory holds that leadership is a process in which members of an organization create meaning with each other, a relatively special social construction activity, and a cooperative collective action. Everyone can lead in different ways.

### **4. Effective Strategies for Teachers' Leadership Construction in Normal Universities**

Teachers' leadership is more manifested as a joint force. Strengthening the construction of teachers' leadership requires teachers to have teaching ability, and at the same time, they can drive the healthy growth of students through their changes, to realize the healthy development of schools. The construction of teachers' leadership is the key to the sustainable development of normal universities, which requires the school to do a good job of leadership and provide a corresponding mechanism guarantee.

#### **4.1 Create a cooperative culture in universities**

Cooperation culture plays a very important role in promoting teachers' leadership. In normal universities, cooperation culture is mainly embodied in three aspects: first, between school management and teachers, and the core of cooperation culture construction is school governance. Management and teachers need to make joint efforts to determine the development goals of the school, and teachers and staff are required to make reasonable arrangements for their work by the development goals and build interactive interpersonal networks through teamwork to realize the common governance of the school. In this process, school leaders such as principals are required to recognize the importance of teachers in school governance, encourage teachers to become leaders and help them improve their leadership skills, which is also the key to building teachers' leadership. Second, cooperation between teachers is characterized by openness, reliability, and spontaneity. Through the cooperation between teachers, we can get rid of the limitations of individual ways, strengthen teachers' professional confidence and promote the improvement of their professional ability. We can also improve the overall teaching quality of schools by integrating educational forces. This cooperative culture can combine teachers' professional development with the overall development of the school. Third, the cooperation between teachers and students, emphasizes the interaction between teachers and students. Teachers play the role of guide, organizer, and collaborator in cooperative learning, which can be regarded as an intuitive display of teachers' leadership. Teachers can take part in students' learning as collaborators, while

narrowing the distance between teachers and students, creating a harmonious teaching environment, giving full play to students' subjective initiative and innovative consciousness, and accelerating teachers' self-development.

## **4.2 Enhance teachers' personal qualities**

First, teachers' concepts should be updated and professional ethics education should be strengthened. Normal universities should set corresponding teaching standards in light of their actual conditions, and require teachers to continuously update their professional quality and knowledge, so as to strengthen the education of vocational arrival. Through collective learning, teachers can be guided to have a better understanding of relevant educational theories, to study the latest educational ideas in depth, to establish correct teaching concepts and talent concepts, and to cultivate teachers' core literacy. Teachers' sense of responsibility and morality can be strengthened by setting an example, to ensure that teachers can find the bright spots in others and consciously improve their moral level. Second, school-based training should be explored to improve teachers' professional quality. The improvement of teachers' accomplishments can be regarded as a lifelong learning process. By improving the school-based curriculum, teachers' accomplishments can be improved. For normal universities, many of them have a long history of development and have formed their own school culture. With the help of school-based curriculum training, teachers can be better integrated into the school culture, actively promote the connection between personal accomplishment and school culture, and enhance their personal ability and professional accomplishment. There are various modes of school-based curriculum training, such as thematic training, teaching reflection, communication, and dialogue, etc. Normal universities can guide teachers to participate extensively through school-based curriculum training, and realize the effective construction of teachers' leadership. Third, we should actively introduce the dynamic employment mechanism to create a good growth environment. Normal universities can explore the dynamic employment mechanism, set up diversified teachers' assessment standards, assess teachers' moral sense, and emphasize both ability and political integrity in the evaluation and performance appraisal. The employment mechanism should be based on the assessment criteria, strengthen teachers' internal motivation, and create a good environmental foundation for the improvement of teachers' comprehensive quality and leadership.

## **4.3 Build a balance mechanism of rights and interests**

Combined with the theoretical analysis of stakeholders, the school itself can be regarded as a collection of stakeholders, and its external stakeholders include government departments, social organizations, and public representatives. On behalf of the national interests, the government demands to maintain the public interests and social order. Social organizations represent the needs of different social strata and demand corresponding returns. They must always adhere to the corresponding social conscience, and the public represents the interests of special groups, paying attention to special form satisfaction and important role-playing. The external interests of the school include teachers, students, and other employers. Teachers' groups represent academic interests, reflecting the corresponding moral demeanor. While scientifically evaluating academic labor achievements, they also emphasize the maintenance of their labor rights. Students' groups represent the interests of "customers" and pursue higher education quality. Other employees represent the interests of managers and service providers, and they are pursuing the protection of labor rights and recognition of labor achievements. In the process of building the teacher leadership system, we should build the corresponding rights and interests balance mechanism to ensure that teachers can participate in the process of school decision-making and management, and ensure the smooth implementation of school education, scientific research, and other activities.

## **5. Conclusion**

All in all, normal universities play a very important role in China's higher education, and teachers are the main body of education. Doing a good job in building teachers' leadership can provide a good impetus for the innovation and development of normal universities. It must be clear that the construction and promotion of teachers' leadership is a long-term initiative process, and the realization of its implementation results is also long-term, which requires the attention of schools and education departments to jointly create a more perfect and harmonious education system, which is also the significance of the development of modern education.

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