

# Research on the Cultivation of College Teachers' Leadership

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**Abstract:** In the higher education system, leadership training is a very important part. As one of the core qualities of teachers, teacher leadership plays an important role in teachers' professional development and the improvement of education quality. Based on the theoretical research of teacher leadership, this study adopts quantitative and qualitative research methods, takes excellent young college teachers as the research object, obtains qualitative research data through interviews and text analysis, and summarizes the leadership of college teachers into several dimensions: moral leadership, teaching leadership, scientific research leadership and team leadership, and constructs the theoretical analysis framework of college teacher leadership. It is proposed that improving teachers' leadership can be achieved in the following ways: sublimating the sense of career; build a learning community of teachers' self-management; creating relevant activities to stimulate the cultivation of university teachers' leadership.

**Keywords:** College Teachers, Leadership, Improvement

## 1. Research background

The continuous in-depth development of teacher leadership theory and practice provides a new thinking mode and perspective for education and teaching reform. Looking at the current research at home and abroad, the basis for the construction and verification of teacher leadership model is mainly the leadership of primary and secondary school teachers, and the research on teacher leadership targeted at college teachers is relatively lacking. In terms of roles, college teachers take into account the responsibilities of education managers and subject researchers.[1] Facing the increasingly complex educational environment, they must first improve their self-quality, especially the training of leadership. Teacher leadership is an indispensable factor in Teachers' professional development. Teachers with good professional ability can obtain more teaching autonomy, and help front-line teachers overcome job burnout and improve the happiness brought by work to a certain extent. In order to further clarify the elements of university teachers' leadership, this study intends to build a theoretical model of university teachers' leadership by combining qualitative research and quantitative research according to the local characteristics of China, and put forward promotion strategies, in order to provide theoretical basis and practical reference for further promoting the development of University Teachers' leadership.

## 2. The connotation of teacher leadership

Teachers are both a leader and a curriculum leader. An excellent teacher should learn to be a successful leader, and an excellent teacher needs to have leadership characteristics. As course leaders, teachers should carry out curriculum practice according to the characteristics of teaching objects and learning environment, so as to achieve better curriculum results. Educators will only teaching is not enough, the understanding of the course is necessarily narrow, teachers must have leadership to better organize and carry out good education activities, with their own professionalism and skills bear teaching scientific research, play the influence of professional disciplines and colleagues, promote the improvement of teaching practice, promote the school education change.[2]

## 3. Research design

This study adopts qualitative and quantitative research methods. Qualitative research is obtained through interviews, observations, etc, which interview some beliefs and behaviors of excellent teachers

in teaching and scientific research. The content of the interview includes the following aspects: (1) Understanding of university teachers' leadership. (2) What are the aspects of teachers' leadership over students. What kind of influence do teachers have on their students and how to realize it. (3) How to play the leading role of the team and in what aspects to achieve the leading role of the team. (4) How to give play to leadership in the process of teaching implementation and teaching reform. In the quantitative research, a "questionnaire on the leadership development of college teachers" is designed. The questionnaire mainly includes several dimensions of college teachers' moral leadership, teaching leadership, scientific research leadership and team leadership. Moral leadership specifically examines the ability of college teachers to have a positive impact on students and colleagues by virtue of their professional ethics, ability, emotion, charisma and other elements; [3] Teaching leadership specifically examines teachers' abilities in teaching decision-making, teaching implementation, teaching innovation and reform, and curriculum development; Scientific research leadership is reflected in Teachers' scientific research spirit, the demonstration and leadership of scientific research attitude to students and colleagues, and the impact and driving force of innovation and creation in scientific research on scientific and technological progress and economic development; Team leadership specifically examines teachers' team spirit and team operation ability.

#### **4. Research results**

The results show that the moral leadership of college teachers in China is mainly reflected in three aspects: political firmness, personality appeal and professional demonstration. Political firmness reflects that college teachers have a firm political position, a sense of patriotism and social responsibility; Personality appeal is reflected in the teachers' excellent personal qualities (hard work, modesty and sincerity, self-confidence and progress, perseverance, etc.) which have a positive impact on students and colleagues; The demonstration force of dedication reflects the teachers' working attitude of being serious and responsible, caring and helping students grow, and is a model of teachers who build virtue and cultivate people.

Teaching leadership reflects the decision-making, implementation and innovation of curriculum teaching. Teaching decision-making ability is mainly reflected in Teachers' insight into students' learning interests, students' existing knowledge level and ability and other information, teachers' ability to predict what kind of interactive situation is conducive to stimulating students' learning interests and obtaining good learning results, and teachers' ability to analyze, understand and solve problems as the premise, and the ability to reasonably formulate teaching objectives and choose teaching methods and means. Teaching implementation is mainly reflected in the ability of teachers to plan, implement, develop curriculum resources, stimulate students' potential and achieve good teaching results in the classroom. Teaching innovation is mainly reflected in the ability of teachers to innovate and reform the curriculum by using advanced teaching technology, teaching methods and cutting-edge scientific research results in classroom teaching.

In addition to classroom teaching, college teachers also bear the responsibility of scientific research and serving economic development. University teachers' scientific research leadership is mainly reflected in scientific research focus, scientific research willpower, scientific research rigor and scientific research innovation. Teachers have a strong interest in scientific research, a lot of energy input, fearless of difficulties, self challenge, unremitting will in the process of scientific research, rigorous attitude towards scientific research, and the innovative spirit of daring to challenge authority. [4]

Team leadership is manifested in team development awareness and high-level team building ability. Through teaching and scientific research teams, students' learning is promoted, colleagues' development is driven, and cooperation with relevant domestic and foreign higher education institutions or other organizations is promoted to promote mutual learning and exchange, cooperate in research, help and support colleagues' development, cooperate with colleagues, and strive for external resources.

#### **5. The need for teacher leadership improvement**

##### ***5.1. Improve the quality of personnel training***

With the progress of society and the process of global integration, the current social positions have put forward higher requirements for students' practical ability and professional skills, which also need the improvement of teachers' own practical ability. Students are impacted by different cultures, have more

thoughts and insights, and traditional teaching methods are also challenged. This requires teachers' classroom leadership and explore more unique, novel teaching methods, constantly update talent training concept, constantly strengthen the curriculum development consciousness and critical consciousness, improve the leading force and influence of students and peers, with their own course leadership to update the curriculum concept, improve the course content, change course form, strengthen the teamwork between teachers, reshape the curriculum culture. In order to better guide students to master knowledge and skills and complete tasks, to achieve the goal of talent training.

### ***5.2. Promote the development of teachers' professional ability***

The formation of university teachers' leadership is based on the influence ability of teachers in curriculum, teaching, scientific research and other aspects, which can promote the innovation of teachers' professional ability, teaching ideas and teaching methods, and lies in teachers' research ability and sense of responsibility.[5] The promotion of the sense of mission plays an important role. By promoting the improvement of teachers' professional ability, it can enhance teachers' professional confidence, and constantly reflect on and improve their teaching practice, and promote teachers' professional development.

### ***5.3. Build a learning team***

Teacher leadership requires teachers to conduct team cooperation spirit in the interaction with colleagues, and to promote their own development and drive the development of other teachers in the process of teamwork. The improvement of teachers' leadership is conducive to the construction of teachers' professional learning team, and forms a learning atmosphere of "bringing the old with the new" and "mentoring" in the professional learning teams. Experienced old teachers are willing to take responsibility and lead the new teachers to make progress, and young teachers also have the opportunity to share their views and inject new vitality into the team. Form a learning team of cooperation and exchange, mutual promotion and common progress.[6]

### ***5.4. Improve the efficiency of organizational management***

As a complex and special organization, the management of colleges and universities needs more extensive participation of teachers, and teacher leadership is an important force to improve the school governance structure. Leading teachers have professional teaching ability and strong management ability. They can actively participate in various teaching management activities of the school, which will greatly improve the efficiency of the organization and management. The self-identity, organizational sense of belonging and strong sense of responsibility of leading teachers are all conducive to the change of teachers' ideas, attitudes and behaviors, so as to improve the efficiency of organizational management in colleges and universities.

## **6. Research enlightenment**

Colleges and universities need to promote the improvement of teachers' leadership through the following ways.

### ***6.1. Enhancing teachers' sense of career***

Colleges and universities should strengthen the training of teachers' leadership, improve teachers' moral quality, guide teachers to devote themselves to education, be diligent in learning and research, and actively improve their own teaching, scientific research and team leadership. It is necessary to integrate leadership belief, leadership emotion and leadership consciousness cultivation actions, and actively explore leadership cultivation strategies. Only college teachers have strong feelings of teaching and educating people, can they devote themselves to the decision-making, implementation and innovation of curriculum teaching. On the cultivation of scientific research innovation and concentration.

### ***6.2. Building a learning community of teachers' self-management***

Teachers' professional development means that teachers can realize the all-round development purpose of teachers through self-learning, peer cooperation and other ways. Teacher learning community

provides teachers with such a targeted platform for professional development. Learning community can break the restrictions of regions and schools, obtain more resources, sort out the direction of teachers' own professional development, and provide a platform for university teachers to learn from each other. Through learning and communication, teachers can personally experience the process of participating in the discovery and construction of knowledge. Through the establishment of cyclical interaction mechanism, understand the learning situation of students, enhance the communication among colleagues, challenge and expand ideas, and deepen the professional development of teachers. College teachers of different ages, professional titles and academic qualifications can communicate with each other and learn from each other on how to set up, implement, develop, innovate and reform the courses, and learn from each other. Through the regular study plan, purposefully, targeted on course teaching setting, development, carry out online discussion activities, discuss professional development prospects, talent training and planning, teaching and scientific research learning team to exchange between teachers, integrate resources, produce new ideas, cultivate higher academic level and innovation ability of scientific research leaders and academic backbone.

### **6.3. Creating relevant activities to encourage college teachers to develop a sense of leadership**

The research on the leadership of university teachers in China is still in its infancy, which needs all kinds of help and support from universities and academia, organizing academic seminars at all levels, and strengthening the management of academic activities in teaching and research offices. In the process of developing college teachers' leadership, colleges and universities should give teachers greater rights, let teachers have the opportunity to participate in the process of curriculum development and management, scientific research and innovation development, and let teachers connect their own development with school teaching reform, scientific research, and serving the society. Encourage teachers to participate in various professional organizations, so that teachers can learn and grow within the organization, reduce teachers' professional burnout, inject vitality into the teaching profession, and make teachers have greater enthusiasm to participate in Teachers' professional development.

### **6.4. Give teachers more autonomy**

Colleges and universities should give teachers more autonomy, decision-making power and participation power, so that teachers can participate in school teaching management affairs, cooperate with students' needs, and make important teaching decisions, such as the formulation of talent training programs, curriculum setting, the selection of teaching materials, the use of funds, scientific research exchange, etc. By giving teachers autonomy, mobilize the enthusiasm of teachers, to achieve the established goals and study hard; encourage teachers to think independently, analyze and solve problems, give full play to the subjective initiative, so as to improve the leadership ability, care about the development of the school and long-term planning, and make suggestions for the development of the school.

## **7. Conclusion**

The leadership of teachers in universities determines the behavior, way and effect of teachers in the process of teaching and scientific research practice, reform and team building, and affects the improvement of college students' comprehensive ability, teaching effect, teaching reform, scientific research innovation and team building. Improving the leadership of college teachers has a direct and positive impact on cultivating all-round development and high-quality talents. The development of higher education without the promotion of teachers' comprehensive quality, without the cultivation of teachers' leadership, teachers leadership professional teachers with their own excellent professional knowledge and ability, noble moral quality has positive positive influence on students and other teachers, for themselves and other members of the professional development, promote the development of universities change. Therefore, colleges and universities should devote themselves to the cultivation of teachers' leadership, enhance teachers' leadership awareness, and promote the development of higher education.

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