

# Research on Influencing Factors and Training Strategies of Teachers' Leadership Development in Suzhou University

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**Abstract:** This research is based on the current situation of teacher leadership in Suzhou University. Through the investigation of teacher leadership in Suzhou University and various influencing factors, it comprehensively understands the level of each dimension of teacher leadership in Suzhou University and the level of various influencing factors, finds the correlation and puts forward corresponding training strategies.

**Keywords:** leadership, Suzhou University teachers, leadership training

## 1. Introduction

Since the 1990s, China's economy has developed rapidly<sup>[1]</sup>. Affected by the reform and opening up, China's various industries are actively integrating with international standards, and people are exposed to more and more new things. If you want to successfully start a business in the new era, you must have a high level of leadership. College students are the new force of all walks of life in the future society and the main force of the future entrepreneurial market<sup>[2]</sup>. Teachers are the direct influencers of college students. Understanding the current situation and defects of teachers' leadership and putting forward corresponding training strategies will not only help improve the overall quality of teachers, but also help improve the quality of college students' training.

## 2. Determination and naming of leadership and influencing factors

### 2.1 Determination and naming of leadership factors

Table 1: The composition matrix after the rotation of the leadership strength table<sup>a</sup>

	Element				
	1	2	3	4	5
I am a good listener	-.002	-.013	.006	.911	.035
I make people feel valued by accepting and integrating their ideas	.020	-.015	-.012	.798	.013
I ask opinions, ideas and feedback from my co faculty	.047	.033	.018	.786	-.027
When communicating with others I define the desired result of a project an I am clear about what I want to achieve	-.022	-.044	-.017	.807	.059
I convey what I want to say in the shortest form possibel	.057	-.016	-.021	.771	.001
When working with my Co- faculty I try to inculcate team spirit so that we can good team players	.933	.001	.042	.036	-.024
I am considerate by respecting others opinions	.821	-.001	.026	.014	-.052
I build and maintain relationships in the workplace	.849	-.024	.029	.056	-.078
Managing conflict is my primary interpersonal skills	.819	.027	.010	.014	.029
I am courteous to my co- faculty	.852	.016	.067	-.008	-.007
I believe that there is a value in giving and receiving	.020	.044	-.009	-.011	.907
I am able to control my feelings	-.065	.044	-.012	.041	.739
I go beyond goal setting, performance issues and objectives and get to the heart of the person	-.051	.002	.031	-.025	.814
I have the ability to make others feel comfortable regardless of their social situation	-.027	.044	-.004	.032	.820
I make others feel that their opinions and beliefs matter	.006	.014	-.025	.034	.787
I can anticipate outcomes and see logical consequence	.000	.932	-.035	.024	.062
I can evaluate options accurately and establish priorities	.014	.845	-.053	.006	.014
I reason well in contexts requiring quantitative analysis	-.055	.815	-.103	.069	.015
I can identify critical factors which will affect the outcome of a decision	.062	.844	.016	-.065	.049
I navigate risk and uncertainty	.000	.783	-.028	-.082	.020
I experiment with various approaches, learning from failures	-.008	-.083	.925	-.010	-.021
I let go of familiar ways and learn new things and adapt to a new way of working	.080	-.008	.770	.055	-.020
I build trust by listening to different perspectives that differ from my own	.023	-.019	.823	.003	.015
I stand by a code of ethics and principles	.039	-.055	.775	-.050	.017
I find new ways to solve a problem	.025	-.036	.805	-.027	-.014

Extraction method: principal component analysis.  
 Rotation method: Caesar's normalized maximum variance method.  
 a. The rotation has converged after 5 iterations.

According to Table 1, the factors related to the leadership of teachers in Suzhou University can be divided into five factors after factor analysis, which are named as "communication skills factor", "interpersonal ability factor", "charm factor" and "environmental adaptability factor" according to the content of the topic. " and "Decision Ability Factors".

**2.2 Determination and naming of factors influencing leadership**

*Table 2: Rotated Component Matrix<sup>a</sup>*

	Component		
	1	2	3
I am very willing to communicate and share my work experience with other teach	.837	.219	.113
I agree more with the friendly cooperation among colleagues.	.756	.158	.125
I am very willing to help other colleagues when they are in trouble.	.789	.092	.047
I am very willing to contribute to teaching and discipline development.	.796	.176	.115
After gaining new experience, I am especially willing to exchange learning experience and resources with other teachers	.611	.242	.225
I hope to study more in the classroom of excellent teachers and be able to put forward reasonable opinions and suggestion	.599	.248	.176
I am trustworthy and can inspire others' confidence	.168	.103	.855
I am very friendly and kind	.070	.235	.645
I never doubt my ability	.012	.153	.780
I am reliable and can keep my words and deeds in line	.224	.012	.735
I can avoid interference in front of the target	.164	.057	.681
Front-line teachers are willing to actively offer suggest	.247	.852	.142
The school can give guidance and support to teachers in school	.145	.689	.139
School leaders communicate smoothly and equally with teachers	.268	.722	.123
Leaders respect the opinions and suggestions of grass-roots teachers	.196	.760	.121
Leaders encourage front-line teachers to develop their strengths and act as leaders in collective cooperation	.123	.729	.054

Extraction method: principal component analysis.

Rotation method: Caesar's normalized maximum variance method.

a. The rotation has converged after 3 iterations.

According to Table 2, the factors related to the influencing factors of teachers' leadership in Suzhou University can be divided into three factors after factor analysis, which are named as "personal temperament factor", "personal willingness factor" and "campus environment factor" according to the content of the questions.

**3. The influence of various factors on each dimension of leadership**

**3.1 The influence of various factors on communication skills**

*Table 3: Influence coefficient of each influencing factor on communication skills<sup>a</sup>*

Model	Unstandardized coefficients		standardized coefficient Beta	t	salience	Collinearity Statistics	
	B	standard error				Tolerance	VIF
(constant)	2.856	.565		5.055	.000		
1 school atmosphere	.675	.031	.615	21.481	.000	.736	1.359
personal temperament	-.477	.033	-.390	-14.576	.000	.840	1.191
personal preference	.479	.029	.478	16.455	.000	.715	1.398

a. Dependent variable: total communication skills score

As can be seen from Table 3, according to the multiple linear regression results,  $Y=2.856+0.675a-0.477b+0.479c$  (Y is the level of communication skills, a is the school atmosphere, b is personal temperament, and c is personal will), each P The values are all less than 0.05, so each influencing factor has a significant impact on communication skills. Among them, school atmosphere has the greatest impact. School atmosphere and personal will have a positive impact on the communication skills of Suzhou University teachers, and personal temperament has a negative impact on the communication skills of Suzhou University teachers.

School is the place where teachers stay for the longest time, and the influence of environment on people is inevitable. Therefore, school atmosphere has the greatest impact on teachers' communication skills.

3.2 The influence of various factors on interpersonal skills

Table 4: Influence coefficient of each influencing factor on interpersonal skills<sup>a</sup>

Model	Unstandardized coefficients		standardized coefficient	t	salienc e	Collinearity Statistics	
	B	standard error	Beta			Tolerance	VIF
1 (constant)	1.091	.708		1.540	.124		
school atmosphere	-.431	.039	-.378	-10.947	.000	.736	1.359
personal temperament	.724	.041	.570	17.639	.000	.840	1.191
personal preference	.563	.037	.540	15.418	.000	.715	1.398

a. Dependent variable: total interpersonal skills score

As can be seen from Table 4, according to the multiple linear regression results,  $Y=1.091-0.431a+0.724b+0.563c$  (Y is the level of interpersonal communication skills, a is the school atmosphere, b is personal temperament, and c is personal will), each The P values are all less than 0.05, so each influencing factor has a significant impact on interpersonal skills, among which personal temperament has the greatest impact. Personal temperament and personal will have a positive impact on the interpersonal skills of Suzhou University teachers a negative impact.

Due to work reasons, teachers usually communicate with teachers and students around them. They generally lack practical social experience. Personal temperament has become the biggest factor affecting interpersonal communication skills.

3.3 The influence of various influencing factors on attractiveness

Table 5: Influence coefficient <sup>a</sup> of each influencing factor on attractiveness

Model	Unstandardized coefficients		standardized coefficient	t	salienc e	Collinearity Statistics	
	B	standard error	Beta			Tolerance	VIF
1 (constant)	13.033	.886		14.712	.000		
school atmosphere	-.300	.049	-.279	-6.089	.000	.736	1.359
personal temperament	-.202	.051	-.169	-3.929	.000	.840	1.191
personal preference	.704	.046	.717	15.414	.000	.715	1.398

a. Dependent variable: total attractiveness score

As can be seen from Table 5, according to the multiple linear regression results,  $Y=13.033-0.3a+0.202b+0.704c$  (Y is the charm level, a is the school atmosphere, b is the personal temperament, and c is the personal will), each P value All of them are less than 0.05, so each influencing factor has a significant impact on the charm, and the personal will has the greatest impact. Personal will has a positive impact on the charm of Suzhou University teachers, and personal temperament and school atmosphere have a negative impact on the charm of Suzhou University teachers.

Teachers' subjective willingness is an important influencing factor of communication on weekdays. Personal organizational ability will be revealed in it, and activities are held in schools. At this time, personal willingness becomes the charm of teachers the biggest influencing factor.

3.4 Influence of various influencing factors on environmental adaptability

Table 6: Influence coefficient of each influencing factor on environmental adaptability <sup>a</sup>

Model	Unstandardized coefficients		standardized coefficient	t	salienc e	Collinearity Statistics	
	B	standard error	Beta			Tolerance	VIF
1 (constant)	.725	.560		1.295	.196		
school atmosphere	.817	.031	.764	26.239	.000	.736	1.359
personal temperament	.556	.032	.468	17.168	.000	.840	1.191
personal preference	-.480	.029	-.491	-16.617	.000	.715	1.398

a. Dependent variable: total score of environmental adaptability

As can be seen from Table 6, according to the multiple linear regression results,  $Y=0.725+0.817a+0.556b-0.48c$  (Y is the level of environmental adaptability, a is the school atmosphere, b is personal temperament, and c is personal will), each The P values are all less than 0.05, so each influencing factor has a significant impact on the environmental adaptability. Among them, the school atmosphere has the greatest impact. The school atmosphere and human nature have a positive

impact on the environmental adaptability of Suzhou University teachers. Ability has a negative impact.

The atmosphere has both influence and change on people. Especially as a teacher, the school atmosphere has a great influence. From an objective and subjective standpoint, the school atmosphere has the greatest impact on the ability to adapt to the environment.

### 3.5 Influence of various influencing factors on decision-making ability

Table 7: Influence coefficient *a* of each influencing factor on decision-making ability <sup>a</sup>

Model	Unstandardized coefficients		standardized	t	salienc	Collinearity Statistics	
	B	standard error	coefficient Beta			Tolerance	VIF
1 (constant)	8.866	.906		9.788	.000		
school atmosphere	-.334	.050	-.300	-6.618	.000	.736	1.359
personal temperament	.809	.052	.654	15.428	.000	.840	1.191
personal preference	-.066	.047	-.065	-1.412	.159	.715	1.398

a. Dependent variable: total score of decision-making ability

As can be seen from Table 7, according to the multiple linear regression results,  $Y=8.866-0.334a+0.806b-0.066c$  ( $Y$  is the level of decision-making ability,  $a$  is the school atmosphere,  $b$  is the personal temperament, and  $c$  is the personal will), the school atmosphere and The P value of the personal temperament coefficient is less than 0.05, and the P value of the personal willingness coefficient is greater than 0.05, so the school atmosphere and personal temperament have a significant impact on decision-making ability. Among them, personal temperament has the greatest impact. Personal temperament has a positive impact on the decision-making ability of Suzhou University teachers. Atmosphere has a negative impact on the decision-making ability of teachers in Suzhou University.

Because there are not many large-scale formal activities in the school, teachers do not get enough exercise on weekdays, which leads to personal ability. Therefore, personal temperament has the greatest impact on teachers' decision-making ability.

### 3.6 The influence of various influencing factors on the overall situation of leadership

Table 8: Influence coefficient of each influencing factor on the overall situation of leadership <sup>a</sup>

Model	Unstandardized coefficients		standardized	t	salienc	Collinearity Statistics	
	B	standard error	coefficient Beta			Tolerance	VIF
1 (constant)	26.570	.746		35.594	.000		
school atmosphere	.427	.042	.172	10.285	.000	.736	1.359
personal temperament	1.411	.043	.512	32.641	.000	.840	1.191
personal preference	1.201	.038	.530	31.207	.000	.715	1.398

a. Dependent variable: total leadership score

As can be seen from Table 8, according to the multiple linear regression results,  $Y=26.570+0.427a+1.411b-1.201c$  ( $Y$  is the overall level of leadership,  $a$  is the school atmosphere,  $b$  is personal temperament, and  $c$  is personal will), each The P values are all less than 0.05, so each influencing factor has a significant impact on the overall level of leadership in environmental adaptability, among which personal temperament has the greatest impact, followed by personal will. All factors have a positive impact on the overall level of teacher leadership in Suzhou University.

Many teachers have the idea of improving their abilities, but they generally do not have the opportunity to improve themselves, their leadership is not improved, and their abilities are not enough. Therefore, personal temperament is the biggest influencing factor, followed by personal will.

## 4. Strategies for improving teachers' leadership in Suzhou University

### 4.1 Improve the personal leadership willingness of Suzhou University teachers

Personal willingness is an important factor affecting the leadership of Suzhou University teachers. Only when a teacher is willing to become a leader will he be more willing to work hard to improve his leadership level<sup>[3]</sup>.

Suzhou University teachers need to reinvigorate their leadership will. Schools should use a variety of publicity channels to let teachers understand that everyone is a participant in the management of the class and the school. Teachers can have a positive impact on the overall development of the class and the school by virtue of their own abilities, so that they can demonstrate their leadership skills on campus. .

At the same time, Suzhou University teachers should also change their interpretation of leadership and deepen their understanding of the connotation of leadership. When Suzhou University teachers improve their leadership willingness and leadership awareness, they can play a leading role in teaching and life, so that the school and its class can develop better.

The leaders of Suzhou University can listen more to the opinions of teachers in all aspects, so that teachers' ideas can be implemented, their opinions can be respected, teachers can truly participate in leadership, and teachers' personal leadership will be stimulated.

#### ***4.2 Improve the personal leadership of Suzhou University teachers***

In order to improve the personal leadership of Suzhou University teachers, it is necessary to cultivate the leadership level of Suzhou University teachers.

First of all, Suzhou University teachers can evaluate their own leadership status through regular reflection, analyze their own strengths and weaknesses, actively improve their own shortcomings, and actively improve their leadership level.

Secondly, schools and teachers continue to carry out in-depth various campus activities, so that each teacher can play a leadership role in small groups or activities, so that teachers can improve their leadership level in practice.

#### ***4.3 Create a good campus atmosphere***

A cooperative campus culture is of great significance to improving teachers' leadership. Campus culture is a cultural atmosphere created by all members of the school including teachers<sup>[4]</sup>. Campus culture plays an important role in every process of improving the leadership of Suzhou University teachers. If the campus of Suzhou University is full of cooperative school culture, it can create a more harmonious relationship among the members of the campus, and can also cooperate and communicate more efficiently when they are in a leadership role. Leaders can trust teachers more, respect teachers' reasonable opinions, and give them affirmations, so that teachers can feel their own influence and create a virtuous circle.

### **5. Conclusion**

School atmosphere, personal temperament, and personal willingness all have a significant impact on the leadership of Suzhou University teachers. Suzhou University can improve the school atmosphere, teachers' personal leadership temperament and personal leadership willingness through various means, so as to comprehensively improve teachers' communication skills and interpersonal skills. , charisma, environmental adaptability, and decision-making ability, and then comprehensively improve teachers' leadership.

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