https://doi.org/10.37420/j.pir.2024.007

A Survey Study on the Current Situation of English Teachers' Leadership--Taking the Local College in City T as an Example

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Abstract

The leadership of college English teachers is the influence of English teachers in various group activities in schools, including cultural leadership, professional leadership and information leadership. The leadership of college English teachers can improve the efficiency of English teaching, affect the English level of students, and benefit the development of English teachers themselves. This paper takes some three-level colleges and universities in T city as an example to investigate the current situation of the leadership of college English teachers in T city, identify the influencing factors of the effective realization of teacher leadership, and then propose effective countermeasures for the effective realization of teacher leadership.

Keywords

English teachers; third-rate University; teacher leadership; current situation survey; promotion strategy

1.Introduction

Teachers in higher education are the core human resources that promote the important missions of higher education institutions such as teaching, scientific research, serving the society and passing on civilization. They play a key role in the growth process of students in colleges and universities, they promote students to become the main force of society, educate and help students to adapt to society. The quality and ability of college teachers determine the overall level of colleges and universities to some extent. Teacher leadership in higher education is the influence of teachers in the activities of higher education groups, which is not only an important force for building internal changes in schools, but also an effective way for teachers to renew their own abilities.

The key to the success of educational reform in colleges and universities lies in the teachers, who are the main force in shaping the culture of colleges and universities and promoting school improvement. In the past 20 years, the study of teacher leadership has become a hot topic in the field of education at home and abroad, but the existing research mainly focuses on the leadership of primary and secondary school teachers, and rarely involves the leadership of teachers in higher education institutions, and it is even more rare to see research on the factors affecting the effective realization of the leadership of English teachers in higher education institutions.

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https://doi.org/10.37420/j.pir.2024.007

2.Literature Review

Concept of Teacher Leadership: As early as the 1950s, the term "Teacher Leadership" appeared in the American education literature, but it did not attract much attention at that time. It was not until 1988 that the American scholars Lieberman, A., Saxl, E.R. and Miles, M.B. published an article entitled "Teacher Leadership: Ideology and Practice" (Teacher Leadership: Ideology and Practice) for the first time.

As early as the 1980s, teacher leadership originated in the wave of education reform in the United States, and since then it has gradually attracted the attention of scholars in the United Kingdom, Canada, Australia, and China, who have carried out a variety of studies. In terms of literature analysis, research on teacher leadership in recent years has mainly focused on the review of international teacher leadership theories, research on international teacher leadership models and constructions, research on the role of teacher leadership in the disciplinary perspective, and research on the relationship between teacher leadership and teacher professional development in China.

In the 21st century, some American scholars have pointed out that teacher leadership has arrived in the United States in an epoch-making era, and the introduction of this slogan indicates the arrival of a new era of leadership concepts. In the 21st century, some American scholars have pointed out that teacher leadership is a new era in the United States, and this slogan indicates the arrival of a new leadership concept. leadership"; "teacher leadership development"; "teacher leadership training"; and "distributed leadership". and "distributed leadership" as keywords, we searched the English e-journal database of the university library, ProQuest full-text dissertation database, Google and other websites, and screened out 20 pieces of related e-documents from the relevant entries. It is found that most of the literature comes from the United States and the United Kingdom, which also proves that the research on teacher leadership in the United States and the United Kingdom is relatively more in-depth and comprehensive.

A summary of the existing foreign research literature reveals that the factors affecting the effective development of teacher leadership include not only macro factors such as national policies and local education policies, but also micro factors such as the organizational structure of the school, the school culture, the relationship between the headmaster and the ordinary teachers, and even individual psychological factors such as the teachers' internal perceptions of teacher leadership. Compared with the systematic research abroad, the research on teacher leadership in China is relatively late and lacks practical significance, and the research results are mostly reviews of foreign experiences.

This paper intends to use literature research, interviews, questionnaires and other research methods to investigate the current situation of English teachers' leadership in colleges and universities in T city, identify the influencing factors for the effective realization of teachers' leadership, and then put forward corresponding countermeasures for the effective realization of teachers' leadership.

3.Theoretical Framework

Teacher leadership can be traced back to the earliest areas related to industrial enterprises, followed by the cross-influence of leadership, management, organizational behavior, psychology, and education, thus mak-

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https://doi.org/10.37420/j.pir.2024.007

ing the theory of educational leadership perfect. Among them, distributed leadership theory and participatory leadership theory have the most obvious and profound influence on teacher leadership theory.

Distributed leadership theory originated in the late 1940s and emphasizes a philosophy of leadership rather than leadership skills and practices. Distributed Leadership Theory is good at tapping into the talents of various departments within an organisation, which makes it possible for ordinary teachers to contribute to the betterment of the school. As scholars point out, “Distributed leadership is able to distribute leadership appropriately among members of the organisation, and will be more likely to construct the momentum for internal change, sharing the rights and power of the school’s vision, and sharing the responsibilities and duties so that everyone in the school sees the school’s vision as their own” (Alma. 2007).

Participatory leadership theory, on the other hand, is derived from the empowerment movement in Western leadership theory. The core three principles of Participatory Leadership Theory are “Mutual Support,” “Group Decision,” and “High Standards.”

4. Research Procedure

4.1 Research Questions

At present, teacher leadership-related research has gradually become a hot topic in the field of education and leadership research. Certain research results have been produced in terms of research purpose, theoretical value of research, practical value of research, research methodology, research tools, research design and so on. Of course, research shortcomings and research gaps in teacher leadership have gradually become apparent, such as the construction of teacher leadership theory, the development of scales, the improvement of research methodology, and the development of strategies to enhance teacher leadership. In view of this, this study intends to propose the following three research questions:

1. what is the current status of English teachers’ leadership in the three universities in T city?

2. what are the factors influencing the effective realization of English teachers’ leadership in the three universities in T city?

3. What should be done to develop an efficient teacher leadership improvement strategy for the current status of English teacher leadership in the three universities in T city?

4.2Research Design

① Research Subjects

The research subjects selected for this study are English teachers (including English majors and public university English teachers) in three universities in T city. The subjects are balanced between men and women, and the age group is between 25 and 55 years old.

② Research Ideas

This study follows the idea of "research origin - scale reference and fine-tuning - current situation survey - problem analysis - strategy enhancement", and summarizes the main content of the study into three parts, namely, research foundation and design, research results, and research results. The main content of the study is summarized into three parts, namely, research foundation and design, research results and analysis, and research findings and recommendations.

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4.3Research Tools

This study used the "H County Secondary School Teachers' Leadership Status Questionnaire" (see Appendix 1), (Gao Lei, 2023), which has good reliability and validity, and then fine-tuned the scale according to the target population of the study, and the fine-tuned scale is used as one of the research tools for this study. The scale consists of five dimensions, i.e. pedagogical leadership, cultural cultivation, organizational change, home-school synergy, personality appeal, and 32 items. The scale consists of three parts: the first part is the description of the questionnaire; the second part is the teachers' basic situation survey; and the third part is the formal scale of English teachers' leadership in the three colleges and universities in T city. Using this scale as a tool, a multi-dimensional investigation and exploration of the teacher leadership of English teachers in the three universities in T city was carried out through the questionnaire survey, aiming at grasping the real status quo of the teacher leadership of English teachers in the three universities in T city in a comprehensive and accurate way, and then identifying the influencing factors for the effective realisation of the English teacher leadership, with the hope of providing a more reliable basis for the enhancement of the teacher leadership strategy of the English teachers of the universities at the level of the three universities. It is hoped that it can provide a more reliable basis for the improvement of teacher leadership strategies of English teachers in third-level colleges.

At the same time, this study also adopted the Interview Outline of the Status Quo of Teacher Leadership in Secondary Schools in County H (see Appendix 2), (Gao Lei, 2023), on the basis of which the interview outline was modified according to the subjects of the study, and the modified interview outline served as the second research tool for this study. The interview outline consists of six in-depth interview questions. Using this as a tool, the in-depth interviews were used to explore more deeply the teacher leadership of English teachers in the three universities in T city, so as to understand more objectively the specific performance and influencing factors of the teacher leadership of English teachers in the three universities in T city in terms of various dimensions.

5.Survey on the current status of leadership of English majors in third-tier colleges and universities

5.1 Reliability and validity test

The research group recorded the catalogue of 32 test questions from the Teacher Leadership Status Questionnaire into the Questionnaire Star program via a desktop computer and set it up as a five-point Likert scale (5=completely compliant, 4=completely compliant, 3=basically compliant, 2=basically non-compliant, and 1=completely non-compliant), and then released it into the WeChat group of English teachers of the three colleges and universities of the relevant city of T. The group invited qualified English teachers to answer the questionnaires. A total of 41 teachers answered the questionnaire during the three-day period. A total of 41 teachers responded to the survey over the three-day period. Meanwhile, 35 valid samples were obtained after excluding invalid scripts (including regular responses, obviously messy responses, and more than 50% unanswered scripts).

The reliability of the adjusted scale of the Teacher Leadership Status Questionnaire was tested in this study. The results show that the alpha coefficient of the total scale is 0.952, which shows that the alpha coefficient

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https://doi.org/10.37420/j.pir.2024.007

value is greater than 0.8, indicating that the overall structure of the scale has good reliability and the structure of teacher leadership has good internal consistency. (Specifically, as shown in Table 1)

Table1 Scale reliability Cronbach

可靠性统计

克隆巴赫 Alpha	项数
.952	32

In this study, the validity of the adjusted scale of the Questionnaire on the Status of Teacher Leadership was also tested. The results showed that the correlation between the factors of the scale and the total scale was greater than the correlation between the factors, i.e., it indicated that the structural validity of the scale was more desirable and the item differentiation of the scale was generally high. (As shown in Table 2.)

Table2 KMO 和巴特利特检验

KMO 取样适切性量数。		.638
巴特利特球形度检验	近似卡方	1312.825
	自由度	496
	显著性	.000

The validity of this scale was similarly analyzed by this group. In the reliability statistics of the questionnaire, the KMO sampling aptitude measure is 0.638 (KMO value is greater than 0.6), which indicates that the validity of this questionnaire is acceptable. The scores measured by this questionnaire are consistent with the desired characteristics and the measured scores truly reflect the desired characteristics.

5.2 Survey Implementation

From the statistical results, a total of 40 English teachers in the three universities in T city answered the questionnaires in this research, excluding the invalid questionnaires, 35 questionnaires were effectively answered. The detailed statistics are shown in Table 3.

5.3 Data processing

In data processing, the study mainly used Excel, SPSS27.0 statistical software, the questionnaire data processing, mainly involved in the mean, standard deviation, analysis of variance, multivariate Logistic regression analysis.

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Table 3 Research Form on the Basic Situation of English Teachers (Subjects) in Three Colleges and Universities in T City

变量	类型	人数（人）	百分比（%）
性别	男	5	14.29%
	女	30	85.71%
年龄	30 岁以下	3	8.57%
	31—39 岁	8	22.86%
	40—49 岁	15	42.86%
	50 岁以上	9	25.71%
教龄	1—5 年	5	14.29%
	6—10 年	4	11.43%
	11—19 年	10	28.57%
	20—29 年	13	37.14%
	30 年以上	3	8.57%
学历	中专	0	0%
	大专	0	0%
	本科	9	25.71%
	硕士研究生	24	68.57%
	博士研究生	2	5.71%
	博士后	0	0%
学位	无学位	0	0%
	学士学位	4	11.43%
	硕士学位	29	82.86%
	博士学位	2	5.71%
职称	无职称	0	0%
	助教	4	11.43%
	讲师	11	31.43%
	副教授	15	42.86%
	教授	5	14.29%
职务	教师	32	91.43%
	教研室主任	2	5.71%
	中层副职 / 二级学院院长	0	0%
	中层正职 / 二级学院副院长	1	2.86%
学校类型	公办高校	20	57.14%
	独立学院	6	17.14%
	民办高校	9	25.71%
专业方向	英语	9	25.71%
	英语教育	15	42.86%
	语言学	5	14.29%
	语言文学	6	17.14%

5.4 Information and Data Processing of the Questionnaire Survey

① Analysis of the overall situation of the survey data

Analysis of the overall and five-dimensional scores of English teachers' leadership in three universities in T city. Using SPSS27.0 software to analyze the 35 questionnaires recovered, the overall level of English teachers' leadership in the three colleges in T city and the five dimensions of the survey can be derived, as shown in Table 4.

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Table4 Table analyzing the overall situation of English teachers' leadership in three universities in T city (N=35)

	N	最小值	最大值	平均值	标准差
1. 我能够根据教职员工的意见建议，并引导同事开展语言类相关课题的研究。	35	1	5	2.86	1.115
2. 我经常运用相关语言类教学理论指导同事进行多样化和个性化学习，满足同事的不同学习需求。	35	1	5	3.20	1.158
3. 当完成某项教学任务时，我会给予教学团队以特殊的奖励。	35	1	5	3.29	1.073
4. 持续一段时间后，我会特别关注学生的学业进展，并提供建设性意见反馈。	35	1	4	2.29	.926
5. 根据学习者具备的技能和学习需要，我会设置合理的英语相关课程目标和教育教学方案。	35	1	4	2.34	.938
6. 我经常引导学生利用闲暇时间、有效资源和便利条件进行高质量英语学习。	35	1	4	2.17	.857
7. 在能力范围内，我常常为学生提供语言类教学资料、教学用具，或者是对他们有帮助的阅读书目等等。	35	1	3	2.00	.767
8. 我在课堂教学中注重多样化语言教学策略，有效提高了学生的学业质量。	35	1	4	2.26	.701
9. 作为教师，自己务实的工作作风不经意间会影响学生的发。	35	1	4	2.06	.725
10. 我善于营造信任的、包容的、反思的文化氛围，鼓励师生间不同观点的相互交锋。	35	1	4	1.91	.853
11. 我善于利用团队氛围积极影响具有不同背景、种族、文化的同事实现有效互动。	35	1	5	2.57	.979
12. 有时我会以校训、校风等形式促进对多样化文化团体理。	35	1	5	2.89	1.078
13. 我善于创设愉悦、奋进团队氛围，影响同事在工作中做出业绩。	35	1	5	2.57	1.037
14. 我会积极鼓励教师参与学校变革计划。	35	1	5	2.91	1.067
15. 当条件具备时，我会影响校长对学校计划和管理制度方案制订。	35	1	5	3.60	1.288
16. 为了提高公信度，我常常利用相关数据进行决策说明。	35	1	5	3.00	1.138
17. 有时，我会针对语言类教育教学工作向管理者提供意见反馈。	35	1	5	3.26	.886
18. 在学校发展中，帮助建立优秀教师取得合理报酬和奖赏的机制。	35	1	5	3.37	1.165
19. 我积极争取更多财政、人力和物质资源，助推学校高效发展。	35	1	5	3.43	1.195
20. 当工作陷入困境时，我会超越规定角色为学校做出自己的贡献。	35	1	5	2.94	1.136
21. 我善于协调具有不同背景、种族、文化和语言的群体，实现家－校－社区之间的资源共享。	35	1	5	3.31	1.132
22. 教育过程中，我善于跟同事分享有关学生家庭和其他人员的沟通合作等情况，以形成教育合力，努力让不同背景、环境中的学生都得到公平发展。	35	1	5	2.80	1.052
23. 我常常为家长、社区推荐学校优质语言类教育资源。	35	1	5	3.37	1.165
24. 教育教学中，我经常清楚、及时、有效与同事们进行互动沟通。	35	1	5	2.31	.932
25. 我通过微信、QQ 等社交软件与家长保持良好沟通，形成家校协同育人的良好氛围。	35	1	5	3.34	1.349
26. 我积极采纳家庭、社区意见建议，满足教育发展的多样化需求。	35	1	5	3.29	1.250
27. 我切身感受到同事对我工作的支持。	35	1	5	2.14	1.061
28. 我善于恰如其分的展现教师的才干、理想和信念，赢得社会对教师乃至学校的认同和尊重。	35	1	4	2.29	.789
29. 我对变革领域的感知度带动周围同事的热情。	35	1	5	2.83	1.150
30. 在学校之外的社会情景中，我常常代表教育行业奔走呼。	35	1	5	3.49	1.173
31. 我的教育理念受到同事的推荐。	35	1	5	2.83	1.014
32. 教学过程中受到同事的认可会让自己变得更加自信。	35	1	4	1.94	.938
有效个案数（成列）	35				

The leadership of English teachers in the three universities in T city is divided into five dimensions, the details are shown in Table 5

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Table 5 Table analyzing the five-dimensional scores of English teachers' leadership in three universities in City T (N=35)

要素 总水平 维度	项目数	最小值 （Min）	最大值 （Max）	平均值 (Mean)	标准差 （SD）
	32	**1**	**4.69**	**2.78**	**1.03**
教学引领力	8	1	4.25	2.55	0.94
文化培育力	5	1	4.6	2.4	0.93
组织变革力	7	1	5	3.22	1.13
家校协同力	6	1	5	3.07	1.15
人格感召力	6	1	4.67	2.59	1.02

From Table 5, it can be learned that the overall mean value of English teachers' leadership in the three universities in T city is 2.78 points, and among the five sub-dimensions, the mean value of organizational change is the highest, 3.22 points, and the mean value of cultural cultivation is the lowest, only 2.4 points. However, in terms of the overall level, the overall and the five sub-dimension means of teacher leadership are higher than 2.4. In summary, the overall results show a moderate level of performance.

Multiple linear regression analyses of the relationship between gender, age, years of teaching experience, title, specialization, type of school and teacher leadership.

Multiple linear regression analyses between different genders, ages, teaching ages, titles, professional orientations, school types and teacher leadership

There are significant differences in the total level of perceived leadership by gender, age, years of teaching experience, title, specialization, and type of school. What are the differences between these variables? Can regression analyses in mathematical statistics be used to determine their correlations?

The research group continued to use SPSS27.0 statistical software to conduct multivariate logistic regression analyses of their correlations. Teachers' gender, age, years of teaching experience, title, professional orientation, and type of school were selected into the "Factor List", and teacher leadership was selected into the "Dependent Variable List", and the parameters were selected into the "Dependent Variable List". "The parameters "Pseudo R-square", "Summary of steps" "Model fit information", "Likelihood ratio test ", "Predictive category probabilities", and "Covariate patterns defined by factors and covariates" were counted. The results show that the estimated coefficients of age, teaching age and title are negative, and the estimated coefficients of the professional orientation and school type variables are positive, indicating that the contribution of the professional orientation and school type variables to the model is more significant compared to the variables of age and teaching age when other factors remain unchanged, i.e., among the five variables, only the professional orientation and school type variables can be selected to be included in the regression

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https://doi.org/10.37420/j.pir.2024.007

model, and the parameters and test results of these variables are specifically
The parameters and test results are shown in Table 6.

Table 6 Parameters of Multivariate Logistic Regression Analysis and their Test Results

变量	估计系数	标准误差	自由度	显著性	标准化回归系数
年龄	-1.223	. 322	1	. 044	−--
教龄	−2.345	. 324	1	. 024	−---
职称	−3.556	. 357	1	. 017	−---
专业方向	. 556	.320	1	. 000	−.125
学校类型	. 878	.357	1	. 000	. 159

The results showed that there were significant differences in the perceived leadership levels of teachers by age, years of teaching experience, title, specialization, and type of school in terms of demographic variables analyzed. Therefore, the study used multivariate Logistic regression analyses to further examine the relationship between the variables and to illustrate the results, the findings of which can be fully applied to leadership practice if they fit the measured data well.

6. Analysis of the in-depth interviews on the leadership of English Teachers in Local College

The research group recorded the six test questions (Q1, Q2, Q3, Q4, Q5, Q6) formed in the Interview Outline of Teachers' Leadership Status into the Questionnaire Star programme via desktop computers, set them as subjective questions, and then released them in the WeChat of English teachers of the three universities in the relevant T city, inviting qualified English teachers to answer them, and in the three days' time, a total of 18 teachers answered the questionnaires. At the same time, after excluding invalid responses (including regular responses, obviously messy responses, and more than 50% unanswered responses), a total of 14 samples of valid interview responses were obtained. (See Appendix 3 for details)

For Q1, "Can you tell us about your teaching, research and influence on others' teaching", according to the corpus answers obtained from the interviews, the influence of teachers' teaching and research on others' teaching can be classified into three categories: no influence; two-way communication and sharing; and far-reaching influence. 50% of the subjects belong to the two-way communication and sharing category, and they have no influence on others. They believe that they can get mutual enlightenment when communicating with their colleagues about teaching and research; they can influence young teachers who are new to the profession by regularly answering their questions; teachers of the same course can discuss together and influence each other; they can often communicate and discuss with their colleagues about their teaching tips, difficulties and experiences in teaching and research, and both of them can benefit greatly in the process. Both sides benefit greatly from this process. It can be seen that half of the subjects actually have the perception of self-influence in the dimension of teaching leadership, and can consciously influence colleagues around them in their daily teaching and research activities.

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For Q2, “What role do you think teachers should play in fostering school culture, and what role do they actually play?” According to the corpus answers obtained from the interviews, 90% of the subjects thought that teachers should play the role of leading and guiding and disseminating in school culture cultivation, but in reality, due to various conditions, they only play the shallow role of transmitting knowledge and influencing concepts. It shows that the leadership of college English teachers in school culture cultivation has not been fully utilized, not that the teachers are unwilling to do so, but that they have received too many restrictions, i.e., there are too many external influences and constraints, which to a certain extent restricts the full play of the cultural cultivation power of college English teachers.

For Q3, “In the development of the school, what do you think are the influential performances you have made for the school, can you talk about them specifically?” According to the corpus answers obtained from the interviews, it can be seen that individual teachers believe that they have contributed to the school’s teaching reform work to a certain extent (e.g., they have made some achievements in the school’s reform of college English teaching, significant improvement in learning results, first prize for teaching reform results, and Class A courses for course evaluation), and 80% of the subjects frankly admitted that they have not made influential performance. It can be seen that in terms of organizational change power, only a few English teachers in colleges and universities are actively involved in teaching reform, and teachers’ leadership in curriculum reform has not yet been actively stimulated.

For Q4, “Do you think home-school collaborative parenting is necessary? Can you tell us something about your communication with students’ parents?” The subjects believed that collaborative parenting is very important, especially for some difficult students and students with psychological and physical problems. At this time, it is especially important to contact parents in time for collaborative parenting. Only a comprehensive and full understanding of students can work better. 95% of the subjects were positive about the implementation of home-school co-education in colleges and universities. Therefore, English teachers in colleges and universities showed a high degree of agreement on the dimension of home-school synergy.
For Q5, “In your opinion, "In what ways do you think you may have deeply infected others during your educational career, and can you give me some examples?” 52% of the subjects thought, “The love for education career and the love for students, i.e., sentiment, can be deeply infected others.” This suggests that English teachers in colleges and universities have a more powerful personality appeal, and there exists a richer sentiment of moral education.

For Q6 “Are there any other aspects of confusion in the work related to teaching as a school teacher?”87% of the subjects had a series of confusions in the work related to teaching as a school teacher, such as: how to work better as a team in teaching? How to be stricter with students while caring for them? The repetitive work of the school teaching department’s repeated assignments, the cumbersome occasion of approving grades and so on. The above shows that English teachers in colleges and universities have serious internal conflicts in their daily teaching work, which also seriously hinders the gradual improvement of English teachers’ leadership in colleges and universities.

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https://doi.org/10.37420/j.pir.2024.007

7.Research Findings

7.1Influencing factors of English teachers' leadership in tertiary institutions

At present, there are five main factors influencing the leadership of English teachers in tertiary institutions: the power of goal pattern, the power of teaching decision, the power of teaching self-control, the power of organizational communication to, the power of teaching trust and the power of teaching change.

7.2Strategies and Paths for Improving English Teachers' Leadership in Tertiary Institutions

Teacher leadership is a requirement for the professional development of teachers in colleges and universities, and its role in the connotative development of colleges and universities is becoming more and more prominent. Colleges and universities can cultivate and improve teacher leadership from the following four aspects.

① Prioritise the integration of resources

School resources can be tilted to support the cultivation and enhancement of teacher leadership. Specifically, they include Policy support and financial support. Policy support is an effective guarantee for the smooth implementation of teacher leadership, and strong policies can escort the development and enhancement of teacher leadership. Schools can issue relevant documents to encourage and support all secondary units to actively play the role of teacher leadership. 2.

② Conduct teacher leadership training programs

The main forms of training are lectures, conferences and further training. Schools can conduct regular leadership training seminars every semester so that teachers can be exposed to the cutting-edge theories in their field, which will help to improve their theoretical level of qualification.

③ Create a positive culture of communication and trust.

Culture is an important resource and factor in the development of a school, and plays an important role in the development of teacher leadership. The core element of teacher leadership is collaboration. Co-operation is based on mutual trust, equality and friendship.

8. Discussion

English teacher leadership in higher education is the influence of English teachers in all kinds of group activities in schools. English teacher leadership in colleges and universities can improve the efficiency of English teaching, influence students' English proficiency, and benefit English teachers' own development. This paper investigates the current situation of English teacher leadership in colleges and universities by taking some third-level colleges and universities in some T cities as an example, and puts forward the influencing factors and related enhancement countermeasures. Teachers in colleges and universities have the right to make decisions about curriculum, teaching and academic research, and have considerable leadership over students, curriculum teaching, scientific research, cultural development of the school and student morality. According to the characteristics of the English subject, using the right of the teaching position and personal influence, English teachers in higher education can influence students in English teaching, use a variety of

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https://doi.org/10.37420/j.pir.2024.007

teaching methods to comprehensively improve students' English proficiency, improve the efficiency of English teaching, and promote the effectiveness of teaching.

The most obvious limitation of this study lies in the fact that the number of questionnaires collected in this survey is really limited, and the recovery rate of high-quality questionnaires needs to be further improved. At the same time, the interviews conducted in this research are not deep enough and thorough enough, the number of subjects interviewed is also limited, and the quality of the recovered interview scripts also needs to be further improved.

This study focuses on the leadership enhancement strategies of English teachers in colleges and universities, and this research theme will have a broader research prospect and space for development in the future. In the future, researchers can pay attention to the following dimensions: analysis of the influencing factors of college English teachers' leadership, research on the discourse dimensions of college English teachers' classroom leadership, research on the influencing factors of college English female teachers' leadership and strategies for improving them, and so on.

9.Conclusion

This paper investigates the current situation of English teacher leadership in colleges and universities in T city, taking some colleges and universities of T city with three levels of education as an example. Through a series of statistical analyses, it identifies the many influencing factors for the effective realization of teacher leadership, and puts forward some effective countermeasures for the effective realization of English teacher leadership in colleges and universities. The study of teacher leadership in colleges and universities has a crucial role and significance for the improvement of the quality of higher education in China. The study of English teacher leadership in colleges and universities has a long way to go. It is expected that future research on English teacher leadership in colleges and universities will further broaden the research dimension and achieve more and more research results that can be applied to the actual teaching scene, so as to contribute to the improvement of English teacher leadership in China's colleges and universities.

Funding

[1]This paper is the general project of 2021 Tianjin Municipal Education Commission Scientific Research Programme Project: Research and Practice of Constructing "One Core and Three Wings" Civic and Political System of English Major Curriculum under the Perspective of "Three-Whole Parenting", (Project No.: 2021SK068).
[2]This paper is the phased achievement of the 2023 Tianjin University of Finance and Economics, Pearl Harbor College of major projects in advance of the research project to establish a project: "College students in the language category of the competition in the default low-power people's discourse, power and identity construction research", (Project No. ZJZD23-02).

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Appendix 1

Leadership Test Scale for English Teachers in Three Colleges and Universities in T City

Dear Teachers:

Greetings! I am currently a doctoral student in education at Sehan University in South Korea, conducting a research on the topic of "Leadership of English Teachers in Three Colleges and Universities in City T". The purpose of this questionnaire is to find out the current situation of English teachers' leadership in the three universities in T city through the leadership evaluation scale, and its statistical results are only used for my final thesis, not for any other purposes, so I would like to ask for your support, and your opinion will be very important for this study, and I thank you very much for your participation and support!

Sincerely!

College of Education, Sehan University, Korea

18th January 2024

I. Teacher's basic information (Please tick the - that matches your situation).

1. Your gender:

-Male -Female

2. Your age:

- Below 30 years old - 31-39 years old - 40-49 years old - Above 50 years old

3. Your teaching experience:

-1-5 years -6-10 years -11-19 years -20-29 years -More than 30 years

4. Your education:

-Secondary school -College -Bachelor's degree -Graduate school

5. Your degree:

-No degree -Bachelor's degree -Master's degree -Doctoral degree

6. Your title:

-Professor -Associate Professor -Lecturer -Assistant Professor -No Title

7. Your position:

- Faculty member - Director of Faculty and Research Department - Middle level position / Dean of secondary school -Associate middle-level position/associate dean of secondary school

8. Type of your school:

- Public college - Independent college - Private college

9. Your major:

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https://doi.org/10.37420/j.pir.2024.007

II. The following are the leadership excellence that you, as a teacher, may demonstrate in the process of education and teaching. Please tick the appropriate places according to your actual situation, where: 5=fully compatible, 4=comparatively compatible, 3=basically compatible, 2=basically incompatible, and 1=completely incompatible.

No. Title Completely conforms Comparatively

NO	Items	fully compatible	comparatively compatible	basically compatible	basically incompatible	completely incompatible
1	I am able to take advice from staff and direct colleagues to undertake research on language related topics.	5	4	3	2	1
2	I often use relevant language-based teaching theories to guide colleagues to diversify and personalize their learning to meet their different learning needs.	5	4	3	2	1
3	I will give special rewards to the teaching team when a particular teaching task is completed.	5	4	3	2	1
4	After a sustained period of time, I pay special attention to students' academic progress and provide constructive feedback.	5	4	3	2	1
5	I set reasonable English-related course objectives and educational programs according to the skills and learning needs of the learners.	5	4	3	2	1
6	I often guide students to make use of their leisure time, effective resources and facilities for quality English learning.	5	4	3	2	1
7	When I can, I often provide students with language materials, teaching aids, or helpful reading materials.	5	4	3	2	1
8	I focus on a variety of language teaching strategies in my classroom, which effectively improves the quality of my students' learning.	5	4	3	2	1
9	As a teacher, my pragmatic working style inadvertently affects the development of my students.	5	4	3	2	1
10	I am good at creating a trusting, inclusive and reflective culture, encouraging mutual exchange of different views between teachers and students.	5	4	3	2	1
11	I use the team atmosphere to positively influence colleagues of different backgrounds, races and cultures to interact effectively.	5	4	3	2	1
12	I sometimes use the school motto and ethos to promote group understanding of diverse cultures.	5	4	3	2	1
13	I am good at creating a pleasant and motivating team atmosphere and influencing colleagues to perform at work.	5	4	3	2	1
14	I will actively encourage teachers to participate in school change programs	5	4	3	2	1
15	When the conditions are right, I will influence the headmaster in the programme development of school plans and management systems.	5	4	3	2	1
16	To increase credibility, I often use relevant data to illustrate decisions.	5	4	3	2	1
17	At times, I will provide feedback to administrators on language teaching and learning.	5	4	3	2	1
18	In school development, I help to establish mechanisms for good teachers to receive reasonable compensation and rewards.	5	4	3	2	1
19	I actively strive for more financial, human and other material resources to help the school achieve efficient development.	5	4	3	2	1

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20	When the job is in trouble, I will go beyond my prescribed role to make my own contribution to the school.	5	4	3	2	1
21	I am good at coordinating groups with different backgrounds, races, cultures and languages to share resources between home-school-community.	5	4	3	2	1
22	During the educational process, I am good at sharing information with colleagues about the communication and cooperation between students' families and other people in order to form educational synergy and strive for the equitable development of students from different backgrounds and environments.	5	4	3	2	1
23	I often recommend the school's high-quality language-based educational resources for parents and the community.	5	4	3	2	1
24	In education and teaching, I often interact and communicate with my colleagues in a clear, timely and effective manner.	5	4	3	2	1
25	I maintain good communication with parents through social software such as WeChat and QQ to form a good atmosphere of home-school co-operation in parenting.	5	4	3	2	1
26	I actively adopt the opinions and suggestions of families and communities to meet the diversified needs of educational development.	5	4	3	2	1
27	I feel the support of my colleagues in my work.	5	4	3	2	1
28	I am good at appropriately displaying teachers' talents, ideals and beliefs to win the recognition and respect of the community towards teachers and even schools.	5	4	3	2	1
29	My perceptiveness in the field of change drives the enthusiasm of my colleagues around me.	5	4	3	2	1
30	In social scenarios outside the school, I often advocate on behalf of the education profession.	5	4	3	2	1
31	My educational philosophy is recommended by my colleagues.	5	4	3	2	1
32	Being recognized by my colleagues in the teaching process makes me more confident.	5	4	3	2	1

Appendix 2

Outline of the Leadership Interviews with English Teachers in Three Colleges and Universities in T City

(1) Can you talk about your own teaching, research and influence on others' teaching?

(2) What role do you think teachers should play in fostering school culture, and what role do they actually play? What role do you think teachers should play in fostering school culture, and what role do they actually play?

(3) In the development of the school, what do you think you have done for the school that has had an impact?

(4) Do you think it is necessary for home-school co-operation? Can you tell us about your communication with students' parents?

(5) In your career in education, in what ways do you think you may have deeply influenced others, and can you give me some examples?

(6) Are there any other aspects of your work related to the teaching of teachers in your school that are confusing?

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