

# *The Role of Teacher Behavior in Promoting the Non-Institutional Influence of Teacher Leaders*

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**Abstract:** The study explores what behaviors can help expand the influence of college teachers. It is supported by two research questions and the sample surveys and interviews used. The target population of the survey is the teacher leaders and students of the university. The sample draws 25 students from AUF and Anhui Normal University and 5 teacher leaders from two schools. Two tools are used to collect data, a student questionnaire and an interview question. Analyze data using average, mode, and frequency. The results show that both students and teachers believe that the most important qualities for teacher leaders are high moral behavior, excellent educational skills and good communication skills. In addition, the article concludes with a series of behaviors that can help expand the non-institutional influence of college teachers, such as establishing a positive personal moral image, communicating with others, participating in research, and participating in community activities.

## 1. Introduction

In recent years, teacher leadership has been the focus of researchers in education management.

Teacher leadership refers to the “leaders” formed by teachers in certain group activities through their professional powers and non-power elements (such as the teachers' own knowledge, abilities, emotions, etc.) [1,2]. A comprehensive influence of other members of the activity. Since the term influence is mentioned, it is a necessary study for us to expand the influence of teacher leadership. Through the reading of the literature, I have summarized the current research on teacher influence at home and abroad:

Li Kuan and Jiang Yingying [3] said, because teacher leadership is largely “informal leadership” the impact of such leadership has great uncertainty and potential. Therefore, the core elements such as change and change, leadership and follow-up, control and self-discipline and their relationship greatly influence the improvement of leadership. Dealing with these pairs has an important role in improving teacher leadership. Hu Guoying [4] said that teacher leadership is mainly reflected in two aspects: institutional influence and non-institutional influence. He believes that institutional influence refers to the ability of the university management system to give the individual position,

status and power of the teacher manager the ability to control and influence the behavior of the university student. It is a mandatory influence, and the influence on the university student is compulsive. And irresistible, and act in the form of external pressure. Non-institutional influence is the influence of the teacher's leader's quality, style, knowledge, ability, emotion, and other factors on the university students. It is mainly composed of the teacher's personality influence, knowledge influence, and qualification influence. Toytok and Kapusuzoglu [5] mentioned in the study: Leaders must meet the standards of teacher trust, justice, and justice. The most effective way is to ensure that leaders understand the importance of ethical leadership and fully understand its principles. As increasingly leaders develop their moral identity and express these characteristics as behaviors, the more they influence the organizational culture[6].

There has been a lot of researches on the influence of school system management. However, there are not many researches on non-institutional influence and expanding teacher leadership. Based on some research in recent years, this research aims to explore:

What actions can be used to expand the non-institutional influence of teacher leadership. How can these behaviors contribute to the development of schools, students, and education?

### **1.1 This Research Envisages the Following Three Areas of Research to Explore the Issue of Expanding the Influence of Teacher Leadership**

What kind of teachers are influential teacher leaders in the eyes of students?

What kind of behavior can help expand the leadership of university teachers, and what efforts should teachers made?

### **1.2 To Solve These Problems, We Plan to Complete the Following Surveys**

Sample survey: About the first research direction, 25 college students were selected to conduct a questionnaire survey to understand the qualified teacher leaders in their eyes[7].

Through literature review and expert interviews (5 teachers), to understand the characteristics of the teacher leaders in the teacher's eyes, and then which behaviors can help the teacher leaders to expand their non-institutional influence (the influence of their own behavior, irrelevant to the school). The institutional influence provides behavioral guidance for the majority of teachers[8].

## **2. Methods**

### **2.1 Literature Method**

The researchers reviewed several books and read a lot of magazine literature online to find supportive perspectives and research background and status quo.

### **2.2 Questionnaire Method**

A questionnaire was sent to a total of 25 college students from Anhui Normal University in China and AUF in the Philippines to understand the teacher leaders in the eyes of the students.

### **2.3 Interview Method**

Through interviews with five teacher leaders, we can understand what kind of teachers are called teacher leaders in the minds of college teachers, and which behaviors can help promote the influence of teacher leaders.

### 3. Research Content and Results

#### 3.1 Samples and Data

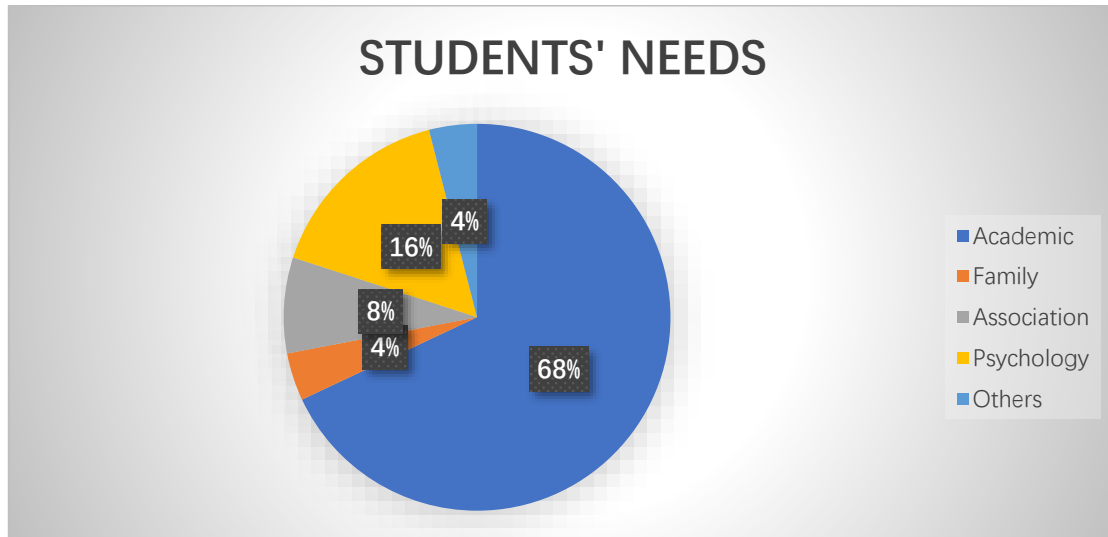


Figure 1: Teacher Characteristics of students' need

As shown in Figure 1, according to the survey data, 68% of the students who want to get the help of the teachers are in the academic field, and another 16% of the students hope that the teachers can help them psychologically. There are also some students who most want to get help in other areas such as family, community, and spirit. Therefore, in the students' cognition, a good teacher leader not only has enough knowledge reserves but also can provide guidance and help to students in various aspects.

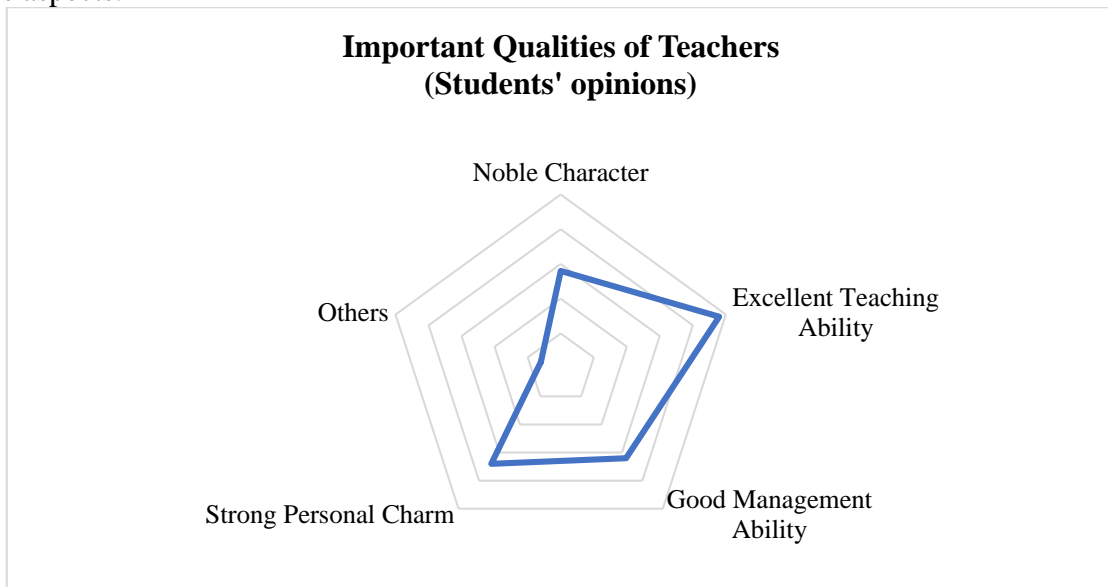


Figure 2: Important Qualities of Teachers (Students' opinions)

As shown in Figure 2, through the statistical analysis of the questionnaire, the most important quality of the teacher in the student's eyes is Excellent Teaching Ability, then Good Management Ability is as important as Strong Personal Charm, Noble Character is also important for teaching in students' opinion.

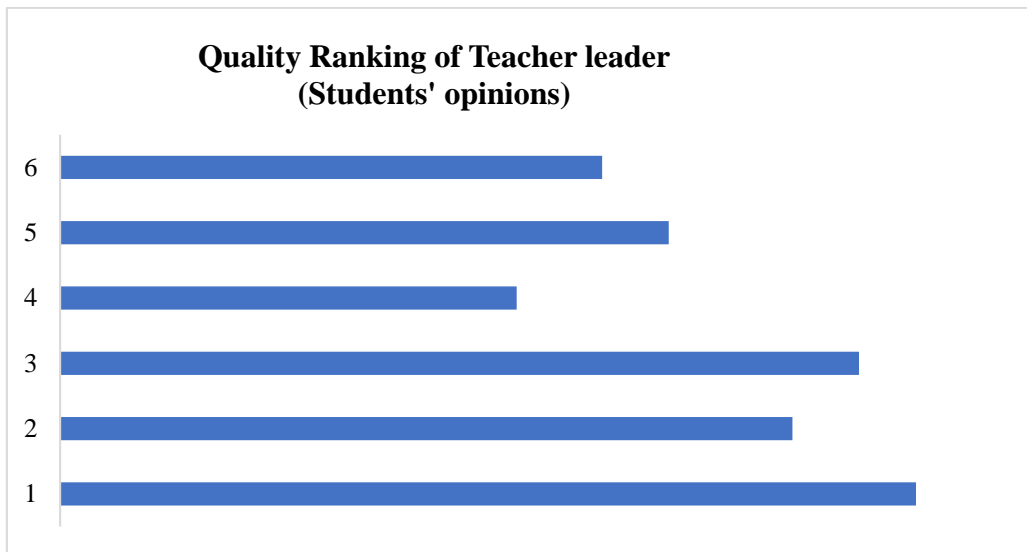


Figure 3: Quality Ranking of Teacher leaders

In the minds of students, good communication skills are the most important skill, followed by noble moral behavior, rich knowledge reserves, good interpersonal relationship, excellent management ability, and advanced thinking, as shown in Figure 3.

Combining the data from the above three tables, we can conclude that as a good teacher, you need to have good teaching ability, noble moral character, and strong personal charm. However, in the minds of students, these are not enough to call it a teacher leader.

What kind of teacher can be called a teacher leader? In summary, in addition to the above qualities, teacher leaders must also have good communication skills, excellent management skills, and the ability to discover and solve students' lives and learning problems. Because students not only hope that teachers can help them in learning, but also hope that teachers can help the family community psychology. How can I make these qualities? What behaviors can be expanded as the influence of teacher leadership? In response to these questions, the researchers interviewed five university teachers at AUF and conducted a summary analysis.

### 3.2 The Most Important Qualities in the Minds of Teachers

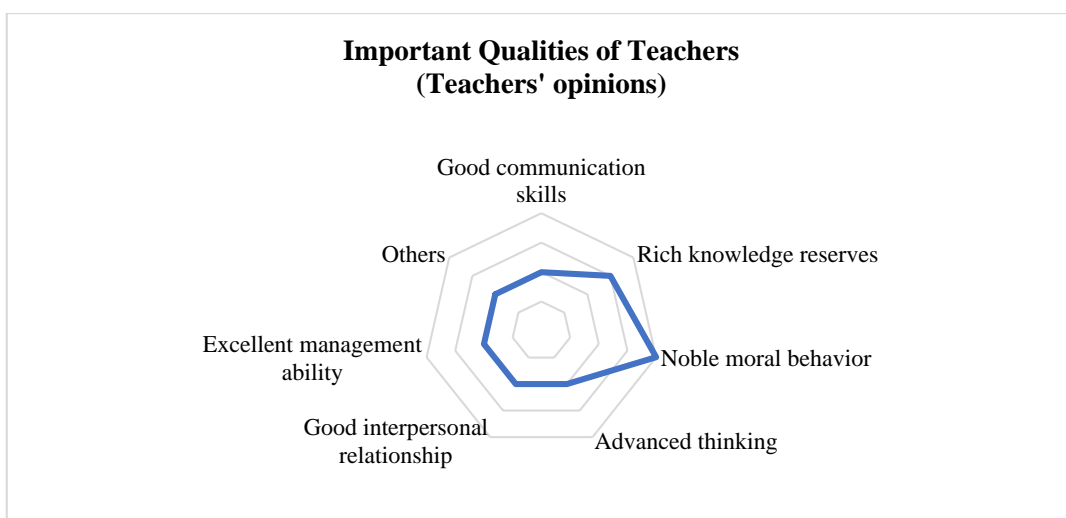


Figure 4: Important Qualities of Teachers

Through interviews with teacher leaders, it can be concluded that most teachers believe that noble moral behavior and rich knowledge reserves are the most important qualities for students. Good communication skills, excellent management ability, and good interpersonal relationships are also important for students. One teacher believes that in addition to these qualities, Godliness is also essential. Another influential teacher leader believes that the most important thing is: Carrying for her students, as a teacher, students are the most important role in her mind, Both the student's point of view and the teacher's point of view, the teacher's good ethical behavior and rich knowledge reserve are the most important for the students, as shown in Figure 4.

Therefore, the author believes that to become an influential teacher leader, you must first establish a good moral and behavioral quality and constantly enrich your knowledge reserves. Secondly, always pay attention to the dynamics of your students and help them face them in a timely manner. Handle and solve problems. In addition to the above behaviors, we must also have good communication skills and excellent management concepts to facilitate communication with students.

### **3.3 What Qualities should a Teacher Leader Have for a School**

From the summary of the interview, to be an effective administrator, you need the following qualities:

- Being an effective administrator
- Being fair and objective
- Being tolerant of cultural
- Being knowledgeable about curriculum design and assessment strategies
- Being open-minded
- Being a positive person
- Being an effective communicator
- Being a good time manager
- Being the teacher model, be able to “walk your talk”.
- Being an inspiring person

### **3.4 What Efforts have the Teacher Leaders Made to Make Themselves an Influential Teacher Leader**

From the interviews of the five teacher leaders, all teachers will read books in peacetime and will conduct academic research or participate in academic conferences to improve their knowledge and skills. Some teachers will upgrade themselves by enrolling in online courses, and all teacher leaders will often communicate with colleagues or wise men. Some teachers will attend psychology education lectures and share their experiences with other teachers. Some professors will participate in community service activities to enhance their positive influence on society[9].

## **4. Discussion**

Actually, as an ideal teacher, the goal should be to become a teacher leader. Only by becoming a teacher leader can you expand your influence and play a greater role in student schools and society. Therefore, what actions can help teachers expand their influence to become qualified teacher leaders?

From the point of view of the students and teachers in the article, it is concluded that:

Establish a world view of the values of life and values, and expand the influence on students' spiritual level with a positive moral image.

Communicate with other teachers or excellent managers, collide with each other, influence each other's progress, and expand communication influence.

Read more and usually participate in online training courses to further expand your knowledge.

Participating in scientific research can generate new knowledge that is beneficial to teacher leadership and expand its scientific research influence and school popularity through the publication of scientific research results.

Participate in community promotion services to help expand their social influence and form positive social energy.

Participate in psychology education lectures help to better grasp the students' psychology, improve their communication skills, and expand the non-institutional influence on students and schools.

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