

**THE RELATIONSHIP BETWEEN TEACHERS' LEADERSHIP
STYLES AND TEACHING QUALITY IN LOWER SECONDARY
SCHOOLS IN LIANG ZHOU DISTRICT OF WUWEI, GANSU,
CHINA**

CHEN LIXIA

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION
(EDUCATIONAL MANAGEMENT)
FACULTY OF GTADUATE STUDIES
MAHIDOL UNIVERSITY
2017**

COPYRIGHT OF MAHIDOL UNIVERSITY

Thesis
entitled
**THE RELATIONSHIP BETWEEN TEACHERS' LEADERSHIP
STYLES AND TEACHING QUALITY IN LOWER SECONDARY
SCHOOLS IN LIANG ZHOU DISTRICT OF WUWEI, GANSU,
CHINA**

was submitted to the Faculty of Graduated Studies, Mahidol University
for the degree of Master of Education (Educational Management)

on
March 22, 2017

Chen Lixia

Miss Chen Lixia
Candidate

Sumalee Tienthongdee

Lect. Sumalee Tienthongdee,
Ed.D. (Science Education)
Member

S. Suwana Narkwiboonwong

Assoc. Prof. Suwana Narkwiboonwong,
Ed.D. (Educational Administration)
Chair

A. Arisara Leksansern

Asst. Prof. Arisara Leksansern,
Ed.D. (Educational Administration)
Member

Poschanan Niramitchainont

Asst. Prof. Poschanan Niramitchainont,
Ed.D. (Non-Formal Education)
Member

A. Auemphorn Mutchimwong

Asst. Prof. Auemphorn Mutchimwong,
Ph.D. (Air Quality Assessment)
Acting Dean
Faculty of Graduate Studies
Mahidol University

Luechai Sri-Ngernyuang

Assoc. Prof. Luechai Sri-Ngernyuang,
Ph.D. (Medical Anthropology)
Dean
Faculty of Social Sciences and Humanities
Mahidol University

Thesis
Entitled
**THE RELATIONSHIP BETWEEN TEACHERS' LEADERSHIP
STYLES AND TEACHING QUALITY IN LOWER SECONDARY
SCHOOLS IN LIANG ZHOU DISTRICT OF WUWEI, GANSU,
CHINA**

Chen Lixia

.....
Miss Chen Lixia
Candidate

Sumalee

.....
Lect. Sumalee Tienthongdee,
Ed.D. (Science Education)
Major advisor

A. Leksansern

.....
Asst.Prof. Arisara Leksansern,
Ed.D. (Educational Administration)
Co-advisor

Poschanan

.....
Asst.Prof. Poschanan Niramitchainont,
Ph.D. (Non-Formal Education)
Co-advisor

A. Mutchimwong

.....
Asst. Prof. Auemphorn Mutchimwong,
Ph.D.(Air Quality Assessment)
Acting Dean
Faculty of Graduate Studies
Mahidol University

Siwaporn Poopan

.....
Lect. Siwaporn Poopan,
Ph.D. (Educational Research Methodology)
Acting Program Director
Master of Education Program in
Educational Management
Faculty of Social Sciences and Humanities
Mahidol University

ACKNOWLEDGEMENTS

Completing my master degree thesis is the last step for my post-graduate period, during this period i learnt and experienced many things. I would like to take this opportunity to express my attitude, gratitude, and appreciation to all of the following people, without their patience, support, encouragement, and guidance, I cannot finish my study so successfully.

I would like to offer my sincere and profound gratitude and the greatest appreciation to my major advisor: Dr. Sumalee Tienthongdee. I deeply thanks for her always patient guidance, assistance and support and encouragement in refining contents and some good advice to me for my life and future.

I would like also to express my warm thanks to my co-advisors, Dr. Arisara Leksansernfor and Dr. Poschanan Niramitchainont, for their useful and valuable advice in my thesis and unwavering encouragement during my whole post-graduate period.

I also have to thanks to my external examiner, Dr.Suwanna Narkwiboonwong, who squeezed her invaluable time during thesis proposal and thesis defense. Her valuable advice has make the presentable paper.

I thank all my lecture staffs of the Mahidol University under the faculty of Social Sciences and Humanities, who provided me the endless knowledge and wisdom on life. I also thanks teachers' assistants for their patient assistance from the first day I stepped into Mahidol University to now I have finished final thesis.

I also extend my grateful to all my friends who always encouraged and helped me when I need help.

Most importantly, I would dedicate this thesis to my parents, Chen Shou and Wang Fenglian, for inspiring me in practically always, without their constant love, faithful and financial support throughout the whole period when I study at Mahidol University, it is impossible and unimaginable for me to complete this overseas period. I cannot stop thanking you always, Mom and Dad.

Chen Lixia

THE RELATIONSHIP BETWEEN TEACHERS' LEADERSHIP STYLES AND
TEACHING QUALITY IN LOWER SECONDARY SCHOOLS IN LIANG ZHOU
DISTRICT OF WUWEI, GANSU, CHINA

CHEN LIXIA 5838415 SHEM/M

M.Ed. (EDUCATIONAL MANAGEMENT)

THESIS ADVISORY COMMITTEE: SUMALEE TIENTHONGDEE, Ed,D
ARISARA LEKSANSERA, Ed,D., POSCHANAN NIRAMITCHAINONT, Ph,D.

Abstract

The aim of this research was to study the relationship between the teachers' leadership styles and the teaching quality in lower secondary schools. The purposes of this study were 1) to study the level of lower secondary school teachers' perception on teaching quality, 2) their leadership styles, 3) to examine the relationship between teachers' leadership styles and the teaching quality in lower secondary schools. A multi-stage sampling was used to choose 16 lower secondary schools and the 352 lower secondary school teachers who responded to two questionnaires: The multifactor leadership questionnaire and the teaching quality questionnaire. Means, Standard deviations were used to analyze the teachers' perception on leadership styles and the teaching quality. Simple regression analysis was used to analyze the relationship between the teachers' leadership styles and the teaching quality. The findings indicated that transformational leadership style positively affected the teaching quality at the high level, while, the transactional leadership style positively affected the teaching quality at the moderate level. However, the Laissze-faire leadership style negatively affected teaching quality. The related policy-makers were suggested to make related policies to encourage local education authorities and school principals to improve teachers' leadership styles in their work. The future studies were suggested 1) to combine the qualitative with quantitative research method together to get more detail information.2) to extend the research scope to private and public school together to compare the different effects of teachers' leadership styles on their teaching quality.

KEY WORDS: TEACHING QUALITY/ TRANSFORMATIONAL LEADERSHIP
STYLE/TRANSACTIONAL LEADERSHIP STYLE/ LAISSZE-FAIRE
LEADERSHIP STYLE

123 pages

CONTENTS (cont)

	Page
ACKNOWLEDGEMENTS	
ABSTRACT	
ABSTRACT	
LIST OF TABLES	
LIST OF FIGURES	
CHAPTER I INTRODUCTION	1
1.1 Background and Rational of the Study	1
1.2 Research Questions	3
1.3 Research Objectives	4
1.4 Research Hypothesis	4
1.5 Scope of the Study	4
1.6 Operational Definition of the Terms	5
1.7 Research Contribution	7
1.8 Conceptual Framework for the Study	8
CHAPTER II LITERATURE REVIEW	9
2.1 Education System in China	9
2.1.1 Education Structure in China	11
2.1.2 Education Management and Administration	13
2.1.3 Quality Assurance	14
2.2 Lower-Secondary Education in Gansu Province	14
2.2.1 Lower Secondary School Education in Wuwei	15
2.3 Leadership Style	16
2.3.1 Definition of Leadership	16
2.3.2 Leadership Style	17

CONTENTS (cont)

2.3.3 The Measurement of Transformational Leadership Theory	21
2.3.4 Leadership Styles theories on Educational Management	22
2.4 Teaching Quality	23
2.4.1 Teacher Quality	23
2.4.2 Definition of Teaching Quality	25
2.4.3 Factors that influence Teaching Quality	26
2.4.4 Quality Assurance in School Education	27
2.4.5 The importance of teaching quality	28
2.4.6 Measurement of Teaching Quality	30
2.5 Related Researches	30
2.51 Related Researches about Leadership Styles	30
2.5.2 Related Researches about Teaching Quality	37
CHAPTER III RESEARCH METHODOLOGY	44
3.1 Research Design	44
3.2 Population and Sample	45
3.2.1 Population	45
3.2.2 Sample	45
3.3 Sampling Method	45
3.4 Research Instrument	47
3.5 Quality of Research Instrument	50
3.5.1 Validity	50
3.5.2 Reliability	51
3.6 Data Collection	52
3.7 Data Analysis	52
CHAPTER IV RESULTS	53

CONTENTS (cont)

4.1 The level of lower secondary school teachers' perception on teaching quality	54
4.2 The level of lower secondary school teachers' perception on leadership styles	61
4.2.1 Transformational Leadership Style	62
4.2.2 Transactional Leadership Style	67
4.2.3 Laissez-faire Leadership Style	72
4.3 The relationship between teachers' leadership styles and teaching quality in lower secondary schools in Liang Zhou district of Wuwei, Gansu, China	73
CHAPTER V DISCUSSION	76
5.1 The Level of Lower Secondary School Teachers' Perception on Teaching Quality	76
5.1.1 Lesson design	77
5.1.2 Communication skills	78
5.1.3 The Expertise Skills in the Lesson content	79
5.1.4 Teaching skills	80
5.1.5 Classroom management	80
5.2 The level of lower secondary school teachers' perception on leadership styles in Liang Zhou District of Wuwei, Gansu, China	81
5.2.1 Transformational leadership style	82
5.2.2 Transactional leadership style	84
5.2.3 Laissez-faire leadership style	85
5.3 The teachers' transformational leadership style could Positively affect teaching quality	86
5.4 The teachers' transactional leadership style positively affected their teaching quality	87

CONTENTS (cont)

5.5 The teachers' laissez-faire leadership style was negatively related with their teaching quality	87
CHAPTER VI CONCLUSION AND RECOMMENDATION	89
6.1 Major Findings	90
6.2 Conclusion	90
6.2.1 Lower secondary school teachers' perception on teaching quality	91
6.2.2 Lower secondary school teachers' perception on leadership style	92
6.2.3 The relationship between lower secondary school teachers' leadership style and teaching quality	93
6.3 Recommendations	94
6.3.1 Recommendations for users (schools, educators, principals, MOE and policy- maker)	94
6.3.2 Recommendations for the future studies	94
BIBLIOGRAPHY	96
APPENDICES	111
Appendix A Research Questionnaires	112
Appendix B Notarial Certificate of Questionnaires	118
Appendix C Letters to Experts	115
Appendix D Ethics Certificate	122
BIOGRAPHY	123

LIST OF TABLES

Table	Page
2.1 Major target for education development	10
2.2 Related Researches on Leadership Styles	33
2.3 Summary of Related Researches on Teaching Quality	40
3.1 The sample size of secondary school teachers in Liang Zhou District	46
3.2 Division of Three Leadership Styles into 34 items	47
3.3 Perception level of leadership style	47
3.4 Score based on five level of practice	48
3.5 Division of teaching quality into 25 items	49
3.6 Perception level of teaching quality	49
3.7 Range score of teaching quality	50
3.8 Validity Statistics	51
3.9 Cronbach's Alpha coefficient of the Variables	51
4.1 Percentage of lower secondary school teachers' personal information	53
4.2 The overall level of lower secondary school teachers' perception on teaching quality	55
4.3 The teachers' perception toward lesson design	56
4.4 The teachers' perception toward teaching skills	57
4.5 The teachers' perception toward communication skills	58
4.6 The teachers' perception toward the expertise skill in the lesson content	59
4.7 The teachers' perception toward classroom management	60
4.8 The overall level of lower secondary school teachers' perception on leadership style	61
4.9 The level of lower secondary school teachers' perception on transformational leadership style	62
4.10 The teachers' perception on individualized consideration	63
4.11 The teachers' perception on intellectual stimulation	64
4.12 The teachers' perception on inspirational motivation	65
4.13 The teachers' perception on idealized influence (Attributed)	66
4.14 The teachers' perception on idealized influence (Behavior)	67
4.15 The level of lower secondary school teachers' perception on	

transactional leadership style	68
4.16 The teachers' perception on contingent reward	69
4.17 The teachers' perception on active management-by- exception	70
4.18 The teachers' perception on passive management-by- exception	71
4.19 The level of lower secondary school teachers' perception on Laissze-faire leadership style	72
4.20 The relationship between teachers 'leadership styles and teaching quality	73
4.21 The Summary of Research Hypotheses	75

LIST OF FIGURES

Figure	Page
1.1 Conceptual Framework	8
2.1 Basic Education System in China	11

CHAPTER I

INTRODUCTION

1.1 Background and Rational of the Study

With the high development of science and technology, teaching and learning in education has been influenced especially after the information and communication technologies (ICT) has been proposed in this century. Education reform and revolution seems to be an urgent problem to meet the new education objective corresponding with the economy development (Frank & Susan, 2004). Traditional education should be changed (Elnta, 2014), for many reasons, such as now educator as a role of coach, guide, lead learner, not like past teacher as the deliverer of content, tests and assignments, teachers are the only sources of knowledge. However, teachers as the direct people who pass knowledge to students, their teaching quality seems more important than other factors that play roles in education.

In China, since the reform and opening-up policy has been carried out in 1949, it has paid much attention to education, they made a vast number of education policies from different angles and aspects to make sure that everyone can get education (Andy, 2009). Now Chinese government gives education a priority, and they believe education is the most essential and the most fundamental component to improve people's life. Artiles (1994) stated that effective teaching is essential for educational development and students learning. Richard & Rebecca (1999) stated that good teaching as instruction and guidance that can make learning become effectively. There are numerous educational literatures explained that a majority of good teaching strategies that proved them (Campbell & Smith 1997; Johnson & Smith 1998; McKeachie 1999). Teaching as an important part to education, good teaching is the objective of teachers' work. With many requests to teaching, teaching quality has been provided. In National Education Plan, to improve teaching quality has been provided as the core part to implement the education reform. Quality of teaching not only can help students' achievement but also can improve education development. The conception of teaching

quality includes the evaluation from different angles not just from end-of-course students surveys, however, it still rely primarily on assessment of learning outcome (Richard & Rebecca, 1999). China as a large population country, it choices the elites according to the students' outcomes, teaching as the most important factor that affects the students' achievement, therefore, teaching quality attract individuals' attention.

The factors that associated with the teaching quality are numerous. Like teaching methods, lesson design, expertise skills, all of them request teachers their own teaching skills and development in their vocations. Communication and appraisal (Ghonji, Khoshnodifar, Hosseini & Mazlounzadeh, 2013), all of these factors act in teachers and students.

Lomas (2004) stated that the provision of good teaching quality depends on many factors, leadership development is the one part among these factors. In order to improve and facilitate teaching quality, leadership as a necessary competence is expected to be reacted by teachers and to be adapted to face the educational reform, decentralization and marketization. The goal of policy of educational leadership development is to improve the learning and teaching (Wang, 2004). If educators can use the proper and suitable leadership, which can help them achieve their goal in a good result. Even if there are many previous studies about professors' leadership styles (that is, transformational and transactional style), numerous authors still suggest to conduct researches on the style of professor in the current context, so that they can find the best style to facilitate teaching quality in the classroom (Lowe et al.1996, Mbawmbaw et al.2006, Moss & Ritossa, 2007). Bass (1985) improved Burns' transforming leadership style to transformational leadership style, and Bass and Avolio (1990) established the related instrument to measure such leadership style, that is transformational leadership theory.

There are many leadership theories that have been established since the earlier of the last century, like trait leadership theory, behaviorist leadership theory, situational leadership theory, contingency leadership theory, transformational leadership theory (Bass, 1990, 1998; Bass & Avolio, 1994; Conger, 1992; Conger & Kanungo, 1988; Fiedler, 1967).

There is a vast number of past researches about the education leadership such as principals' leadership style, administrators' leadership style or other leaders in

schools, they always connected with schools achievement, teachers' job satisfaction, students' outcome (Maria, 2013). However, there are shortage of direct and clear studies about the relationship between of teachers' leadership styles and teaching quality. In 1994, Chinese researcher Yin established a study about the relationship between teachers' leadership style and classroom management, students' performance and students' achievement, the finding showed that teachers' leadership style positively affected students' performance and achievement and classroom management. In 2013, Mohammna and Rahil illustrated in their study transformational leaderships style was effectively related with classroom management, teaching skills, and teachers' expertise knowledge. Both of these two studies connected the leadership styles with teaching quality, and this study still stated this topic, but the study focused on basic education of lower secondary level.

Gansu as a large province in Northwest of China, its education quality is especially significant as for Northwest areas economic level is lower than other areas, so its education quality comparatively worse than other areas. Education in Gansu is behind in other areas as for many reasons, firstly, there are many minorities in Gansu province, the most of them they have their own language, they do not know how to speak or how to read Mandarin, this is a limited reason for them to get the newest knowledge. Secondly, as for economic level is in a very lower level in Gansu, this is also influencing its education development. As Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) (2005) checked Gansu is the second highest illiteracy rate place in China. It is, therefore, necessary to improve its education.

This research, therefore, studied the teachers' leadership style based on transformational leadership theory, and examined teachers' perception on their leadership style and teaching quality in lower secondary schools. The last but the most important, stated the relationship between teachers' leadership styles and teaching quality in lower secondary schools in Liang Zhou District of Wuwei, Gansu, China.

1.2 Research Questions

1.2.1 What was the level of the lower secondary school teachers' perception on teaching quality in Liang Zhou District of Wuwei, Gansu, China?

1.2.2 What was the level of the lower secondary school teachers' perception on their leadership styles in Liang Zhou District of Wuwei, Gansu, China?

1.2.3 Was there a significant relationship between teachers' leadership styles and teaching quality in lower secondary schools in Liang Zhou District of Wuwei, Gansu, China?

1.3 Research Objectives

1.3.1 To study the level of the lower secondary school teachers' perception on teaching quality in Liang Zhou District of Wuwei, Gansu, China.

1.3.2 To study the level of the lower secondary school teachers' perception of their leadership styles in Liang Zhou District of Wuwei, Gansu, China.

1.3.3 To examine the relationship between teachers' leadership styles and teaching quality in lower secondary schools in Liang Zhou district of Wuwei, Gansu, China?

1.4 Research Hypothesis

1.4.1 Transformational leadership style had positively affected teaching quality in lower-secondary schools in Liang Zhou District of Wuwei, Gansu, China.

1.4.2 Transactional leadership style had positively affected teaching quality in lower-secondary schools in Liang Zhou District of Wuwei, Gansu, China.

1.4.3 Laissez-faire leadership style had negatively affected teaching quality in lower-secondary schools in Liang Zhou District of Wuwei, Gansu, China.

1.5 Scope of the Study

The main objective of this study examined if there was a positive relationship between teachers' leadership styles and teaching quality in lower-secondary schools in Laing Zhou District of Wuwei, Gansu province, China. The transformational leadership theory was employed to investigate teachers' leadership styles. There were

78 lower secondary schools in Liang Zhou District of Wuwei, Gansu, China. The total number of teacher were 2,964 (Chinese Ministry of Education, 2016). The sample of this study was 352 teachers by using multi-stage random sampling. This research was conducted from middle of the October to middle of the November, 2016. The data was collected by using two questionnaires: Multifactor Leadership Questionnaires (MLQ) for leadership styles and Teaching Quality Questionnaires (TQQ) for teaching quality.

1.6 Operational Definition of the Terms

1.6.1 Teaching Quality refers to teacher's behavior including many factors such as lesson design, teaching skill, communication skill, the expertise skill in the lesson content and classroom management.

1.6.1.1 Lesson Design refers to design the lesson content, lesson materials, lesson material transfer method, explanation method, and review of previous lesson.

1.6.1.2 Teaching Skill refers to teacher can teach at different grades, use exploratory methods in teaching, evaluate students development, use different skills and techniques in the learning and encourage student to participant in class activities.

1.6.1.3 Communication Skill refers to teacher interact with students, motivate students to study and innovate, listen students what they said and guide them to suitable ways.

1.6.1.4 The Expertise Skill in the Lesson Content refers to teachers can update the course knowledge and can enrich contents from the scientific dimension.

1.6.1.5 Classroom Management refers to teachers' abilities to organize classroom discipline and manage students' behavior in the classroom.

1.6.2 Leadership style refers to styles that are measured and predicted as the effectiveness of leaders from different aspects.

1.6.3 Transformational leadership is one of the leadership styles, it refers to teachers who inspire others to share their values and visions to achieve their goals. The below are components of transformational leadership.

1.6.3.1 Individualized Consideration refers to teachers who are willing to take their time to others, they treat others as individuals and they understand everyone has different needs, abilities, and aspirations from others. They help other to develop their strength and listen to others concerns, at the same time they promote their development.

1.6.3.2 Intellectual Stimulation refers to teachers seek differing perspectives when solving problems and get others to look at problems at many different angles. Teachers always encourage others with creative think to deal with the traditional problems.

1.6.3.3 Inspirational Motivation refers to teachers are always optimistically, enthusiastically and confidently when talking about their future.

1.6.3.4 Idealized Influence (Attributed) refers to teachers are pride in others who are associated with them and they act in ways with a sense of power and competence to win others' respect, teachers always help others to deal with their difficulties and to overcome obstacles.

1.6.3.5 Idealized Influence (Behavior) refers to teachers they always talk about their self-belief and values, and they share their values and beliefs with others. They stress it is important to build themselves to have a collective sense of mission and to make moral and ethical decisions.

1.6.4 Transactional Leadership is one of the leadership styles, it refers to the relationship between teachers and others is clear, and their roles are clarify. Some of such leadership style teachers who always work carefully to avoid the error with positive attitudes but some are always facing errors and mistakes with passive attitude.

1.6.4.1 Contingent Reward refers to teachers who always assist others as for their efforts, and make clear what one wants to receive when their goals are achieved. And they always express their satisfaction when others meet their expectations.

1.6.4.2 Active Management- by –Exception refers to teachers who pay much attention on mistakes, irregularities from standards and concentrate on dealing with these mistakes.

1.6.4.3 Management-by- Exception Passive refers to teachers always don't take actions until things become serious or wrong.

1.6.5 Laissez -Faire leadership style is one of the leadership styles, it refers to teachers who are absent when needed or who avoid making decisions or who give the delay response to urgent problems.

1.7 Research Contribution

1.7.1 This research welcomed the conception of leadership in education, in the past, the leadership was only for principals in schools, but now we addressed the leadership for teachers. This research stated that the perception of lower-secondary teachers' leadership styles would help teachers in other levels to evaluate their leadership style.

1.7.2 This study addressed the teaching quality in lower-secondary schools, it would attract teachers' attention on their teaching quality. As for this study stated many factors that influence teaching quality, the teachers and other educators can improve their teaching according to these factors. It would also help Ministry of Education and policy-makers in China to evaluate teachers' teaching quality according to these factors and formulate related policies to improve it.

1.7.3 This study found the relationship between teachers' leadership style and teaching quality. So teachers would know which leadership style was better for them to improve their professional development.

1.8 Conceptual Framework for the Study

The Transformational leadership theory of Avolio & Bass (1990) was used to build conceptual framework. The study showed the independent variable: leadership styles were related to the dependent variable, teaching quality.

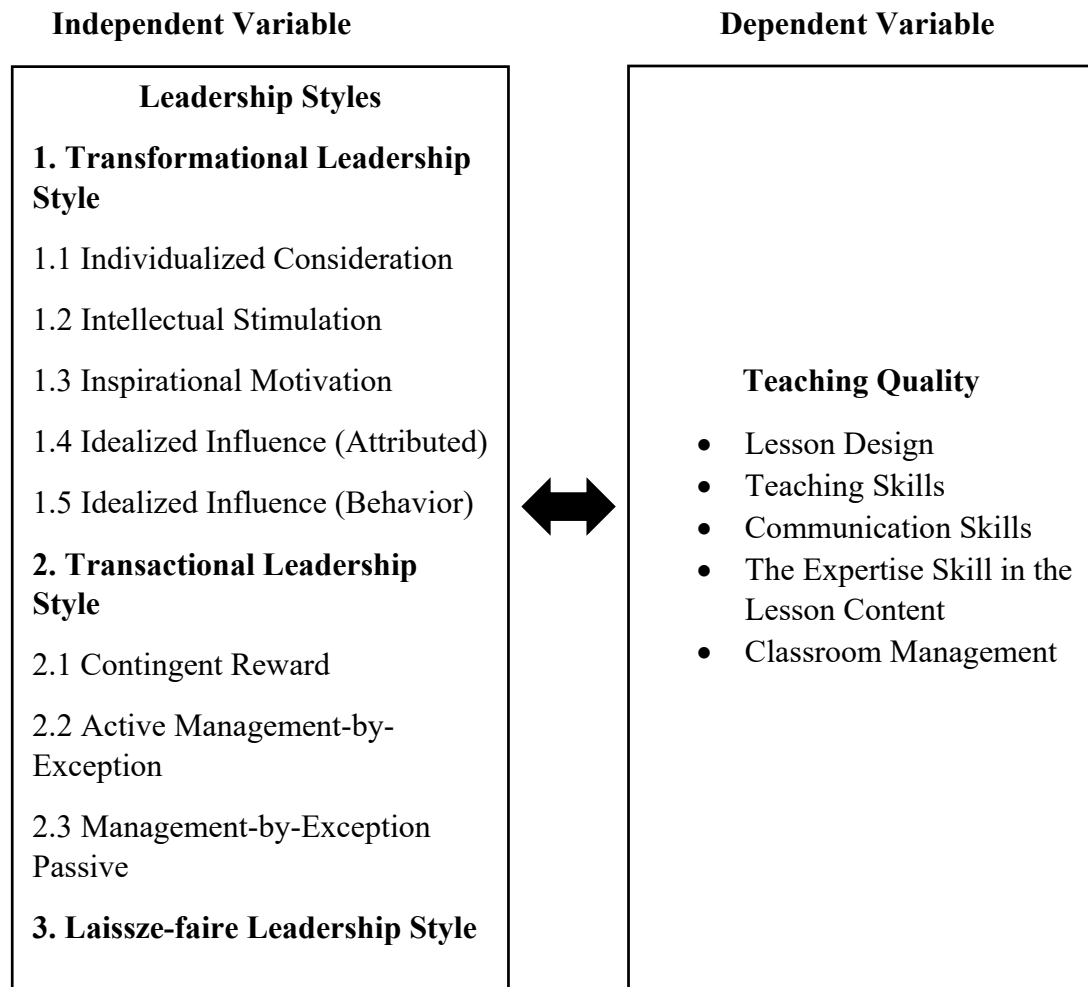


Figure 1.1 Conceptual Framework

CHAPTER II

LITERATURE REVIEW

The major aim of this study is to investigate the relationship between teachers' leadership styles and teaching quality in secondary school of China. In this chapter, the theory and some related previous researches of Chinese education, leadership style theory and teaching quality are reviewed. There are five sections of this chapter, the first section is the introduction of Chinese education system; the second section is Lower-secondary Education in Gansu Province; the third section is leadership style; the fourth section is teaching quality and the last one is some related researches. This chapter is following the below sequence:

- 2.1 Education System in China
- 2.2 Lower-Secondary Education in Gansu Province
- 2.3 Leadership Style
- 2.4 Teaching Quality
- 2.5 Related Researches

2.1 Education System in China

China located in the middle and East Asia, it is bounded by the Pacific in the east. The full name of China is The People's Republic of China, as the third largest country in the world, China owns 9,600,000 sq. km land and also with a big population: 1.37 billion (Travel China Guide, 2014). Education as the most important part to develop China, which accounts for 4 percent of GDP (Organization for Economic Cooperation and Development, 2015).

Chinese education with a long history under the influence of Confucianism,

which stresses students should respect their teachers and their parents, pre-school education and basis education as the most important stage to cultivate students' quality. In China, there are about 201,377 primary schools with 5,633,906 teachers and 14,766,280 graduate students, 52,623 Lower-secondary schools with 348,843 teachers and 14,135,127 graduate students (Ministry of Education, 2006), a majority of them are public schools and few are private schools. China provides the nine-year compulsory education for those public schools. Education policy as the most important part to improve the education development, the Ministry of Education set the guidelines for middle and long-term educational reform and development in 2010, this reform aimed to ensure no children left out of academic system. The detail information of guideline is below:

Table 2.1 Major target for education development (China Statistics Yearbook, 2009)

Education Levels	Year		
	2009	2015	2020
Preschool education			
Kindergarten enrolment (in millions)	27	34	40
Gross enrolment rate at three years prior to compulsory education (%)	51%	60%	70%
Gross enrolment rate at one years prior to compulsory education (%)	74%	85%	95%
Nine-year compulsory education (primary and lower secondary education)			
Enrolment (in millions)	158	161	165
nine-year compulsory education (primary and lower secondary education)	91%	93%	95%
Senior secondary education			
Enrolment (in millions)	46	45	47
Gross enrolment rate (%)	79%	87%	90%

Table 2.1 Major target for education development (China Statistics Yearbook, 2009)
(cont.)

Education Levels	Year		
	2009	2015	2020
Vocational education			
Junior secondary vocational enrolment (in millions)	22	23	24
Senior secondary vocational enrolment(in millions)	13	14	15

2.1.1 Education Structure in China

In China, education divided into three phrases, basic education, higher education and adult education. “Basic education” in China consists of 3 years pre-school education since children at the age of 3, 6years elementary school education during children at the age of 7 to 12, 3-year lower secondary school education from age of 13 to 15 (Zhou & Zhu, 2006).

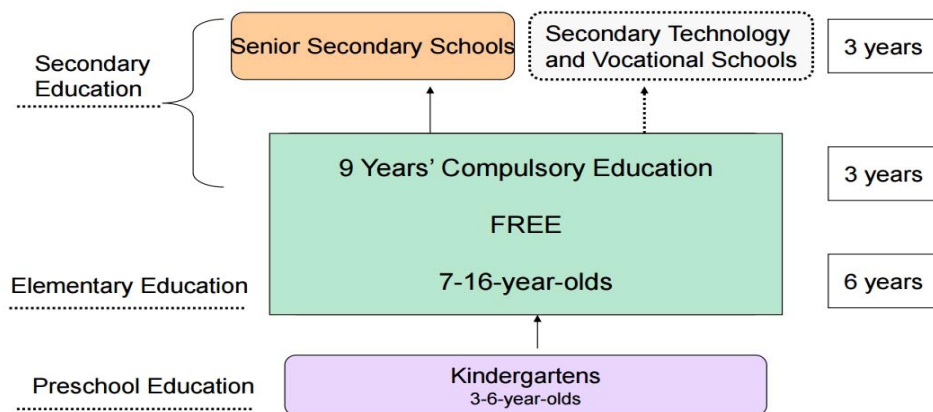


Figure 2.1 Basic Education System in China (Yu, 2013)

Pre-school education aims to nurture and to prepare the children for elementary school. Since 1980s, with the worldwide development of preschool education, China began to change and reform Chinese pre-school education to suit and adapt to the modern society education direction, and Chinese government encourage

this reform and build lots of kindergartens both public and private (Guo, 2010). Pre-schools education mainly teach children to develop in many aspects such as in physical, moral, intellectual and aesthetical, which is ready for the elementary schools.

Elementary education usually lasts 6 years in China. The language used in school is Mandarin Chinese, but some minority areas schools use their dialect. A school year includes two semesters begin from March and September respectively. Every week students need to attend school five days. Elementary education period included in nine-year compulsory education, students mainly have course like Chinese, Mathematics, Social Studies, Nature, Physical Education, Morality, Music, Drawing, and Labor studies. Foreign Language like English is only a selective course in this period. In the end of grade 6, students need take part in an examination of Chinese and Mathematics in order to go to the Lower secondary school (Education Database, 2012).

Lower secondary education also called junior secondary education, in China, it also can be called middle school education. It lasts 3 to 4 years, students need to study different fields' knowledge, which are deeper than what they learnt in primary schools, they need to learn Chinese, Mathematics, English, Physics, Chemistry, politics, which are the main courses students need to master and every week students have one Music class and one Physical class. In the last year of the lower secondary education, students need to take part in an examination, it is named Huikao, and the final score of this examination will decide which high school or vocational school that students can continue their education (Education Database, 2012).

Higher secondary education also called senior secondary school or vocational senior secondary school. It always lasts 3 to 4 years. Senior secondary school in China is called Gaozhong, and vocational senior secondary school is called Zhongzhuan. The main courses in this stage is similar as course that students study at Lower secondary schools, after students finished all courses, they need to participate in Higher Education Entrance Examination, it is also called Gaokao, which will decide future university or college that student will enter (Education Database, 2012). In China, Gaokao is treated as the first important examination in people' life because it will decide their future direction that student will major, so students in this phrase are always full of stress.

The school year at the elementary and secondary levels separated into two semesters or terms, the first semester is beginning from the September to January of the next year, the secondary semester is from the March to July. There are about 39 weeks in this two semesters, among them, there are 34 weeks for class, two weeks for activities, three weeks for examinations, and one week in reserve (VII Ed, 2011).

It is widely believed that the most effective method to eliminate poverty and achieve sustainable development is to facilitate education. Therefore, in order to achieve this goal, Chinese government provided nine-year compulsory education on July 1, 1986, it includes elementary education and lower secondary education. Compulsory education ensure every citizen have good personalities, health mental, and basic knowledge for future education and study, this is the right for every citizen (Zhang et al., 2004). In 2006, compulsory education extended to west of China, and some poor areas of east (Jin & Zhang, 2008). It means there were more than 95% basic education with free tuition fees and free text books and some other related fees on education in 2006 in China.

2.1.2 Education Management and Administration

Educational management experienced a great change in China since the economic reform in the late of 1970s (Ngok, 2007). Even if China is controlled by central system, it is also real that China with a decentralized education system (Lyons, 1985). Education is largely decentralized to local provinces, cities, municipals and countries (Zhou & Zhu, 2006), so every provinces, urban even rural areas which have central authority responsible for all planning, decision making rights (Zhou & Zhu, 2006).

According to the Chinese Education Law, the State Council and local people's government shall guide and manage education with a suitable performance and responsibilities. The administrative educational department under the power of State Council, it is in charge of all administrative and management educational activities. The administrative department of education also under power of people's government to practice educational activities in their local places (WDE, 2011).

The Ministry of Education (MOE) is the highest educational administrative body in China. It takes responsible for making relevant education laws, regulations, policies, educational plans, and some related works for all departments in local place.

The management of pre-school education is under the power of MOE of local government, while the compulsory education (Elementary and lower secondary education) is guided and managed by MOE of Country level (WDE, 2011). In order to improve the basic education, Ministry of Education has established some Basic Education Curriculum Research Centers all over the country, most of them are in normal universities (WDE, 2011).

2.1.3 Quality Assurance

Quality assurance as an initial management method appeared since 1950s in industry and business (Bound et al, 1994). It was introduced into education in the mid of 1980s by the most of Organization for Economic Co-operation and Development (OECD) countries to facilitate accountability and effectiveness. Ministry of Education, as an administrative department of education, it is the government authority in charge of the total planning, management of different levels of education in China, therefore Ministry of Education is the main organization to evaluate education quality, it has established different evaluations for quality assurance (Hong, 2010).

2.2 Lower secondary Education in Gansu Province

China as the fastest economic development Country in the world, its education attract attention from many Counties. In 2000, the “Western Development” plan has been provided as a book, Gansu as a province was covered in this plan. During that time, the Chinese government provided a series of reforms for education, especially for basic education curriculums for achieving quality education.

Gansu province stretches across Tenggelı desert with mountains and hills (Emily, 2007). Gansu stands at the Northwest of China. According to the research (China today, 2010), the population of Gansu is 25.58millions, 76 percent of them live in rural areas (UNESCAP, 2005). According to UNESCAP (2005), Gansu is the second-highest illiteracy rate place in China. Therefore, the education in Gansu should be paid much attention.

Lower secondary education in Gansu is usually three years, it is one part of compulsory education. Students through grade 7 to grade 9 at the age of 12 to 15 (Qian,

2006). In the lower-secondary school, students have more classes than they are at primary school, the knowledge is more complex than primary education, as for a large amount of knowledge need to teach, teachers always only address one time about the knowledge point, so students need to concentrate on the class. Therefore, the subject, study context, study method, all of them are totally different from primary study, lower secondary education is more difficult than the primary education.

According to Ministry of Education (2006), there are about 1,538 lower secondary schools can support secondary education in Gansu province, teachers in these schools are about 84,838 and the total number of students are about 351,673.

Wu (2013) Index of Chinese Education, the finding from the study found that western Chinese people think the education is still the most important factor to improve their economic. There are some problems have been provided from their findings that produce the poor education in Western China: poor hardware of school; few investments in education from government; small number of schools; shortage of teachers; parents with few attention on education; few education attention from government; poor teaching; students with poor interesting on education.

Lower secondary education is a fundamental and the most important level of education. As Organization for Economic Cooperation and Development (2011) investigated that many countries provide the compulsory education for this level. It has two objectives of this level, firstly, it gives the equal chance to obtain knowledge and skills that needed in their whole life; secondly, it provides the related education for all students to choice their future ways after this level period, to continue academic education or to go into the labor marker or to choice vocational route (Organization for Economic Cooperation and Development, 2011). It is a key and crucial stage that students establish their profound thinking in social, family, physical and intellectual, they begin to build their sense of responsibility and their values.

2.2.1 Lower Secondary School Education in Wuwei

Wuwei is a small city, located in the middle part of the Gansu province. It is one of the most important place in Silk Road. It has the population of 1.81 million with the total area of 33249 square kilometers (Gansu Development Yearbook, 2015).

Wuwei has four seasons like other places in China, it is hot and dry in summer and cold and chill in winter, but with moderately climate in spring and autumn.

According to the Ministry of Education in Wuwei (2016), there are 1108 primary schools, 189 lower-secondary schools, and 15 higher- secondary schools in Wuwei. There are 209,154 students in these various schools, among them about 111,904 students enrolled in the lower-secondary schools. And as Ministry of Education (2016) shows, the total number of teachers in Wuwei is 20,108, among them, the number lower-secondary teachers are 7,560. Among these 189 lower secondary schools, there are 78 schools in the Center of Wuwei, we also call it Laing Zhou District, and there are 2,964 teachers in these 78 schools. In this study, researcher will focus this research on the Liang Zhou District because in this area which includes lower-secondary schools in urban area as well as rural areas, the quality level of rural schools is similar as the other lower secondary schools in other areas of Wuwei. Therefore, the schools in Liang Zhou District is a best sample place.

2.3 Leadership Style

Bass (1985) and Yukl (2002) said Leadership is the ability to affect a group to achieve the stated vision and goals. In this section, the first section is the definition of leadership, the second section is definition of leadership style, the third section is measurement of leadership style theory, and the last section is leadership style theory on education management.

2.3.1 Definition of Leadership

Bass (1985) stated that leadership was people's capability to affect and motivate others to work with a high performance. Ogbah (2013) defined leadership as the manner that leader motivates his subordinates towards their common organizational goal. Omolayo (2000) also defined that leadership was an ability to finish things as well as to assist others finish their things within the school system. Leadership was treated as an ability that leaders have to encourage and motivate their followers to accomplish and achieve their common goals.

However, Northouse (2004) defined leadership was a process during this period leaders work together and encourage their subordinates to achieve their common goal. Adeyemi (2006) viewed leadership as a process, through this process the individuals or groups could impact their goals. Sararattana (1999) also treated leadership as a process that leaders influence their followers' behavior, motivate their followers' performance in order to achieve their organization goal. Stephen (2007) stated that leadership was treated as central and main factor that cause change, improvement and revolutionary in one organization. Leadership was necessary for any leaders to improve their organization.

Therefore, from the above definitions we could summarize that leadership is the ability that leaders encourage and inspire their followers to work together to achieve their common goals, and this leadership also a process through which persons achieve their objectives.

2.3.2 Leadership Style

Leadership style is a description and explanation from different aspects of leadership, Lussier and Achua (2007) stated theory had practical values, it could help us to understand, predict and control successful leadership better. The leadership style as a standard to measure and predict the effectiveness of leader. Shamaki (2015) stated that leadership style was the pattern or the collection of leadership behavior that given by leaders. Leadership styles represent the leaders' behaviors, the effective styles of leadership could assist to enhance performance when new challenge arise (McGrath & MacMillan, 2000). Therefore, Obiwuru et al. (2011) noted that 'leadership styles were predictors to leadership effectiveness whereby leadership style in an organization was one of the factors that played a significant role in enhancing or retarding the interest and commitment of the individuals in the organization'. Stogdill (1962) developed the leadership styles at the Ohio State University. There were majority of leadership styles such as autocratic leadership style, democratic leadership style, situational leadership style, contingency leadership style, transactional leadership style, transformational leadership style and laissez-affaire leadership style and so on, in this study we adopt the below three kinds of leadership style:

- Transformational leadership style
- Transactional leadership style
- Laissez-affaire leadership style

2.3.2.1 Transformational leadership style

Transformational leadership that bring the great different in individuals and institutions (Burns, 1978). Transformational leadership was first time introduced by James V. Downton (1973) in Rebel leadership: “Commitment and Charisma in a Revolutionary Process”, and further improved by James MacGregor Burns (1978) in his book Leadership. To Burns, Transforming leadership was a process in which “Leader and follower help each other to advance to a higher level of morale and motivation”. Burns established two concepts: “transforming leadership and transactional leadership” and defined transforming leader are those who give inspiration to others to achieve a higher morale and motivation level, on the other hand, transactional leaders who directly motivate those individuals who make contributions to organization (Burns, 1978). Bass (1985) improved Burns transforming leadership to transformational leadership, and defined how to measure the transformational leadership style and transactional leadership style.

Bass & Riggio (2006) stated that transformational leadership was always based on followers’ consciousness about the value of output and their success. Ebru (2010) stated that transformational leaders treat leadership as a process in which leaders inspire and encourage their followers to solve problems. What’s more, transformational leaders help and support their followers to get the ability to deal with things and to solve problems (Ebru, 2010). Leaders’ transformational leadership style had influence on followers’ behavior and their overall thinking. Transformational leadership attracted intellect attention to imminent problems. Such leaders encouraged innovation to develop overall behavior (Argyris & Scho“n, 1996; Glynn, 1996; Hurley & Hult, 1998).

Transformational leadership style includes the following five characteristics:

- Individualized Consideration
- Intellectual Stimulation
- Inspirational Motivation

➤ Idealized Influence (attributed)

➤ Idealized Influence (behavior)

Individualized Consideration: coaching and development –the leaders willing to spend time to teach and coach their followers, they know everyone has different needs, they treat followers as individuals rather than just a member in the group or team (Bolden, Gosling, Martuano & Dennison, 2003). Such type leaders they willing to help followers to improve and facilitate their strengths and willing to listen attentively about others' concerns and thoughts, they always keep in promoting their self- management.

Intellectual Stimulation: such leaders who seek different perspectives and methods when solving problems. Such type leaders always stimulate their followers to see things with creative ways, they encourage others to look at problems with many different angles, and they also encourage followers to deal with the traditional problems with novel ways and stimulate them to rethink those ideas which they never been questioned before (Bolden, Gosling, Martuano & Dennison, 2003).

Inspirational Motivation: inspiring others –the leaders articulate and express their visions that are appealing to followers (Bass, 1998). Leaders with inspirational motivation always talk optimistically about the future (Bolden, Gosling, Martuano & Dennison, 2003). Leaders purposely provide the energy to drive their group forward and leaders always express confidently that goals will be achieved (Bolden, Gosling, Martuano & Dennison, 2003). Inspirational motivation leadership style is always practiced by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks, they are encouraged and optimistic about the future and they believe in their abilities (Bass, 1998).

Idealized Influence (attributed) refers to charismatic of leader. Because of the leaders' positive attributes, so followers are willing closing to their leaders. Leaders built the trust and confidence to followers (Jens, 2005).

Idealized Influence (behavior) emphasizes a collective sense of task, as well as acting upon these values (Jens, 2005). Avolio (1994) explained that such leaders who give the impression to follower “sense of joint mission”.

2.3.2.2 Transactional leadership style

Burn (1978) stated transactional leadership is a process that leaders exchange rewards with their followers. Transactional leaders like using kinds of rewards such as provide subordinates praise, promotion, bonus, honor to motivate others (Bass, 1985). Transactional leadership is based on the expectation of return reward with their effort, productivity. Transactional leaders focus on reward to increase their work efficiency (Yammarino & Bass, 1990; Bass & Riggio, 2006). From the above statements it showed that rewards is the necessary for transactional leaders, they use rewards to motivate others' behavior so that achieve their goals.

The difference between these two leadership is that transformational leadership style aims to the future, creation, reformation. In contrast, transactional leadership style is based on the traditions. The transactional leadership was leaders force employees to do, subordinates with a negative attitude to work, but transformational leadership was leaders inspires followers to finish work with the common mission and orientation (Eren, 2001). There are majority of previous researches stated that leaders with transactional and transformational leadership at the same time, but transformational leadership is more effective than transactional leadership (Gardner & Stough, 2002). Transformational leadership is always correlated with higher performance but transactional leadership is always linked with less effective behavior (Bass et al., 2003; Dvir et al., 2002)

The transactional leadership style with three scales:

- Contingent reward leadership
- Management-by-exception (active)
- Management-by-exception (passive)

Contingent reward leadership, which means leaders they have the clear role and conception of their task, and followers have the rewards if they done task well (Jens, 2005). Peter & Waterman (1982) found that contingent rewards were frequently used in these top companies to encourage subordinates to finish task. The research also found that subordinates were satisfied with such rewards delivered to achieve their task goals (Klomoski & Hayes, 1980).

Management by exception only occurs when leaders need to take correct actions and intervene with subordinates when failure taken place in their

organization. In most of previous researches, the management by exception was not a contributing factor to leaders (Bass, 1985; Fulk & Wendler, 1982). Management by exception could be separated into two kinds: active management by exception and passive management in exception.

Management-by-exception (active) means leaders are carefully working to avoid the error by applying rules and standards (Jens, 2005).

Management-by-exception (passive), which means leaders never interfere to deal with problems until there are some errors or mistakes happened (Jens, 2005).

2.3.2.3 Laissez-faire leadership style

Laissez-faire leadership style totally different from transformational and transactional leadership styles. Laissez-faire leadership is one kind of leadership style that leaders unwilling to control or without control to their subordinates. Laissez-faire, this word came from French word which means “let it be”, therefore, such leaders with little or no supervision to their followers when they together.

Laissez-faire leadership style is much more passive and ineffective kind of leadership. Such kind of leader neither help followers nor lead them, participants should be able to finish work and work out problems by themselves without too much extra guidance. Such leader always absent when needed and do not do anything when subordinates have problems. They fail and unwilling to make decisions (Deluga, 1990). This is the avoidance of leadership in currently. (Antonakis et al, 2003). However, such leadership style with hand-off approach can improve and facilitate subordinates to solve problems and think critically. Bass and Stodgill (1990) stated that Laissez-faire leadership is the most unsatisfactory leadership style to followers. With such leadership style leaders, the organization with the full freedom, this situation can make follower lost their common goal, and individual goal will be higher than organization goal.

From the past leadership literature, when compare with the transformational leadership style and transactional leadership style, the laissez-faire leadership style is the least effective leadership style (Barnett, Marsh, Craven, 2005).

2.3.3 The Measurement of Transformational Leadership Theory

Bass (1985), viewing the transformational and transactional leadership as complementary constructs, so he provided an instrument to measure both transactional and transformational leader behavior, in 1990, Bass and Avolio developed it again, this instrument was Multifactor Leadership Questionnaire (MLQ), it involved three leadership styles: transactional, transformational, and laissez- faire (Bass & Avolio, 1990, 1994). MLQ was developed and validated to reflect leadership behavior by the dimension of transformational and transactional leadership. In this study, the leadership measurement questionnaires established based on the using a 5-point behavioral scale (“Never” to “Always”).

2.3.4 Leadership Styles theories on Educational Management

Education is an important part of our life. How we receive and integrate it in our life, Educational leadership play a significant role to concern students, educators, and society as a whole. Effective educational leadership facilitate teachers’ work and students’ performance at a high level. Traditionally, educational leadership focused on the principal, but now it is totally different, there are many leaders in schools, including principals, administrators, and heads of department, teachers and students.

Stephen (2007) stated that leadership is the most fundamental reason that take change, development in all organization, including schools. Okafor (1991) noted that most of success and failure cases in secondary schools or other organization largely depend on the effects of their leaders on their followers. Subramanaim (2011) stated that the importance of studying the leadership style is because it is related tightly with the organization’s fate, and the success of their common organization goal.

Stewart (2006) stated that the transformational leadership model appeared in education literature around 1980s to request schools systems to improve their standards and facilitate student’s performance, and this was the link between leadership and school teaching quality. In some extent we can say that leadership is the necessary outcome to improve the teaching quality, it can help to improve schools, educators and administrators’ standards also can improve student performance.

During the school successful process, transformational leadership play a significant role to improve and enhance. (Leithwood et al., 1998; Silins, 1994; Heck and

Hallinger, 1999). Hillinger (2003) stated that transformation leadership used by developing a share vision to modify development in teaching and learning.

Leithwood and Jantzi (2000) stated that transformational leadership use the bottom-up way; it does not only the method for principal, teaching staff also take part in it. Transformational leadership in schools appeared between principals and teachers, as well as teachers and students, even students and students. Such leadership style improve the teacher performance as well as student performances.

The role of leadership, especially transformational leadership, it is importance and related with the development of schools, teacher performance, student performance such like outcome and achievement, so we can concluded that transformational leadership nearly influence every aspects in schools, not only school development, teachers development, students achievement, but also the quality of teaching.

2.4 Teaching Quality

Over the recent years, the request and demand for improved teaching quality and learning and for increased responsibility and accountability and high academic standards has been addressed and put on the agenda of education.

As OECD (2005) showed now more and more OECD countries with the decentralized education system, local education and local schools can develop their schools and teaching criteria according to their specific situation, it is important for schools leaders improve their high teaching quality, which required teachers should help their students to achieve their learning objective and school aims.

The purpose of this section is to illustrate the teaching quality and some previous studies about teaching quality. First section is teacher quality, the second section is teaching quality, the third section is factors that affect quality teaching and the fourth section is quality assurance in school education, the fifth section is the importance of teaching quality and the last one is the measurement of teaching quality.

2.4.1 Teacher Quality

Wang (2007) stated that education quality is the best feedback of education, good education is based on good teacher quality, for teaching quality is the core mission of schools. Even if student are subject of teaching activities, teachers are the important and key factor of teaching quality is teachers because teaching quality is the mirror of education quality (Andrew & Schwab, 1995). Students are the most competent of teaching quality, while teachers are the key to teaching quality. It is necessary to study the teacher quality when we mention the teaching quality, because teacher quality not only means to improve teachers themselves but to improve teaching quality. James & Jennifer (2006) described that the most critical and important element of the success in schools is the quality of teaching which occurs in every classroom, in their book, they said if we want to get the best education, the good quality of teaching, an effectiveness teacher is necessary as the leader of the classroom, while effective and qualified teacher which is the challenge in today's education.

2.4.1.1 Definition of Teacher Quality

Ko (2003) stated that teacher quality refers to teacher development, teacher professional knowledge and teaching ability. Peng (1999) addressed that teacher quality is teachers' professional knowledge and teaching ability, teachers' professional beliefs and their attitude to education, their own personality, and the situation of the subject achievement. Wu (2003) gave an easy but clarify definition for teacher quality, that's, teacher quality was teachers' knowledge, ability and their morals. Jian (1997) defined the teacher quality was the process for teachers' knowledge cultivation, teaching experiences and skills, teachers' ability to improve students' education outcome and develop education quality and effectiveness.

Teacher quality refers to those teachers who have high intellect, subject mastery, classroom management ability and academic ability as well as great aptitude integrating themselves into students (Laczko-Kerr & Berliner, 2002; Tucker, 2011) From this definition, teacher is not just only a person to spread knowledge to students, if someone wants to be a good teacher, there are many requests to meet.

Therefore, summarizing the above definition, teacher quality consists of professional knowledge, teaching ability, teachers' personality, professional beliefs and teachers' attitude and their moral.

2.4.1.2 Teacher Training

Teacher training is considered essential and significant part for enhancing teachers' professional knowledge and teaching skills (Cohen & Hill, 2001; Darling-Hammond & McLaughlin, 1995; Smith & O'Day, 1991). Teacher training also called teacher education, it has two parts: pre-service education and in-service education. One person (2013) gave definition of pre-service, it is the education of teachers before they go to schools as a real teacher. During this period they get the teacher education knowledge and skill, this is ready for them to be a teacher. It is significant for educators to learn method of how to get the core qualities of a good teacher and how they can facilitate and improve their ability to be a qualified teacher. Teacher training is a process that find the best way and methods to motivate the students to become better teachers, it helps teachers get the professional knowledge and skills to enhance their performance (Gabriela, 2015). This process always happened in the universities and college, after pre-service process, they can get a teacher certification to beginning their teaching career. In-service education, according to Lawrence (1960), in-service education is the education those people who have entered into education industry, they get professional training to improve their teaching work. In China, teachers need take part into kinds of training during working and vocational periods.

2.4.1.3 The Importance of the Teacher Quality

McKinsey (2007) stressed that the main method to enhance education quality is the quality of the teachers. Many researches showed that students taught by effective teachers with higher academic achievement than those student who taught by less effective teachers (Anderson, 1998; Sanders & Horn, 1998; Stronge, 2002) In the United State of American, the president Bush provide the Act of No Child Left Behind (NCLB) in 2002 in order to improve the basic education, in the content of this Act, to hire effective teachers is one of the most important part which was addressed. Teachers as the spreader of knowledge, ideas and thoughts, they always as the models to their students, so their quality, at the some extent, play a great important role to their students.

Therefore, in this study, researcher will state the teaching quality in the view of teachers.

2.4.2 Definition of Teaching Quality

Ghonji et al., (2015) conducted a research, in their study they analyzed the teaching quality was mainly including lesson design, communication skills, teaching skills, and the expertise skill in the lesson content. Oliver & Reschly (2007) stressed the importance of classroom management for teaching quality, they stated that the result of classroom management can result in positive educational outcome. Heck (2007) stated that teaching quality not only means teachers' certification, but also the most important part is teachers' perspective and thoughts that they have in the classroom, the instructional strategies skill or teaching skill they use, and the ability to organize and manage classroom. Torff (2005) addressed that if teachers don't have the expertise skills in lesson content, this is worse than teacher don't have the teachers' related certification, this factor is most important than any others. Teaching quality always means the teachers' teaching method and their communication skills. (Asgari & MahjubMoadab, 2010). ShabaniVorki (2006) stated that teaching quality is determined by lesson design, teaching execution and teaching evaluation.

Stones (1994) showed that true quality of teaching is achieved by interaction that children acquire knowledge and teachers finish teaching by different context to teach students professional and structural knowledge. Okoye et al., (2008) showed teaching quality is correlation with students' achievement tightly.

From the above different definitions we can summarize that teaching quality have different roles to different persons and in different contexts when define it from different angles. When we correlate it with student, teaching quality always related with student achievement and outcome, it as an important factor influence students. When we link it with principals, teaching quality is main factor that improve the school development. However, when we associate it with teachers, teaching quality is in practice, it is about all aspects that can improve their students, it includes the teaching skills, communication skills with students, their own professional knowledge, and classroom climate et.

2.4.3 Factors that influence Teaching Quality

In the past 30years, students' rating played a dominated role as the most important measure of teaching effectiveness (Seldin, 1999). However, over the past few

years there has been another trend of evaluate teaching quality according to assess the data teaching performance (Arreola et al., 2000). Lomas (2004) stated that the quality of teaching rely on a large number of factors such as: a high value of education, good educators and leadership development. Hoover & Arrington (1994) mentioned that the quality of scientific board member's teaching is influenced by two variables, educational systems' characteristics and individual's characteristics, it means that teaching quality can be influenced by the schools or institutions like their schools management ways, and teachers themselves, such as their teaching styles. Ghaderi et al., (2003) emphasized the professor's teaching record and skill that can be combined to effect the teaching quality. Zohur & Eslami (2002) stated that method of teaching, the power of communication, seeking of knowledge, and teachers' characteristics have been treated as the most significant factors to affect teaching quality. Simmons (1998) found that variables such as gender of educators and students, the age of educators and students, the working experience, the structure of lessons, the timing of classes, the gap of the grade between practical and expected, all of them affect the quality of a scientific board member's teaching. Bazargan (1999) stated that teaching quality is mainly rely on its teachers, teachers are very important.

To summary the above factors, firstly, from macro angle, there are education system' characteristics, like school itself, teaching performances. Secondly, from a micro angle, it including teachers and students, like teacher' characteristics, their teaching skills and method, capability of communication, ability to arrange the structure of lessons, and to control timing of class. Lastly, some personal factors, like gender of teachers, the age of teachers and teachers working experience. Therefore, there are many factors that influence the teaching quality in a direct and indirect ways.

2.4.4 Quality Assurance in School Education

The development of formal quality assurance systems become the most significant part and trend in education systems in the past decades. Since 1980s, the quality became a key word to those educational policy-maker (OECD, 2008), Without doubt that quality assurance systems make a great contribution to quality teaching.

Quality assurance is related people with the responsibility for ensure the school education quality, it helps the schools and teachers themselves with a sense of

accountability for everyday work with a high standards (César, El, 2005). Quality assurance suggestions ways always connect with those educational goals and results (César, El, 2005). Quality assurance also means development and learning (César, El, 2005). There are two points addressed are: the one is comparison the how things now and how things should be; this is the process to make evaluation for oneself and become better. The other one is to compare the aspiration and practice, to know the distance between them and take some actions to reduce this gap (César, et al, 2005).

To raise teachers' awareness and motivation is basis for quality assurance to enhance their teaching system. They are also the essential to improve teachers' commitment and confidence (César, et al, 2005).

2.4.5 The importance of teaching quality

Some research showed that effective teaching is essential for educational development and students learning (Bardes & Falcone, 1998; Artiles, 1994). Healey (2000) stated that students' development in the field of education is influenced by that field professors and experience high quality teaching to get a deeper level learning. Teachers whose teaching method, communications, their behavior, and even their attitude to others and to their own life and so on, all of them that are presented in front of students influence their students. Mary (2006) stated that quality of teaching completely depends on quality of teachers, but she also said that when people discuss about the quality education, they prefer to focus on quality of teachers rather than on quality of teaching, some teachers they graduated from the famous universities and colleges, with the bright resumes, but how about their teaching competence in the classrooms. Therefore, quality of teaching is necessary factor to be a quality teacher, a quality teacher should have the competence with quality of teaching in his/her class.

Trigwell & Prosser (2004) and Lindblom-Ylänne & Nevgi (2003) stated that the duty of teachers is to foster interesting and stimulate student to learn, quality of teaching motivate students to organize their structural knowledge by learning independently. There is a Chinese proverb said that "if you give a hungry man a fish, you feed him for a day, but if you teach him how to fish, you feed him for a lifetime" Teachers like this helper, they need to help students find their interesting and motivate them to improve them, so that they can help students truly and valuable to be called

teachers. Teaching method and teaching skill as the most significant part of teaching quality, it is needed to be pay great attention to teachers.

This research will be expanded by the teachers' self-assessment to analyze the teaching quality. The components of teaching quality including lesson design, teaching skills, communication skills, the expertise skill in the lesson content (Ghonji et al., 2015) and classroom management (Oliver & Reschly, 2007).

Lesson design refers to teachers can determine the lesson before teaching, and they can specify their teaching goals at the beginning class. Teacher also can regulate lesson material and understand it and observe their speech method and teaching order. Teachers also need to together with their students to review the previous lesson and introduce the relation of the new lesson (Ghonji et al., 2015). Jack (2006) stated that create effective objectives and build lesson plans that can help to achieve the outcomes. He said successful lesson design is the key to teaching quality and learning. In his book "Planning a Successful Lesson", he stated that a good lesson design can help teachers to set goals for all important tasks and to describe the methods how to reach them. A good lesson plan can help teachers ensure they have taught students classes with logical, systematic.

Teaching skills refer to teachers can teach in different education levels and they use different methods in teaching, also teachers can encourage students to participate in schools and class activity. They design the instruction program for their lesson, and they can observe the order in their class (Ghonji et al., 2015). Chris (2008) stated in his book essential teaching skills that successful teaching skills consist of knowledge, decision making and action. Wragg (2005) stated that there are many past studies of teaching skills that that focus on how teaching skills are improved by beginning teachers and experienced teachers. Teaching skills enable the teachers to organize activities during class and help student understand knowledge.

Communication skills refers to teachers communicate with the learners to motivate the students to study and produce their perspectives, and teachers can create opportunity to study with the students so that they can know each other better (Ghonji et al., 2015). Teachers also can manage their emotion during communicate with students (Kevin, 2006).

The expertise skill in the lesson content refers to teachers have ability to update the course contents and make a relationship of subject contents to what they teach (Ghonji et al., 2015).

Classroom management stated classroom management is the ability to manage and organize students' behavior in the classroom (Oliver & Reschly, 2007). James (2006) described that effective classroom manager create an climate and environment for student to improve their academic as well as enhance their skills for life such as communication skill, emotion management, classroom conflict and self-control ability. However, there are majority of studies indicate that in teacher preparation programs they always neglect the classroom management in his book "Classroom Teaching Skill".

2.4.6 Measurement of Teaching Quality

In order to access to the level of teaching quality, the questions in questionnaire refer to the past questionnaire about teaching quality and Teacher Classroom Management Strategies Questionnaire (2012). The number of total questions is 25 items. Lesson design (5 items), teaching skills (5 items), and communication skills (5 items), the expertise skill in the lesson content (5 items), classroom management (5 items). To each item, there are five degree on perception of teaching quality ranking from: never, rarely, sometimes, often and always with the score from 1, 2, 3, 4, and 5 respectively based on 5-point Likert scale.

2.5 Related Researches

2.5.1 Related Researches about Leadership Styles

Saba & Najma (2016) established a research to survey the effect of styles of leadership, that is, transformational and transactional leadership, on job involvement. 250 teachers took part in their study and data collected by multifactor leadership questionnaire (Bass & Avolio, 1994) and job involvement (Kanungo, 1982). The results showed that both transformational and transactional leadership styles and their subfacies had significant positive effects on job involvement.

Asan (2015) conducted a research to study the leadership style of secondary school principals in Cameroon based on transformational, transactional and laissez-faire leadership styles. The author used the qualitative research method according to interviewed ten principals, ten teachers and ten students to describe their principal's leadership style. The findings showed that all principals perceived their leadership were transformational leadership style, and all teachers except one teachers thought their principals leadership styles were transformational leadership style, but that one teacher perceived their principal leadership style was transactional leadership style. While, all students described their principals were honest, trustworthy and parental.

Duangjai & Saowanee (2014) conducted a research to study the relationship between the leadership style and school effectiveness in secondary schools. The population included 2,788 persons who worked at secondary schools. Which comprised 160 administrators and 2,628 teachers, and the final sample was 451 persons included 113 administrators and 338 teachers. The study found that the relationship between leadership style and school effectiveness was positive.

Funda & Cihan (2014) established a research to study the effect of transformational and transactional leadership on firm performance, the sample was white-collared members work in Export Company in Turkey, and total responses were 215. The data collected by the MLQ which developed by Bass and Avolio in 1985. The result found that transformational leadership style is tightly related to firm performance, such as employees' working quality, commitment of employees, and job satisfaction of employees, product and service quality, customer satisfaction and so on. Therefore, from the result we could conclude that transformational leadership affect quality development in company.

Mohammad & Rahil (2013) made a research to study on the relationship between efficacies of classroom management, transformational leadership style of the different institutes in Kermanshah, West of Iran. The sample included 153 English teachers. The transformational leadership based on the theory which built by Bass and Avolio, and classroom management was measured by Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001). The finding revealed that transformational leadership is positively associated with efficacy of the classroom management, and

teaching skills and strategy, the finding of this study also showed that transformational leadership style can improve the teachers' professional knowledge.

Reza & Marzieh (2013) established a research about the relationship between teachers' sense of responsibility and transformational leadership style. The data collected by Multifactor leadership questionnaire based on Avolio and Bass and Teachers' Responsibility Scale based on Luermann and Karabenick. The result showed that transformational leadership style positively predicts teachers' sense of responsibility, which in turn affects students' learning and the result of students' educational purposes.

Nural & Marlita (2012) performed a research to study the relationship between leadership styles and student achievement, the leadership styles in the study were transformational and transactional leadership, students' academic achievement mainly means the quality of students' behavior at schools, as the result of questionnaire showed that the leadership style of Head of Schools and the academicians' perception had a positive significant influence on students' academic achievement.

Eissa, David & Alexander (2011) conducted a research to investigate the effect of principal's leadership style on school outcome. Descriptive statistics and an ANOVA were used to analyze the data. About the principal's leadership style, the author used the questionnaires to collect data and qualitatively measure the school environment. The finding revealed that principals' leadership style has a direct and indirect influence on schools' environment which in turn affects the school's outcome. And finding also showed that culture was the important factor that influences the principal's leadership style.

A recent study established by Leithwood and Mascall (2008), students as the dependent variables and teachers' transactional leadership style as the independent variable, the author studied the impact of teachers' transactional leadership style on student achievement. There were 2,570 elementary and secondary schools teachers and students participated in this research, the quantitative research data showed the impact of transactional leadership improved student achievement.

Blase (1999) performed a research to study by qualitative and quantitative methods, there were more than 800 teachers took part in this research, the research wanted to claim that positive teacher response to transactional leadership style, and the

findings revealed that transactional leadership style improved teachers' professional growth, such as teaching methods, data exploration.

Yin (1994) established a research about the teacher Leadership style, in the beginning of the study, the author stated that he believed it was impossible to facilitate classroom educational process and student achievement if without effective teaching, in the study the author also stressed that in a classroom, it included the teacher and students, teacher was often assumed as the leader and students are followers. Considering the above issues the author conducted the research to investigate how teacher leadership style was related to classroom environment and student performance. In the study, the author collected the data from an ongoing large-scale research project named "Education Quality in Hong Kong Primary Schools", there was 190 sample primary schools involved in this study and used the LBDQ (Leader Behavior Description Questionnaire). The result showed that it was valuable to consider the effects of leadership styles on classroom environment and student performance. The findings showed teacher leadership styles affected classroom climate, students' attitude and students' perception of their performance and achievement. The below Table 2.2 shows briefly about the related researches of Leadership Styles.

Table 2.2 Related Researches on Leadership Styles

Researchers	Independent Variables	Dependent Variables	Research Methodology	Findings
Saba S. Rana, Najma I. Malik	Transformational and transactional leadership	Transformational and transactional leadership	Quantitative research	Both transformational and transactional leadership styles and their subfacets had significant positive relation to job involvement

Table 2.2 Related Researches on Leadership Styles (cont.)

Researchers	Independent Variables	Dependent Variables	Research Methodology	Findings
Asan Vernyuy Wirba	Transformational Transactional and Laissez-faire leadership style		Qualitative Research	Principals' leadership
Duangjai and Saowanee (2014)	Leadership style	School effectiveness	Quantitative research	The relationship between leadership style and school effectiveness was positive.
Funda and Cihan (2014)	Transformational and transactional leadership	Firm performance	Quantitative research	Transformational leadership affect quality development in company.
Reza and Marzieh (2013)	Transformational leadership style	Teachers' sense of responsibility	Quantitative research	Transformational leadership style was positively predict teachers' sense of responsibility.

Table 2.2 Related Researches on Leadership Styles (cont.)

Researchers	Independent Variables	Dependent Variables	Research Methodology	Findings
Mohammad and Rahil (2013)	Transformational leadership	1. Classroom management 2. Teaching skills and strategy 3. Teachers' professional knowledge.	Quantitative research	1) Transformational leadership is positively associated with efficacy of the classroom management, and teaching skills and strategy and also can improve teachers' professional knowledge.
Nurul and Marlita (2012)	Transformational and transactional leadership styles	students' academic achievement	Quantitative research	The leadership style had a positive significant influence on students' academic achievement.

Table 2.2 Related Researches on Leadership Styles (cont.)

Researcher s	Independent Variables	Dependent Variables	Research Methodology	Findings
Eissa, David and Alexander (2011)	Principal's leadership style	School outcome	Quantitative research and qualitative research	1) Principals' leadership style have a direct and indirect influence on schools' environment which in turn affect the school's outcome. 2) Culture was the important factor that influence the principal's leadership style.
Leithwood and Mascall (2008)	Transactional leadership style	Student achievement	Quantitative research	Impact of transactional leadership raise student achievement.

Table 2.2 Related Researches on Leadership Styles (cont.)

Researchers	Independent Variables	Dependent Variables	Research Methodology	Findings
Blase (1999)	Transactional leadership style	Teachers' reflective behaviors	Qualitative research and quantitative research	Transactional leadership style improved teachers' professional growth, such as teaching methods, data exploration.
Yin (1994)	Teacher leadership style	Classroom environment and student performance and achievement	Quantitative research	Teacher leadership styles affect classroom climate, students' attitude and students' perception of their performance and achievement.

From the above related researches about the leadership style we can summary that leadership style always as the independent variables to affect others variables such as school effectiveness, school outcome, classroom management, teaching skills and strategy, teachers' professional knowledge, teachers' sense of responsibility, students' performance and achievement.

2.5.2 Related Researches about Teaching Quality

Hasan (2015) conducted a research about unforgettable teaching, the author used the qualitative research to analyze pre-service teachers' teaching experiences. The inner of the study including standards of quality of teaching, there were many factors regarding teaching quality and teacher quality, which consisted of knowledge transfer and knowledge evaluation, teachers' personality traits. The author summarized the content of teaching quality, it mainly included subject, content design, learning environment, classroom management and teachers' personality trait. The sample in this study were 224 pre-service teachers. The findings of this study showed that concrete experience, positive participate into activities and learning practical knowledge and information were significant to teachers, the experiential narrative approach-memoirs and narratives affected good teaching positively.

SitI et al., (2012) established a research: teaching quality and performance among experienced teachers. In this research the teaching quality mainly refers to teachers' personality, cognitive ability, performance in classroom management, teachers' commitment and responsibility. The authors used the quantitative research with 120 questions in the questionnaire to survey teaching quality according to teachers' self-assessment of their own performance and outcome. And finally researcher got 1,366 response questionnaires, the author used structural equation model (SEM) to analyze the data. According to teacher's self-assessment of their teacher quality and performance and teaching outcome to evaluate teacher effectiveness. The result revealed that teachers 'cognitive abilities and teacher personality could predict classroom management. However, only teachers' personality could not predict teachers' commitment and responsibilities.

Nina & Vulfs (2011) conducted a research about evaluation of teaching quality from students in order to improve education quality. The study used the quantitative research with unified questionnaire to survey the teaching quality, the author referred the past research and summarized the components of teaching quality in the research mainly consisted of knowledge transfer, knowledge evaluation Personal traits. The finding showed that student evaluation was really important for teaching quality improvement.

Ruilin et al., (2010) established a research about high school student's perception on the relationship between teacher quality and teaching quality. In this research, teaching quality included effective behavior, strategy, outcomes of teaching and classroom atmosphere management. The population was students from twenty-three schools which were selected by stratified random sampling from 154 high schools, and finally the sample is 734 students according to the number of questionnaires which returned. The research used the quantitative research method and the findings showed that (1) the perception of teacher quality and teaching quality to students were positive. (2) Teacher quality and teaching quality were positively related.

Wen & Wang (2008) conducted a research to evaluate indicator system for teaching quality of college teachers so as to improve teachers' rationality and practicability and to achieve the aim of facilitate teaching quality. The authors evaluated the teaching quality from multiple evaluations which included of leaders' evaluation, colleagues' evaluation, experts' evaluation, self-evaluation, students' evaluation to make full-rounded evaluation about teaching quality from different angles. The findings 1) students evaluated teachers according to their general impression of teachers, their evaluation result was just as the basis, but also could affect teachers' improvement. 2) Teachers their own self-assessment was the most important element to examine their process of improving teaching quality.

An, Emily & Tanja (2007) performed a research about teaching quality and students outcomes. The sample in this study was 2000 primary school students in Gansu, China. Teaching quality in this study mainly consisted of school and classroom environment, teacher-student interaction, teaching style. The study used the questionnaire which included the different items for the child, teacher, and principal to investigate the relationship between teaching quality and academic achievement and educational engagement of children at school. The result showed that teaching quality was linked with students engagement measures, and the relationships between teaching quality and student outcome was positively as expected directions.

Jurate (2007) established a research to assess the teaching quality in university. The authors collected data according to the social beliefs and opinion questionnaires that consisted 18 questions about quality of teaching. After data was analyzed by SPSS, the result showed 1) the graduates had their own opinion and view

on teaching quality, their opinion could help policymaker to pay much attention on education and practice. 2) Teachers could pass knowledge according to the learning results, this could improve quality of teaching and learning. 3) Teachers could improve their teaching quality from promote interaction with students, listening to the needs of the students and the communication skills with students. The below Table 2.3 shows briefly about the related researches on teaching quality.

Table 2.3 Summary of Related Researches on Teaching Quality

Researchers	Independent Variables	Dependent Variables	Research Methodology	Findings
Hasan (2015)	Memories and narratives	Good teaching	Qualitative Research	Memories and narratives affect teaching quality positively
Sitl et al., (2012).	personality and cognitive abilities	classroom management, commitment, and responsibility	Quantitative Research	1) Teachers 'cognitive abilities and teacher personality could predict classroom management. 2) Only teachers' personality could not predict teachers' commitment and responsibilities.

Table 2.3 Summary of Related Researches on Teaching Quality (cont.)

Researchers	Independent Variables	Dependent Variables	Research Methodology	Findings
Nina and Vulf (2011)	Student evaluation	Teaching quality	Quantitative Research	Student evaluation is really important for teaching quality improvement.
Ruilin et al., (2010)	Teacher quality	Teaching quality	Quantitative Research	"1. The perception of teacher quality and teaching quality to students were positive. 2. Teacher quality and teaching quality were positively related."
An, Emily and Tanja (2007)	Teacher quality	Students outcome	Quantitative Research	Teaching quality was linked with students engagement measures, and the relationships between teaching quality and student outcome was positively as expected directions.

Table 2.3 Summary of Related Researches on Teaching Quality (cont.)

Researchers	Independent Variables	Dependent Variables	Research Methodology	Findings
Jurate (2007).	Students and graduates assessment	Teaching quality	Quantitative Research	<p>1) The graduates had their own opinion and view on teaching quality, their opinion could help policymaker to pay much attention on education and practice.</p> <p>2) Teachers could pass knowledge according to the learning results, this could improve quality of teaching and learning.</p> <p>3) Teachers could improve their teaching quality from promote interaction with students, listening to the needs of the students and the communication skills with students.</p>

From the related researches, teaching quality is widely as the dependent variables and independent variables in researches. When it as the independent variable, it usually related with student outcome and achievement. When it as the dependent

variable, it usually affected by teacher quality, students, teachers, and principals' evaluations.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, it included the method, which consisted of quantitative method to find out the teacher's perception of their leadership style and teaching quality, as well as the relationship between teachers' leadership styles and teaching quality in the lower-secondary schools in Liang Zhou District of Wuwei, Gansu Province, China. The procedures of this research were arranged as follows:

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Sampling Method
- 3.4 Research Instrument
- 3.5 Quality of Research Instrument
- 3.6 Data Collection
- 3.7 Data Analysis

3.1 Research Design

The quantitative method was used for the objective of the study. The data were collected according to the survey questionnaires to examine the relationship of teachers' leadership styles and teaching quality in lower-secondary schools in Liang Zhou District of Wuwei, Gansu Province, China.

As Ministry of Education in 2016, there were 2,964 teachers working in 78 lower secondary schools, therefore the total population for this study was 2,964 lower secondary school teachers who were working in Liang Zhou district of Wuwei, Gansu, China in the academic year of 2016.

3.2 Population and Sample

3.2.1 Population

As Ministry of Education in 2016, there were 2,964 teachers working in 78 lower secondary schools, therefore the total population for this study was 2,964 lower secondary school teachers who were working in Liang Zhou district of Wuwei, Gansu, China in the academic year of 2016.

3.2.2 Sample

The Taro Yamane formula (1967) was used to determine the sample from the population to minimize the sample size of this research. The sample size was calculated this sample size by Taro Yamane (1967) with 95% confidence level and $P=0.05$ as follow:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{2964}{1 + 2964(0.05)^2}$$

$$n = 352.44 = 352$$

Where,

e= Error of random sampling

N=Population size

n=Sample size

Therefore, the number of sample were 352 teachers teaching in the lower secondary schools in Liang Zhou District of Wuwei, Gansu, China.

3.3 Sampling Method

Multi-Stage random sampling was used in these following steps:

Step 1

Ratio scale with 20 % simple random sampling was used to select lower secondary schools. There were 16 lower secondary schools out of 78 lower secondary schools in Liang Zhou District of Wuwei, Gansu, China. There were 16 schools chosen as the sample of this study. From 16 lower secondary schools, there were 672 teachers, after using the Taro Yamane formula, there was 352 teachers taking part into this research.

Step 2

Simple random sampling was used to select samples from every lower secondary schools in 16 lower secondary schools with 672 teachers. Among 352 lower secondary teachers, there were different number of teachers respectively from 16 lower secondary schools according to the percentage (total sample/ total number teachers in 16 schools=52%). The sample size showed in the table 3.1.

Table 3.1 The sample size of secondary school teachers in Liang Zhou District.

Name of Schools	Population	Sample
	Number of Teachers	Number of Teachers
No. Five Middle School	44	23
No. Seven Middle School	42	22
No. Eight Middle School	41	21
No. Nine Middle School	42	22
No. Ten Middle School	43	23
No. Twelve Middle School	41	21
No. Thirteen Middle School	40	21
No. Fourteen Middle School	41	21
No. Sixteen Middle School	42	22
No. Seventeen Middle School	44	23
No. Nineteen Middle School	42	22
No. Twenty Middle School	40	21
No. Twenty-one Middle School	43	23
No. Twenty-two Middle School	46	24
No. Twenty-three Middle School	39	21
Si Ba Middle School	42	22
Total	672	352

3.4 Research Instrument

The research instruments that were used in this study were two questionnaires.

1) Leadership Style: The questionnaire was updated and modified the Multifactor Leadership Questionnaires (MLQ) established by Bass and Avolio (1990). There were 34 items covering three kinds of leadership styles (transformational leadership style, transactional leadership style, Laissze-faire leadership style).

Table 3.2 Division of Three Leadership Styles into 34 items

Components	Items
1. Transformational Leadership Style	20 questions (1-20)
2. Transactional Leadership Style	10 questions (21-30)
3. Laissze-faire Leadership Style	4 questions (31-34)

Table 3.3 Perception level of leadership style

Perception Level	Meaning	Score
Always	Such situation occurred always	5
Often	Such situation occurred often	4
Sometimes	Such situation occurred sometimes	3
Rarely	Such situation occurred rarely	2
Never	Such situation never occurred	1

The lower secondary school teachers' perception on their leadership styles were considered from the mean score of the answer and were classified into 5 levels: highest, high, moderate, low and lowest according to Best's evaluation criteria (1977) as follows:

Table 3.4 Score based on five level of practice

Range of score	Meaning	Leadership Style Level
4.21-5.00	Perception of the lower secondary school teacher on their leadership style exhibited at the highest level	Highest
3.41-4.20	Perception of the lower secondary school teacher on their leadership style exhibited at a high level	High
2.61-3.40	Perception of the lower secondary school teacher on their leadership style exhibited at a moderate level	Moderate
1.81-2.60	Perception of the lower secondary school teacher on their leadership style exhibited at a low level	Low
1.00-1.80	Perception of the lower secondary school teacher on their leadership style exhibited at the lowest level	Lowest

2) Teaching quality: The researcher updated and modified the teaching quality questionnaire that established by Ghonji, Khoshnodifar, Hosseini and Mazlounzadeh (2013) and Teacher Classroom Management Strategies Questionnaire (2012).

Table 3.5 Division of teaching quality into 25 items

Description	Items
1. Lesson Design	5 questions (1-5)
2. Teaching Skills	5 questions (6-10)
3. Communication Skills	5 questions (11-15)
4. The Expertise Skill in the Lesson Content	5 questions (16-20)
5. Classroom Management	5 questions (21-25)

Table 3.6 Perception level of teaching quality

Perception Level	Meaning	Score
Always	Such situation occurred always	5
Often	Such situation occurred often	4
Sometimes	Such situation occurred sometimes	3
Rarely	Such situation occurred rarely	2
Never	Such situation never occurred	1

The lower secondary school teachers' perception on their teaching quality are considered from the mean score of the answer and are classified into 5 levels: highest, high, moderate, low and lowest according to Best's evaluation criteria (1977) as follows:

$$\text{Width of class interval} = \frac{\text{Upper score} - \text{Lower score}}{\text{No. of Levels}}$$

Table 3.7 Range score of teaching quality

Range of score	Meaning	Leadership Style Level
4.21-5.00	Perception of the lower secondary school teacher on teaching quality exhibited at the highest level	Highest
3.41-4.20	Perception of the lower secondary school teacher on teaching quality exhibited at a high level	High
2.61-3.40	Perception of the lower secondary school teacher on teaching quality exhibited at a moderate level	Moderate
1.81-2.60	Perception of the lower secondary school teacher on teaching quality exhibited at a low level	Low
1.00-1.80	Perception of the lower secondary school teacher on teaching quality exhibited at the lowest level	lowest

3.5 Quality of Research Instrument

The qualities of questionnaires were evaluated as the below methods:

3.5.1 Validity

Firstly, the completeness and adequateness of the instruments were checked for the clarity and accuracy of the language and updated and modified related to the issues. Three experts checked every item of questionnaires from aspects of content, criteria and construct corresponding with the objectives of the study (IOC: Item Objective Congruence). Secondly, after all questions checked by experts, these

questions in the leadership style questionnaire and the teaching quality questionnaire were modified before trying out. The below table shows the IOC score of two questionnaires:

Table 3.8 Validity Statistics

Variables	Validity Statistics Range
Transformational Leadership Styles	0.66-1.00
Transactional Leadership Styles	0.66-1.00
Laissze-faire Leadership Styles	0.66-1.00
Leadership Styles	0.66-1.00
Teaching Quality	0.66-1.00

3.5.2 Reliability

As for the samples in this research were Chinese, so the expert, fluent in Chinese-English translated the questionnaires into Chinese version. This was identified to ensure that two languages versions of the questionnaires had the same meaning.

Before collection of the data, the pilot study was tried out. The questionnaires were given to 30 teachers from other lower secondary schools which were not be included in sample schools, but they also worked at lower secondary school in Liang Zhou District of Wuwei, Gansu, China. Each item of leadership style and teaching quality was calculated its value by means of Cronbach's Alpha Coefficient. Since reliability of each item was higher than 0.70, the instruments were considered satisfactory for purpose (Vogt, 2005).

The table 3.13 below shows the reliability analysis of the scales on the components of variables on leadership style and teaching quality by using Cronbach's Alpha Coefficient.

Table 3.9 Cronbach's Alpha coefficient of the Variables

Variables	Reliability Statistics	Numbers of Items	Pretest Cases
Leadership Styles	0.765	34	30
Teaching Quality	0.851	25	30

3.6 Data Collection

In order to collect the data in the Liang Zhou District of Wuwei, Gansu, China, there were some steps below that this study was followed:

1. The approval of this study was needed to receive from the Ministry of Education in Liang Zhou District to be able to collect data from the lower secondary schools under their power.

2. After receiving the approval, the researcher personally visited target lower secondary schools and meet the principals. The researcher explained the purpose of the visit and handed the questionnaires to the principals, the number of questionnaires according to the numbers that were calculated. The researchers explained to principals to distribute and collect the questionnaire from teachers. The researcher also informed the principals to tell their teachers that their names needed not on the questionnaires.

3. After three weeks the researcher collected the questionnaires from the principals. The main data collection had done began from the middle of October to the middle of the November.

3.7 Data Analysis

After the questionnaires were collected, the SPSS (Statistical Package for Social Sciences) version 20 was used to analyze the data, the following descriptive and inferential statistics were employed as follow:

- 1) The level of the lower secondary teachers' perception on their leadership styles and teaching quality was described by descriptive analysis: mean and standard deviation.

- 2) Simple Liner Regression Analysis was used to analyze the relationship between teachers' leadership styles and teaching quality.

CHAPTER IV

RESULTS

In this chapter, the researcher presented the results of research questions conducted according to lower secondary school teachers' leadership styles and teaching quality in Liang Zhou District. The researcher collected all data by using questionnaires. The respondents' rate was 100 percent, with 352 respondents. After data collection, the data was analyzed by using statistic package program and the research results were presented based on the objectives of the study according to the following sequence:

4.1 The level of lower secondary school teachers' perception on teaching quality.

4.2 The level of lower secondary school teachers' perception of their leadership styles.

4.3 The relationship between teachers' leadership styles and teaching quality in lower secondary schools in Liang Zhou district of Wuwei, Gansu, China

Demographic Data

Table 4.1 Percentage of lower secondary school teachers' personal information (n=352)

Personal Informational of Lower Secondary School Teachers		
Gender	Frequency	Percentage
male	210	60
Female	142	40
Total	352	100

Table 4.1 Percentage of lower secondary school teachers' personal information (n=352)
(cont.)

Work Experiences (Year)	Frequency	Percentage
1—5	147	41.8
6-10	120	34.1
11-15	55	15.6
More than 15	30	8.5
Total	352	100

Data in table 4.1 indicated that the teachers who came from lower secondary schools took part in this research were male (60%) and female (40%). Among them, there were 41.8% of teachers who had 1-5 years' experiences, 34.1% of 6-10 years' experiences, 15.6% of 11-15 years experiences, and 8.5% of more than 15 years' experiences.

4.1 The level of lower secondary school teachers' perception on teaching quality.

The table 4.2 presented the overall level of teachers' perception on teaching quality through statistical analysis based on mean and standard deviation as below:

Table 4.2 The overall level of lower secondary school teachers' perception on teaching quality n=352

Teaching Quality	\bar{x}	<i>SD</i>	Perception Level
Lesson Design	4.13	0.79	High
Teaching Skills	3.78	0.71	High
Communication Skills	3.93	0.72	High
The Expertise Skill in the Lesson Content	3.88	0.73	High
Classroom Management	3.61	0.70	High
Total	3.87	0.59	High

Notes: 1) n=352. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

Table 4.2 indicated the descriptive statistics obtained from 352 teaching quality questionnaires. It was found that all 352 lower secondary school teachers' perception on teaching quality at a high level with the average mean score of 3.87 with the standard deviation of 0.59. After viewed all components of teaching quality score, lesson design was found at the highest mean scores of 4.13 with the standard deviation of 0.79. However, classroom management was the least one that teachers concern during class with lowest mean score of 3.61 and standard deviation of 0.70.

Table 4.3 The teachers' perception toward lesson design

Lesson Design	\bar{x}	<i>SD</i>	Perception Level
I determine the lesson content before teaching.	4.16	1.11	High
I understand teaching material then transfer to students.	4.17	1.06	High
I guide students to sum up and review the lesson at the end of class.	3.97	1.13	High
I review the previous lesson and mention the relation of new knowledge at the beginning of class.	4.14	1.08	High
I set homework to review the previous lesson and to prepare the new lesson.	4.21	1.00	Highest
Total	4.13	0.79	High

Notes: 1) $n=352$. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

The table 4.3 revealed the overall lower secondary school teachers' perception on lesson design. According to descriptive statistics analysis, it showed that lower secondary school teachers' perception was at the high level with the total mean score of 4.13 and standard deviation of 0.79. When considered every items separately it was found that teachers who thought a set of homework of previous lesson and preparation new lesson was the most important part for lesson design, it stayed at the highest level with the mean score of 4.21 and standard deviation of 1.00. Even if the item "I guide students to sum up and review the lesson at the end of class" was also at

the high level with the mean score of 3.97 and standard deviation of 1.13, it was the item on which teachers paid little attention relatively when compared with the other lesson design items.

Table 4.4 The teachers' perception toward teaching skills

Teaching Skills	\bar{x}	<i>SD</i>	Perception Level
I teach in different grades.	3.66	1.16	High
I use different teaching methods.	3.74	1.08	High
I encourage students to take part in the class activities.	3.97	1.01	High
I use multi-media in teaching.	3.58	1.12	High
I observe and manage classroom.	3.98	0.98	High
Total	3.79	0.71	High

Notes: 1) n=352. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

Table 4.4 presented that the overall lower secondary school teachers' perception on teaching skills. According to descriptive statistics analysis, it showed that lower secondary school teachers' perception on teaching skills was at the high level with the total mean score of 3.79 and standard deviation of 0.71. As statistics analysis showed that the lower secondary school teachers with the high perception level on observing and managing classroom with the highest mean score of 3.98 and standard deviation of 0.98. When compared with other items, multi-media seems get a little perception by

teachers to improve their teaching skills, but it is also at the high level with the lowest mean score of 3.58 and standard deviation of 1.12.

Table 4.5 The teachers' perception toward communication skills

Communication Skills	\bar{x}	<i>SD</i>	Perception Level
I often communicate with students in a suitable way.	3.96	1.02	High
I motivate students to study and innovate by communication.	4.05	1.05	High
I create chances to learn with students.	3.81	1.08	High
I have skills in attention and listening to the questions and giving answers to the students.	3.95	1.02	High
I have ability to manage emotion in the communication process.	3.88	1.04	High
Total	3.93	0.72	High

Notes: 1) n=352. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

Table 4.5 demonstrated that overall lower secondary school teachers' perception on communication skills. According to descriptive statistics analysis, it showed that overall secondary school teachers' perception toward communication skills at the high level with the total mean score of 3.93 and standard deviation of 0.72. When considered every item respectively, it showed that in communication skills, lower secondary school teachers' perception on item of "I motivate students to study and innovate by communication" at the high level with the highest mean score of 4.05 and standard deviation of 1.05, while the item "I create chances to learn with students" also

at the high level perception with the lowest mean score of 3.81 and standard deviation of 1.08.

Table 4.6 The teachers' perception toward the expertise skill in the lesson content

The Expertise Skill in the Lesson Content	\bar{x}	<i>SD</i>	Perception Level
Have an accurate and deep understanding of the subject knowledge.	3.86	1.06	High
I provide up- to- date lessons.	4.03	1.04	High
I encourage students in a deep understanding.	4.04	1.09	High
To have an understanding of the students 'age group that you teach.	3.83	1.05	High
To repeat lessons for better comprehension.	3.65	1.09	High
Total	3.88	0.73	High

Notes: 1) n=352. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

Table 4.6 presented that overall lower secondary school teachers' perception on the expertise skill in lesson content. According to descriptive statistics analysis, it showed that the overall lower secondary school teachers' perception on the expertise skill in lesson content was at high level with the total mean score of 3.88 with the standard deviation of 0.73. When considered the each items, it indicated that the lower secondary school teachers' perception on item "I encourage students in a deep understanding" at the high level with the highest mean score of 4.04 and standard

deviation of 1.09. However, the item “To repeat lessons for better comprehension” also at the high level, but with the lowest mean score of 3.65 and standard deviation of 1.09.

Table 4.7 The teachers’ perception toward classroom management

Classroom Management	\bar{x}	<i>SD</i>	Perception Level
Use a clear classroom discipline plan.	3.87	1.10	High
Set up individual rewards system.	3.43	1.23	High
Teach student to ignore disruptive behavior.	3.91	1.15	High
Collaborate with parents to regular students’ behavior.	3.98	1.06	High
Send student to home for aggressive behavior.	2.89	1.21	Moderate
Total	3.61	0.70	High

Notes: 1) n=352. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

Table 4.7 demonstrated that the overall lower secondary school teachers’ perception on classroom management. According to descriptive statistics analysis, it showed that overall lower secondary school teachers’ perception on classroom management at the high level with the total mean score of 3.61 and standard deviation of 0.70. After studied the each items it showed that all items were perceived by lower secondary school teachers with a high level expect the item “Send student to home for aggressive behavior” at the moderate level with the lowest mean score of 2.89 and standard deviation of 1.21. However, the item “Collaborate with parents to regular

students' behavior" was perceived by lower secondary school teachers at the high level with the highest mean score of 3.98 and standard deviation of 1.06.

4.2 The level of lower secondary school teachers' perception on Leadership Styles.

Table 4.8 The overall level of lower secondary school teachers' perception on leadership style

Leadership Styles	\bar{x}	<i>SD</i>	Perception Level
Transformational Leadership style	3.65	0.58	High
Transactional Leadership style	3.06	0.55	Moderate
Laissze-faire Leadership style	2.32	0.87	Low
Total	3.01	0.45	Moderate

Notes: 1) n=352. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

From result of statistical analysis in table 4.8, it showed that the overall secondary school teachers' perception on leadership style at the moderate level with the mean score of 3.01 and the standard deviation of 0.45. When we studied the each of these three items we found that lower secondary school teachers' perception on transformational leadership at the high level with the highest mean score of 3.65 and standard deviation of 0.58, while their perception on laissez-faire leadership style at low level, the mean score was only 2.32 and standard deviation of 0.87.

4.2.1 Transformational Leadership Style

The lower secondary school teachers' perception on transformational leadership style was measured with five items as below:

Table 4.9 The level of lower secondary school teachers' perception on transformational leadership style

Transformational Leadership Style	\bar{x}	<i>SD</i>	Perception Level
Individualized Consideration	3.71	0.72	High
Intellectual stimulation	3.80	0.77	High
Inspirational motivation	3.73	0.73	High
Idealized influence (Attributed)	3.31	0.80	Moderate
Idealized Influence (Behavior)	3.70	0.78	High
Total	3.65	0.58	High

Notes: 1) n=352. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

Table 4.9 presented that the overall lower secondary school teachers' perception on transformational leadership style. According to descriptive statistics analysis, it showed that overall lower secondary school teachers' perception on transformational leadership style at a high level with the mean score of 3.65 and standard deviation of 0.58. However, when studied each item, it showed that the lower secondary school teachers' perception on idealized influence (Attributed) was at the moderate level with the lowest mean score of 3.31 and standard deviation of 0.80. The lower secondary school teachers' perception on the other four items at the high level, among them Intellectual stimulation with the highest mean score of 3.80 and standard deviation of 0.77.

The following five tables are the detail information statistical analysis result of every items of transformational leadership style.

Table 4.10 The teachers' perception on individualized consideration

Individualized Consideration	\bar{x}	<i>SD</i>	Perception Level
I am willing to spend time teaching and coaching.	3.81	1.08	High
I treat others as an individual rather than just a member of a group.	2.88	1.34	Moderate
I consider everyone has different needs and aspirations from others.	4.17	1.00	High
I am willing to help others to develop their strengths.	3.96	1.03	High
Total	3.71	0.72	High

Notes: 1) n=352. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

Table 4.10 demonstrated that the overall lower secondary school teachers' perception on individualized consideration. According to descriptive statistics analysis, it showed overall lower secondary school teachers' perception on individualized consideration at a high level with the average mean score of 3.71 and standard deviation of 0.72. However when considered each items it indicated that lower secondary school teachers' perception on "I treat others as an individual rather than just a member of a group" (Item 2) at a moderate level with the lowest mean score of 2.88 and standard deviation of 1.34. While lower secondary school teachers perceived "I consider everyone has different needs and aspirations from others" at the highest mean score of 4.17 and standard deviation of 1.00. The rest other items about lower secondary school teachers' perception on help others also at a high level.

Table 4.11 The teachers' perception on intellectual stimulation

Intellectual Stimulation	\bar{x}	<i>SD</i>	Perception Level
I check and re-examine whether the assumptions are appropriate to questions.	3.60	1.11	High
I seek different methods and perspectives when solving problems.	3.99	1.00	High
I encourage others to look at problems from different angles.	3.93	1.01	High
I encourage others' innovation ability.	3.67	1.14	High
Total	3.80	0.77	High

Notes: 1) n=352. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

Table 4.11 presented that the overall lower secondary school teachers' perception on intellectual stimulation. According to descriptive statistics analysis, it showed the overall teachers' perceptions on intellectual stimulation at a high level with the average mean score of 3.80 and standard deviation of 0.77. When studied every items it was found that the lower secondary school teachers' perception on them were at a high level totally, they perceived "I seek different methods and perspectives when solving problems" at the highest mean score of 3.99 and standard deviation of 1.00, while their perception on "I check and re-examine whether the assumptions are appropriate to questions" with the lowest mean score of 3.60 and standard deviation of 1.11

Table 4. 12 The teachers' perception on inspirational motivation

Inspirational Motivation	\bar{x}	<i>SD</i>	Perception Level
I talk positively about future with others.	3.47	1.12	High
I talk passionately about the tasks that need to be accomplished	3.79	1.11	High
I articulate a compelling vision of the future.	4.04	1.05	High
I talk confidently with others about the goals that will be achieved.	3.64	1.10	High
Total	3.73	0.73	High

Notes: 1) n=352. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

Table 4.12 demonstrated that the overall lower secondary school teachers' perception on inspirational motivational. According to descriptive statistics analysis, it showed that overall lower secondary school teachers' perception on inspirational motivation at a high level with the average mean score of 3.73 and standard deviation of 0.73. When considered each item, it showed that lower secondary school teacher perception on them also on high levels wholly. Among them the item "I articulate a compelling vision of the future" with the highest mean score of 4.04 and standard deviation of 1.05, while the item "I talk positively about future with others" with the lowest mean score of 3.47 and standard deviation of 1.12.

Table 4.13 The teachers' perception on idealized influence (Attributed)

Idealized Influence (Attributed)	\bar{x}	<i>SD</i>	Perception Level
I am pride in others for being associated with me.	3.45	1.21	High
I treat self-interest behind others.	3.14	1.19	Moderate
I display a sense of confident.	3.34	1.19	Moderate
I act in ways to get others' respect.	3.30	1.17	Moderate
Total	3.31	0.80	Moderate

Notes: 1) n=352. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

Table 4.13 presented that the overall lower secondary school teachers' perception on idealized influence (Attributed). According to descriptive statistics analysis, it showed the overall low secondary school teachers perception on idealized influence (Attributed) at a moderate level with the average mean score of 3.31 and standard deviation of 0.80. When considered each item it indicated that only the lower secondary school teachers' perception on the first item "I am pride in others for being associated with me" at a high level with the highest mean score of 3.45 and standard deviation of 1.21, the lower secondary school teachers' perception on the other three items all at moderate levels, they perceived "I treat self-interest behind others" with the lowest mean score of 3.14 and standard deviation of 1.19.

Table 4.14 The teachers' perception on idealized influence (Behavior)

Idealized Influence (Behavior)	\bar{x}	<i>SD</i>	Perception Level
I talk about my values and beliefs to others.	3.17	1.13	Moderate
I address the importance of having a sense of purpose.	3.62	1.19	High
I consider the moral and ethical when making decisions.	4.04	1.03	High
I emphasize the importance of a sense of collective mission.	3.93	1.04	High
Total	3.70	0.78	High

Notes: 1) n=352. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

Table 4.14 demonstrated that the overall lower secondary school teachers' perception on idealized influence (Behavior). According to descriptive statistics analysis, it showed that overall lower secondary school perceived idealized influence (Behavior) at a high level with the average mean score of 3.70 and standard deviation of 0.78. However, when considered each item it showed that the lower secondary school teachers' perception on item "I talk about my values and beliefs to others" at a moderate level with the lowest mean score of 3.17 and standard deviation of 1.13, while their perception on "I consider the moral and ethical when making decisions" at a high level with the highest mean score of 4.04 and standard deviation of 1.03.

4.2.2 Transactional Leadership Style

The Lower secondary school teachers' perception on transactional leadership style was measured by three items as below:

Table 4.15 The level of lower secondary school teachers' perception on transactional leadership style

Transactional Leadership Style	\bar{x}	<i>SD</i>	Perception Level
Contingent Reward	3.52	0.82	High
Active Management-by-Exception	3.50	0.85	High
Passive Management-by-Exception	2.14	1.02	Low
Total	3.06	0.55	Moderate

Notes: 1) n=352. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

Table 4.15 presented that the overall lower secondary school teachers' perception on transactional leadership style. According to descriptive statistics analysis, it showed that the overall lower secondary school teachers' perception on transactional leadership style at a moderate level with the average mean score of 3.06 and standard deviation of 0.55. After studied each item it could be found that the lower secondary school teachers' perception on "passive management-by-exception" at a low level with the lowest mean score of 2.14 and standard deviation of 1.02. However, their perceived the other two items "Contingent Reward" at a high level with highest mean score of 3.52 and standard deviation of 0.82.

Table 4.16 The teachers' perception on contingent reward

Contingent Reward	\bar{x}	<i>SD</i>	Perception Level
I assist others for their efforts.	3.80	1.10	High
I discuss in specific terms who is responsible for achieving performance targets.	3.05	1.18	Moderate
I make clear what one wants to get after achieving performance goals.	3.28	1.04	Moderate
I express satisfaction when one finish the tasks well.	3.88	1.09	High
Total	3.52	0.83	High

Notes: 1) n=352. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

Table 4.16 demonstrated that the overall lower secondary school teachers' perception on contingent reward. According to descriptive statistics analysis, it showed the overall lower secondary school teachers' perception on contingent reward at a high level with the mean score of 3.52 and standard deviation of 0.83. When considered each item it showed the lower secondary school teachers' perception on item of "I express satisfaction when one finish the tasks well" at a high level with the highest mean score of 3.88 and standard deviation of 1.09, while their perception on "I discuss in specific terms who is responsible for achieving performance targets" at a moderate level with the lowest mean score of 3.05 and standard deviation of 1.18.

Table 4.17 The teachers' perception on active management-by- exception

ActiveManagemen-by- Exception	\bar{x}	<i>SD</i>	Perception Level
I focus attention on mistakes, exceptions and irregularities from standards.	3.40	1.16	Moderate
I concentrate all of my attention on dealing with mistakes, complaints and failures.	3.61	1.21	High
I keep track of all mistakes.	3.50	1.14	High
Total	3.50	0.85	High

Notes: 1) n=352. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

Table 4.17 presented that the overall lower secondary school teachers' perception on active management-by- exception. According to descriptive statistics analysis, it showed that the overall lower secondary school teachers' perception on active management-by-exception on a high level with the average mean score of 3.50 and standard deviation of 0.85. After viewed every item, it showed that the lower secondary school teachers' perception on "I focus attention on mistakes, exceptions and irregularities from standards" at a moderate level with the lowest mean score of 3.40. And standard deviation of 1.16 While they perceived the item "I concentrate all of my attention on dealing with mistakes" with the highest mean score of 3.61 and standard deviation of 1.21.

Table 4.18 The teachers' perception on passive management-by- exception

PassiveManagement-by-Exception	\bar{x}	<i>SD</i>	Perception Level
I fail to deal with the problem until it becomes serious.	2.20	1.27	Low
I don't take action until things go wrong.	2.05	1.20	Low
I am a person who believe in "if it ain't broke, don't fix it".	2.16	1.24	Low
Total	2.14	1.02	Low

Notes: 1) n=352. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

Table 4.18 demonstrated that the overall lower secondary school teachers' perception on active management-by- exception. According to descriptive statistics analysis, it showed that passive management-by- exception on a low level with the average mean score of 2.14 and standard deviation of 1.02. When considered each item, it indicated that the lower secondary school teachers' perception on every item at a low level, among them "I fail to deal with the problem until it becomes serious" with the highest mean score of 2.20 and standard deviation of 1.27. While "I don't take action until things go wrong" with the lowest mean score of 2.05 and standard deviation of 1.20.

4.2.3 Laissez-faire Leadership Style

Table 4.19 The level of lower secondary school teachers' perception on laissez-faire leadership style

Laissez-faire Leadership style	\bar{x}	<i>SD</i>	Perception Level
I avoid getting involved when important issues happened.	2.43	1.15	Low
I am absent when needed.	2.16	1.13	Low
I am unwilling to make decision.	2.32	1.26	Low
I delay responding to urgent things.	2.36	1.43	Low
Total	2.32	0.87	Low

Notes: 1) n=352. 2) The rating scale was divided into 5 perception levels according to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

Table 4.19 presented that the overall lower secondary school teachers' perception on laissez-faire leadership style. According to descriptive statistics analysis, it showed that the overall lower secondary school teachers' perception on laissez-faire leadership style was at the low level with the average mean score 2.32 and standard deviation of 0.87. When studied every item which was reported that the item "I am absent when needed" with the lowest mean score of 2.16 and standard deviation of 1.13. While the item "I avoid getting involved when important issues happened" with the highest mean score of 2.43 and standard deviation of 1.15.

4.3 The relationship between teachers' leadership styles and teaching quality in lower secondary schools in Liang Zhou district of Wuwei, Gansu, China

Table 4.20 the relationship between teachers' leadership styles and teaching quality

Predictor Variable	t	B	β	R	R ²	F	P	Constant
Transformational	20.583	.740	.740	.740	.548	423.665	.00	1.170
Transactional	7.736	.406	.382	.382	.146	59.844	.00	2.629
Laissze-faire	-4.420	-.155	-.230	.230	.053	19.539	.00	4.230

Note: B = Unstandardized regression coefficient, β = Standardized regression coefficient, t = Observed t value, p = Significance level, R²=effect size, P=0.05

The regression model for teachers' transformational leadership style with their teaching quality scores showed as significant, $F(1,350) = 423.665$, $P < 0.05$, with $R^2 = 0.548$. As for standardized coefficients $\beta = 0.740$, which was greater than zero, it indicated the transformational leadership style and teaching quality were related, and the relationship between transformation leadership style and teaching quality was positively and statistically significant at the 0.05 level. Thus, the higher the transformational leadership style scores, the higher their teaching quality, $\beta = 0.74$, $t = 20.583$, $P < 0.05$. Effect size R^2 was 0.548. Thus, the predictor variable of transformational leadership style predicted 54.8% of the variance in the dependent variable of teaching quality. And as for the $F(1, 350) = 423.665$, with observed significance level of less than 0.05. Thus, the first hypothesis the transformational leadership style positively affects teaching quality was accepted. The regression equation between transformation leadership style and teaching quality was below:

$$y = 1.170 + .740x$$

Where:

y = Predicted teaching quality

x = transformational leadership style

Constant = 1.170

Slope = 0.740

The regression model for teachers' transactional leadership style with their teaching quality scores showed as significant, $F(1, 350) = 59.884$, $P < 0.05$, with $R^2 = 0.146$. As for standardized coefficients $\beta = 0.382$, which was greater than zero, it indicated the transactional leadership style and teaching quality were related, and the relationship between transformation leadership style and teaching quality was positively and statistically significant at the 0.05 level. Thus, the higher the transactional leadership style scores, the higher their teaching quality, $\beta = 0.382$, $t = 7.736$, $P < 0.05$. Effect size R^2 was 0.146. Thus, the predictor variable of transactional leadership style predicted 14.6% of the variance in the dependent variable of teaching quality. And as for the $F(1, 350) = 59.884$, with observed significance level of less than 0.05. Thus, the second hypothesis the transactional leadership style positively affects teaching quality was accepted. The regression equation between transactional leadership style and teaching quality was below:

$$y = 2.629 + 0.382x$$

Where:

y = Predicted teaching quality

x = transactional leadership style

Constant = 2.629

Slope = 0.382

The regression model for teachers' Laissez-faire leadership style with their teaching quality scores showed as significant, $F(1, 350) = 19.539$, $P < 0.05$, with $R^2 = 0.053$. As for standardized coefficients $\beta = -0.230$, which was greater than zero, it indicated the Laissez-faire leadership style and teaching quality were related, and the relationship between Laissez-faire leadership style and teaching quality was positively and statistically significant at the 0.05 level. Thus, the higher the Laissez-faire leadership style scores, the lower their teaching quality, $\beta = -0.230$, $t = -4.420$, $P < 0.05$. Effect size R^2 was 0.053. Thus, the predictor variable of Laissez-faire leadership style predicted 5.3% of the variance in the dependent variable of teaching quality. And as for the $F(1, 350) = 19.539$, with observed significance level of less than 0.05. Thus, the third hypothesis the Laissez-faire leadership style negatively affects teaching quality was accepted. The

regression equation between Laissze-faire leadership style and teaching quality was below:

$$y=4.230+ (-.155x)$$

Where:

y= Predicted teaching quality

x= Laissze-faire leadership style

Constant =4.230

Slope=-.230

Table4.21 The Summary of Research Hypotheses

Research Hypotheses	Results
Transformational leadership style had positively affected teaching quality in lower-secondary schools in Liang Zhou District of Wuwei, Gansu, China.	Accepted
Transactional leadership style had positively affected teaching quality in lower-secondary schools in Liang Zhou District of Wuwei, Gansu, China.	Accepted
Laissze-faire leadership style had negatively affected teaching quality in lower-secondary schools in Liang Zhou District of Wuwei, Gansu, China.	Accepted

CHAPTER V

DISCUSSION

The purpose of this study was to examine the relationship between the lower secondary school teachers' leadership styles and teaching quality. The study also analyzed and predicted that which leadership style could affect their teaching quality. Teachers from 16 lower secondary schools that from Liang Zhou District of Wuwei, Gansu, China. This chapter includes discussion of result.

5.1 The Level of Lower Secondary School Teachers' Perception on Teaching Quality

In this research, the first study objective was to study the level of lower secondary school teachers' perception on their teaching quality in Liang Zhou district of Wuwei, Gansu, China. The result from the statistical analysis showed that teaching quality was perceived by lower secondary school teachers at the high level with the mean score of 3.87 and standard deviation of 0.59. This indicated the lower secondary school teachers' perception on teaching quality exhibited at the high level. As Bardes and Falcone (1998) and Artiles (1994) indicated in their research that effective teaching was essential for educational development and students learning, they placed the teaching quality at a very high position to improve education and students. Okoye et al., (2008) stated that teaching quality is correlation with students' achievement tightly, the major task for education is to cultivate excellent persons, student's achievement is the primary and important task for education, so high teaching quality is necessary for teachers. As OECD (2010) stated that the best way to improve students' outcome and teachers' teaching quality was right educational methods, teachers as the knowledge initiator, they must have qualifications and competences to delivery their knowledge to students. When studied the five components that under teaching quality, it was showed that all of these five components were perceived by the lower secondary school teachers

at the high level, but the teachers' perception on them varying from different levels, from the highest mean score to the lowest mean score were: lesson design 4.13, communication skills 3.93, lesson content 3.88, teaching skills 3.78 and classroom management 3.61. The detail discussion contents were extended according to the mean score sequence from the highest to the lowest in the below:

5.1.1 Lesson design

The study indicated that the lower secondary school teachers perceived that lesson design on the high level with the mean score of 4.13 and standard deviation of 0.79. Jack (2006) stated that effective lesson design could help to improve students' outcome, it was the key to teaching quality and learning, Jack addressed that a good lesson design could help teachers to set goals for all important tasks and also could assist teachers to ensure that the class with logical and systematic, which was similar to this study result that the lower secondary school teachers treated lesson design was important to them. Teacher design their lesson could help students to engage in class (Fink & Markholt, 2011). Schlechty (2011) stated that lesson design was the important for students' engagement and teachers' teaching quality. When considered five items, it showed that the item "I set homework of previous lesson and prepare content for new lesson" with the highest mean score, it meant that lower secondary school teachers who thought homework was the best way to assist students to enhance their old knowledge and prepare the new knowledge, such self-study way could improve student outcome at the most extent. Ellsasser (2007) stated that homework assignments that was a meaningful way to students to improve their study. While the item "I guide students to sum up and review the lesson at the end of class" with the lowest mean score compared with other four items, from this point, it meant that the lower secondary school teachers who always guided students to sum up the key points of knowledge that they had taught at the class, but this perceived by them with the lowest mean score, it also indicated that to review or to sum up knowledge at the end of class was not a necessary behavior, if time unavailable, teachers might not adopt this behavior. In contrast, it was found from the result that teaching material such as what kind of teaching books that should be used, and teaching content like what knowledge should be given to students, and review previous knowledge at the beginning of class also were paid a great attention by lower

secondary school teachers. From this result it indicated that to lower secondary school teachers, when they preparing the lesson design, the most important thing to them was to help students to obtain and strengthen knowledge. The lower secondary school period was the most significant period that students could build their basis knowledge and values, teachers were the most important person to help them during this period. From the result it also indicated the lower secondary schools teachers in Liang Zhou district did their teaching like this.

5.1.2 Communication skills

The study showed that the lower secondary school teachers' perception on communication skills at the high level with the mean score of 3.93 and standard deviation of 0.72. It meant that communication skills played a important role for the lower secondary school teachers to improve their teaching quality. Detlef (2000) stated the importance of communication to effective teaching, he wrote in his article that communication was a complex process, if anything wrong during the process of communication, it could make communication less effective, therefore, communication need speaker master skills. Teachers as guiders and knowledge resource passers to students, they need to try their best to minimize the barriers when they communicate with their students so that their students could get the right information and practice their logical thinking. "Good communication skills has been considered extremely important for medical practitioners in the western world since decades" (Piyush, Archana and Avinash, 2015). In their article, they described the benefits of good communication skills, such as: It could increase and strengthen the trust between two doctors and patients, decrease the patients' frustration, as well as increase doctors' job satisfaction. For teachers, it also existed the similar situation between teachers and students, as result showed that the lower secondary school teachers thought encouraging and motivating students was the most significant way that better for both of them, it could make students feel they have been respected and cared, which can decrease the chance to feel frustration and disappointment. When studied the each item under communication skills, it showed that the item "I motivate students to study and innovate by communication" were perceived by teachers with the highest mean score, the

teachers should help all students to solve problems and motivate them to find and solve problems (Steffe et al., 1993).

5.1.3 The Expertise Skills in the Lesson content

The study revealed that the lower secondary school teachers' perception on the expertise skills in the lesson content at a high level with the mean score of 3.88. It indicated that the expertise skills in the lesson content was also the important part that the lower secondary school teachers considered to develop their teaching quality. As Ghonji etc., (2015) defined that the expertise skills in lesson content mainly referred to teachers have ability to update the course contents and make a relationship of subject contents with what they teach. When considered the each item in the expertise skills in the lesson content, it showed that the "I encourage students in a deep understanding" with the high mean score of 4.04. It indicated that the lower secondary school teachers willing to adopt positive way to encourage students to study. There were number of researchers who have certified that doctors' effective encouraging language made patients feel satisfactions (Roter, 1992; Stewart, 1995), they proved that to encourage others was a positive communication way to facilitate and to assist others. To students, the lower secondary stage was a special period, at this period, students began to build their world views, they were not like children to do everything that their parents or teachers requested, they began to judge what was wrong or right, and improved their favorites, so the vast number of students had negative attitude when to study and rebelled their teachers and parents. Therefore, in this period, teachers' communication skill and way were significant. Then, the item "I provide up-to-date lessons" also perceived by lower secondary school teachers at a high level with the high mean score of 4.03. It meant that in the lower secondary period, students began to know about this world and build their judgment ability and knowledge store, so it was necessary for teachers to provide the newest and attractive knowledge to students. While the item "To repeat lessons for better comprehension" with the lowest mean score of 3.65 and standard deviation of 1.09, even if this item was also at the high level that perceived by lower secondary school teachers. But compared with other items, it showed that to repeat lessons was the least way that the lower secondary school teachers adapted in their class.

5.1.4 Teaching skills

The study showed that the lower secondary school teachers' perception on teaching skills at the high level with the mean score of 3.78 and standard deviation of 0.71. It indicated that teaching skill was also the main part to improve teachers' teaching quality. Annette (2015) stated the importance of teaching skills in medical education. Wragg (2005) said teaching skills were strategies that teachers use to facilitate students' learning and he also addressed that teaching skills were better to classroom management. When studied each items, it showed that the item "I observe and manage classroom" with the highest mean score of 3.98 and standard deviation of 0.98. It meant that to the lower secondary school teacher classroom management was their biggest challenge. James (2008) stated in his book that classroom management was the primary task for teachers to improve their teaching skill, he described that teachers always despair of students who constantly talk or repeatedly come late to class or bully behaviors, so management problems always cause stress, anxiety, and instructional time-consuming, therefore, it was necessary for teachers to improve their teaching skills to manage their class. The item "I use the multi-media in teaching" with the lowest mean score of 3.58 and standard deviation of 1.02, it meant the lower secondary school teachers perceived multi-media at the high level, but when compared with other items, multi-media was not the necessary part to improve their teaching skills. Li (2010) stated that multi-media technology played an irreplaceable role in the period of education development, but there were still some problems like teachers paid much attention to make a perfect PPT, but ignored the practicability of PPT content. To the lower secondary school teachers, the major task for them is to strength students' interest and develop their study efficiency. Therefore, multi-media is necessary to help teachers to attract students attention in the class sometimes, while it is not the necessary one to improve their teaching skill.

5.1.5 Classroom management

The study indicated that the lower secondary school teachers perceived on classroom management at the high level with the mean score of 3.61 and standard deviation of 0.70. It meant that the lower secondary school teachers also thought classroom management was the core part to their teaching quality even if this component got the lowest mean score when compared with the other four components. Classroom

management was an importance factor to improve students' academic and behavioral outcomes (Regina, Joseph, & Daniel, 2011). Which was similar to the result that teachers perceived that classroom management was an important factor that influenced their teaching. In this research, classroom management mainly included discipline plan, individual rewards systems, disruptive behavior, students' behavior, and teachers' behavior. When studied each item, it showed that the item "collaborate with parents to regular students' behavior" at the highest mean score, and following the higher mean score item "teacher student to ignore disruptive behavior". It meant that during the lower secondary period, students' behavior was the most significant part that teachers need to deal with. According to the mean scores, it revealed that when dealing with students' disruptive behavior, teachers prefer to cooperate with students' parents to guide students. In the process of manage classroom, there was a majority of lower secondary school teachers used clear classroom disciplines, and some teachers adapted rewards method to encourage students' good behavior. However, the worst way to handle students' bad behavior was send students to their home directly.

5.2 The level of lower secondary school teachers' perception on leadership styles in Liang Zhou District of Wuwei, Gansu, China.

In this research, the second study objective was to study the level of the lower secondary school teachers' perception on leadership styles in Liang Zhou district of Wuwei, Gansu, China. The result from the statistical analysis showed that leadership styles were perceived by lower secondary school teachers at the high level with the mean score of 3.65 and standard deviation of 0.58. This indicated the lower secondary school teachers' perception on leadership styles exhibited at the moderate level. The study based on Bass and Avolio (1995)' transformational leadership style theory, which contained transformational leadership style, transactional leadership style and lassiez-faire leadership style. Teachers always play an informal leadership role to make their behaviors become effectively in their classroom (Danielson, 2006). Even if teachers who were not like principals playing their leadership roles, but they had leadership styles that affected their work and life. The finding 5.1.2 indicated that to the lower secondary school teachers, transformational leadership styles played the most important role in

their life. Abdul and Husnain (2012) found the laissez-faire leadership style was not the significant style that play a positive role when compared with other leadership styles. This finding also support the finding 5.1.2. The detail discussion content about the leadership styles were extended in the below:

5.2.1 Transformational leadership style

The result indicated that the lower secondary school teachers' perceptions on transformational leadership at the high level with the mean score of 3.65 and the standard deviation of 0.58. This result similar as the past researches: Leithwood and Jantzi (2006) found in their research that teachers' transformational leadership style was very important because it had a significant effect on their classroom practice. In Australia, Barnett, McCormick and Connors (2001) stated that transformational leadership style positively linked with teachers' education outcome, such as their teaching quality and their job satisfaction so it was necessary to improve teachers' transformational leadership style. When considered each five components that under transformational leadership, it indicated that the lower secondary school teachers perceived on intellectual stimulation at the high level with the highest mean score of 3.80 among five components. When studied each items under intellectual stimulation, it indicated that the lower secondary school teachers usually sought different methods to solve problems and see them in different perspectives. They not only request themselves to do like this, they also encourage other to look upon problems with non-traditional ways. This broke down people' thinking to the lower secondary teachers that their life repeat day by day.

Following with the intellectual stimulation was the inspirational motivation, which was perceived by the lower secondary school teachers at a high level with the mean score of 3.73 and the standard deviation of 0.73, which meant the lower secondary school teachers had the inspirational motivation leadership, the previous studies stated that inspirational stimulation was owned by the most of leaders (Manakar & Bahn, 2008; Garg & Krishnan, 2003), this indicated that the lower secondary school teachers could be motivated to do their best and challenge difficulties in their work and life. Moreover, when looked at the each items under inspirational motivation, it showed that the item "I articulate a compelling vision of the future" with the highest mean score and the item "I

talk positively about future with others”, even this item got the lowest mean score, it was also perceived by the lower secondary school teacher at the high level. It meant that the lower secondary school teacher have clear vision and goal to their future, they articulately know what they need and want. This point was the most important part for everyone to make their life meaningful, when the lower secondary school teachers understood this, they could arrange their work according to their plan, and improve themselves based on their future, this was also a responsible behavior to their life and work.

The closely following component was individualized consideration, the lower secondary school teachers’ perception on it also at the high level with the mean score of 3.71 and the standard deviation of 0.72. According to Bass (1985), the individualized consideration was a process that leaders improve themselves. The lower secondary school teachers who had the independent consideration, which was the core part for a leader. When studies items of individualized consideration, it showed that the item “I consider everyone has different needs and aspirations from others” with the highest mean score, it meant the lower secondary school teachers could think deeply about others’ needs, this request them to observe others and to care more about others so that they could know others, from the finding it showed the lower secondary school teachers were aware of the importance of consideration. The item “I treat others as an individual rather than just a member of a group”, it revealed that the lower secondary school teachers always used their individualized consideration thought others as individual, they have their needs, thinking, strengths, they were not same as others. The leaders who would consider others’ needs and desire to assist, teach and coach others, which could improve others’ ability as well leaders’ leadership ability (Hamidifar, 2010).

Following with individualized consideration was idealized influence, it included two components: idealized attributed and idealized behavior, which were perceived by the lower secondary school teachers on different levels, idealized influence attributed was perceived on the moderate level with the mean score of 3.31 and the standard deviation of 0.80, the idealized influence behavior was perceived on the high level with the mean score of 3.70. It indicated that the lower secondary school teachers preferred to build their confidence and trust to others than their own charismatic. They considered more about their moral and ethical when making decisions and important

sense of collective mission and purpose. Kuhnert and Lewis (1987) stated that leadership should share and discuss their values and beliefs, goals and objectives, missions and purpose with their followers. The result showed that the lower secondary school teachers' attitudes to themselves and to other was positively.

5.2.2 Transactional leadership style

The result indicated that the lower secondary school teachers' perceptions on transactional leadership at the moderate level. Transactional leadership was always based on exchange rewards. Leithwood (1992) stated transactional leaders helped others recognize what they need to be done in order to reach their desired outcome and to increase their confidence and motivation. Leithwood also described in his research that transactional leadership and transformational leadership were complementary. Even if it could not played a good role when leaders with such leadership style, it was also necessary for a leader. When studied each component, it showed that the lower secondary school teachers' perception on contingent reward at the high degree with the average mean score of 3.52. Even if teachers' perception on transactional leadership style was lower than on transformational leadership style, they also thought transactional leadership style was necessary to them. As Bass (1987) and Sergiovanni (1990) stated that transactional leadership practices maintaining the organization, it ensured day- to- day routines were carried out. When considered each item of contingent reward, it showed that the lower secondary school teachers perceived "I express satisfaction when one finish the tasks well" and "I assist others for their efforts" on the high level, it meant that the lower secondary school teachers pay a great attention on others' hardworking and task results. This result was corresponding with the result in teaching quality that the lower secondary school teachers thought it was significant to finish homework. When students finish homework well, they always express their satisfaction to students, this was a behavior that could let students know they did a good job, and such behavior also could motivate students. Teacher's satisfaction seemed like reward to students. Bass (1985) stated that contingent rewards behavior like praise, promotions, merit increases, honors, or bonuses, which could improve others' motivation.

Following with contingent reward was active management by exceptive. The lower secondary school teachers' perception on this component also at the high level with the mean score of 3.50. Their perception on the item "I concentrate all of my attention on dealing with mistakes, complaints and failure" and "I keep track of all mistakes" on the high levels, it revealed that the lower secondary school teachers also with a positive attitude to errors, what they care about was the things themselves, they could like try their best to modify errors. While the component "passive management by exceptive" was perceived by the lower secondary school teachers on the low level. The items "I fail to deal with the problem until it becomes serious", "I don't take action until things go wrong" and "I am a person who believe in if it ain't broke, don't fix it", all of these three items were negative items to check the lower secondary school teachers' attitude to problems, the result showed that the teachers' perception on these items on the low level, it meant the teachers' behaviors did not like this.

5.2.3 Laissez-faire leadership style

The result indicated that the lower secondary school teachers' perceptions on laissez-faire leadership style at the low level. When studied the each item under laissez-faire leadership, it showed every item was perceived on a low level as well, it meant that the lower secondary school teachers whose behavior usually in a positive attitude. They disallowed that they were disappearing when someone need them, or some urgent things happened. Such leadership style of leaders who usually gave the complete freedom to subordinates (Bartol & Martin, 1994). Mondy and Premeaux (1995) stated that for such leadership style, the leader's subordinates were well-motivated specialists, who could process their work independently, they could make important decisions and knew clearly about what they should do. But for lower secondary school teachers, the most persons they faced everyday were students, during that period, students did not establish their thinking structure completely, it was difficult for them to guide themselves, so their teachers as assistors in their life to help them. Therefore we could not give a conclusion that laissez-faire leadership was always useless.

5.3 The teachers' transformational leadership style could positively affect teaching quality.

The third objective of this study was to find if there was any relationship between the lower secondary school teachers' leadership styles and teaching quality in Liang Zhou district of Wuwei, Gansu, China. The result showed that there was a positive relationship between lower secondary school teachers' transformational leadership style and their teaching quality with the statistically significant at 0.05 level ($\beta=.740$), this indicated that the more teachers' transformational leadership, the higher of their teaching quality. Kotter (2007) stated that leadership was the skill that helped ordinary people achieve themselves. The leaders who master transformational leadership features, which could guide their employees fulfill their objectives easily (Buluc, 2009; Cemaloglu, 2007; Samier, 2008; Celik, 2000; Sisman, 2002), their findings supported this research finding 5.1.3 in macroscopic scale that transformational leadership style could help leader improve their work quality. Reza and Marzieh (2013) found that transformational leadership style positively predicted teachers' sense of responsibility to improve education quality. Mohammad and Rahil (2013) stated that transformational leadership style based on Bass and Avolio' transformational leadership theory positively associated with classroom management, teaching skills and teachers' professional knowledge. Nurul and Marlita (2012) stated that transformational leadership style based on Bass and Avolio' transformational leadership theory positive significantly had influence on students' academic achievement. All of these findings sustained in microscopic scale that transformational leadership style could improve teachers' teaching quality. Therefore, from numerous of findings about the transformational leadership researches, which showed that transformational leadership style always played a positive and effective role. When it appeared in employers and leaders, this style could help them to improve their lead ability and assist them achieve their goals sooner. When it appeared in schools, it could help school leaders like principals, administrators to improve their school education quality and outcome and assist teachers to improve their teaching quality as well. This finding also support the research hypothesis that transformational leadership style positively affected teaching quality in lower-secondary school in Liang Zhou District of Wuwei, Gansu, China.

5.4 The teachers' transactional leadership style positively affected their teaching quality.

The result showed that the lower secondary school teachers' transactional leadership style also positively affected their teaching quality with the statistically significant at 0.05 level ($\beta=.382$), which indicated that transactional leadership style also positively related with lower secondary school teachers' teaching quality, the more transactional leadership, the higher their teaching quality, but as for R square (Transactional leadership style) less than R square (Transformational leadership style), so transactional leadership style efficient was lower than transformational leadership style on teaching quality. Transactional leadership style was based on the traditional ways to manage others. Transactional leadership style leaders would like using reward ways with their subordinates and employees (Stewart, 2006; Jacky and Coleman, 2007). From the research result, it indicated that the lower secondary school teachers also adapted such ways when getting along with others, they could reward others who make a good job and outcome, however, if they were unsatisfied with others' objective, they also could punish them. Odumeru (2013) stated in his research that transactional leadership was effective when deal with crisis and emergency situations. Leithwood and Mascall (2008), whose research finding illustrated that transactional leadership style raised students' achievement, this proved teachers' teaching quality in an opposite aspect. Blase(1999) stated in research that transactional leadership style improved teachers' reflective behaviors, such as teachers' professional growth and logical ability. Overall, all of these findings can be summarized that transactional leadership style has a positive effect on followers. This finding also support the secondary hypothesis that transactional leadership style positively affected teaching quality in lower-secondary schools in Liang Zhou District of Wuwei, Gansu, China.

5.5 The teachers' laissez-faire leadership style was negatively related with their teaching quality.

The result showed that the lower secondary school teachers' laissez-faire leadership style was negatively related with their teaching quality with the statistically

significant at 0.05 level ($\beta = -.230$), it meant that the more laissez-faire leadership for the lower secondary school teachers, the lower of their teaching quality. laissez-faire leadership was a “hand-off” way to leadership (Northouse, 2004), such leadership style teachers avoided taking responsibility, and always absent when needed them. In the lower secondary period, students with great pressure in their academic, and it was also a period that students built their values and views, so the teachers was their most important person to help them. On the contrary, lower secondary school teachers could improve their leadership ability and teaching quality by taking their responsible to students, so laissez-faire leadership style was the unpopular leadership style for lower secondary school teachers. Asan (2015) also stated in his research that transformational leadership and transactional leadership style were employed in high schools, from his interview, the results showed laissez-faire leadership was completely avoided in schools. This finding improved that the third hypothesis disconfirmed, that laissez-faire leadership style negatively affected teaching quality in lower-secondary schools in Liang Zhou District of Wuwei, Gansu, China.

CHAPTER VI

CONCLUSION AND RECOMMENDATION

This study was established to study the level of lower secondary school teachers' perception on leadership styles and their teaching quality, and the relationship between their leadership styles and teaching quality in Liang Zhou district of Wuwei, Gansu, China. Many findings from this study indicated that lower secondary school teachers' leadership styles effected their teaching quality. This chapter summed up the conclusion according to the study findings and recommendations as benefits:

6.1 Major Findings

6.2 Conclusion

6.2.1 Lower secondary school teachers' perception on teaching quality

6.2.2 Lower secondary school teachers' perception on leadership style

6.2.3 The relationship between lower secondary school teachers' leadership style and teaching quality

6.3 Recommendations

6.3.1 Recommendations for users (schools, educators, principals, MOE and policy- maker)

6.3.2 Recommendations for the future studies

6.1 Major Findings

Finding 6.1.1 Descriptive statistics Mean and Standard Deviation revealed that the lower secondary school teachers' perception on teaching quality at the high level, and their perception on lesson design was the core part to improve teaching quality.

Finding 6.1.2 Descriptive statistics Mean and standard deviation revealed the lower secondary school teachers' perception on leadership style at the moderate level. Among three leadership styles, the transformation leadership style was perceived by the lower secondary school at the high level, transactional leadership style was perceived at the moderate level, while their perception on laissez-faire leadership style at the low level.

Finding 6.1.3 Inferential statistics regression indicated that the teachers' transformational leadership style could positively affect teaching quality.

Finding 6.1.4 Inferential statistics regression indicated that the teachers' transactional leadership style could positively affect teaching quality.

Finding 6.1.5 Inferential statistics regression indicated that the teachers' laissez-faire leadership style could negatively affect teaching quality.

6.2 Conclusion

This study was performed by using quantitative research method, the data collected by 352 questionnaires, in which the lower secondary school teachers' perceptions on their leadership styles and teaching quality were analyzed by descriptive statistics mean and standard deviation, the relationship between lower secondary school teachers' leadership styles and teaching quality was analyzed by using linear regression. The instruments were based on the transformational leadership style theory and teaching quality theory. The researcher used the Taro Yamane (1967) formula to calculate the sample size, from population 2964, the researcher got the sample size was 352. The survey questionnaires were distributed to overall sample 352 lower secondary school teachers and questionnaires 100% returned. The population was fixed in all teachers of

lower secondary schools (78) in Liang Zhou district, and the sample was finally consisted 16 lower secondary schools teachers. The thesis began from the June in 2016, the data collection lasted about one month from the middle of beginning of October in 2016 to the middle of November in 2016. After analyzing the relationship between lower secondary school teachers' leadership styles and teaching quality, there were several answers drawn.

6.2.1 The lower secondary school teachers' perception on teaching quality

Teaching quality that was perceived by lower secondary school teachers consisted of five components: lesson design, teaching skills, communication skills, and the expertise skill in the lesson content and classroom management. According to the study results, it could be concluded that the lower secondary school teachers' perception on teaching quality at the high level with the average mean score of 3.87 and standard deviation of 0.59, among the five components lesson design was perceived by the lower secondary school teachers on the first place with the high mean score of 4.13 and standard deviation of 0.79. in this component the item that teachers set homework to request students to review the previous knowledge and to prepare the now knowledge perceived by lower secondary school teachers at the highest level, it indicated homework for reviewing past knowledge and preparing new knowledge was the key part to lesson design. In China, the homework is still the main part for students to enhance their knowledge in basic education. Teachers request students to do homework everyday even summer and winter vacation. The homework consists of previous knowledge and new knowledge, homework is the vital part for teachers to evaluate their students at the end of the semester. However, classroom management was the one that perceived on the lowest mean score of 3.61 and standard deviation of 0.70 by the lower secondary school teachers among five components, while it was still at the high level, when studied each item of classroom management, it showed that the lower secondary school teachers perceived on collaborate with parents to regular students' behavior was the best way to improve their classroom management ability, while send students to home directly for students' bad behavior was the worst way to develop their classroom management ability. Classroom management is always a headache problem to basic

education teachers, especially to the primary school teachers. The lower secondary education period is a significant period for students to establish their knowledge structure, so compared with other components that pass on knowledge, classroom management is not the main part to teachers to develop their teaching quality. The other three components of teaching quality that was perceived by the lower secondary school teachers all at the high level. It means that to the lower secondary school teachers, teaching skills, communication skills and the expertise skill in the lesson content also contribute to teaching quality improvement.

6.2.2 The lower secondary school teachers' perception on leadership styles

Leadership styles were based on Bass and Avolio' transformational leadership theory, which consisted of transformational leadership style, transactional leadership style, and laissez-faire leadership style. According to the result, it showed that the lower secondary school teachers' perception on leadership styles at the moderate level with the average mean score of 3.01 with the standard deviation of 0.45. To be more exact, they perceived transformational leadership style at a high level with the mean score of 3.65 and standard deviation of 0.59, intellectual stimulation was highly perceived by the lower secondary school teachers among five items of transformational leadership. Among all items of transformational leadership, it showed that the lower secondary school teachers highly considered everyone has different needs and aspirations from others. Followed with transformational leadership style was transactional leadership style, which was with the mean score of 3.06 and standard deviation of 0.55. The lowest perception was laissez-faire leadership style with the mean score of 2.32 and standard deviation of 0.87. The result illustrated that when lower secondary school teachers faced important issue and decision making, they usually treated it with a positive attitude. Their laissez-faire leadership style was in the lower level.

6.2.3 The relationship between the lower secondary school teachers' leadership styles and teaching quality

The relationship between the lower secondary school teachers' leadership styles and teaching quality was analyzed by simple regression analysis. Firstly, the result revealed that there was the positive relationship between transformational leadership style and teaching quality that perceived by the lower secondary school teachers with the statistically significant at the 0.05, $\beta=0.740$. Therefore, the higher the transformational leadership style of the lower secondary school teachers, the higher of their teaching quality. Especially the aspect of teaching design. To lower secondary school teachers, how they made their teaching become effectively, that is, what kind of ways and methods that could make their students get what they say during the class, for instance, teachers set homework to request students to review the previous knowledge and prepare the future lesson.

Secondly, the transactional leadership and teaching quality also had a positive relationship, the result showed that the lower secondary school teachers' perception on it with the statistically significant at the 0.05, $\beta=0.382$. It meant that the higher the teachers' transactional leadership style, the higher of their teaching quality. To Chinese education, with a large population students, transactional leadership is also a main style that performed by teachers, not only for basic education teachers, but also for higher education teachers.

Finally, the finding showed that the teachers' laissez-faire leadership style and their teaching quality was perceived by the lower secondary school on the negative relationship with the statistically significant at the 0.05, $\beta=-.230$. It meant that the higher the teachers' laissez-faire leadership style, the lower of their teaching quality. It could be showed from the findings that the lower secondary school teachers' leadership style could predict their teaching quality. Laissez-faire leadership style as a complete empower style, it was unsuitable in education because students always stay in a situation that they always confused about their future, so they need teachers and their parents' guidance.

Therefore, compared with the past welcomed transactional leadership style, transformational leadership style as a population and efficiency style that was perceived by teachers and used in modern education gradually.

6.3 Recommendation

6.3.1 Recommendations for users (schools, educators, principals, MOE and policy-maker)

Firstly, schools are suggested to provide the environment for teachers to show their leadership styles and to encourage teachers to improve their teaching quality in order to improve students' competitiveness from different aspects, not just help students get an ideal result in examination.

Secondly, the teachers should improve their transformational leadership style and transactional leadership style but avoid their laissez-faire leadership attitude.

Thirdly, the principals should realize that leadership is not just for themselves, the leaders of schools. They should also encourage and motivate their teachers' leadership styles in their work. They should empower right to teachers and provide a decentralized environment.

Fourthly, the Ministry of Education should implement some trainings for principals and educators leaders to address the vital of teachers' leadership and teaching quality in education and support principals and educators professional leadership, teaching and learning which consist of guidelines, providing curriculum statements and achievement standards.

Lastly, the policy-makers are suggested to make related policies to encourage local education authorities and school principals to improve teachers' leadership styles in their work.

6.3.2 Recommendations for the future studies

Firstly, the related topic about teachers' leadership styles are not widely showed in recently researches, especially teachers' leadership reflected in their work. Hence, the future studies are recommended to survey based on teachers' leadership styles which explored in their work.

Secondly, the related topic teaching quality about secondary school teachers is also not widely, there are majority of past researches which studied teaching quality or quality of teaching for higher education, especially for university teachers' teaching quality. As the most important part period, the lower secondary school education and

the lower secondary school teachers' teaching quality should be concerned. Therefore, the future studies are suggested to expand such topics on basic education.

Thirdly the future studies are recommend to extend their studies by survey teachers, students and principals in schools so that the result will be more persuasive.

Fourthly, the studies only aimed at the public schools, the future studies are suggested to study private schools also, so that the studies could compare the leadership style and teaching quality between public school teachers and private school teachers, which could contribute government to make policies according to related findings.

Last but not the least, the study was limited in one district, the future studies should extend related field of the research to one city or one province so that the result will be more useful.

BIBLIOGRAPHY

- Abdual, Q. C., & Husnain, J. (2012). Impact of Transactional and Laissez Faire Leadership Style on Motivation. *International Journal of Business and Social Science*. 3 (7).
- Adeyemi,T.o. (2006). Fundamentals of educational management.
- An, X.H., Emil, B & Tanja, H. (2007). Teaching Quality and Student Outcomes: Academic Achievement and Educational Engagement in Rural Northwest China. *An International Journal*, Volume 5, Issue 2, PP. 309-334.
- Anderson, C. (1982). The Search for School Climate: A Review of the Research. *Review of Educational Research*, 52, PP. 368-420.
- Andrew, M. & Schwab, R. L. (1995). Has reform in teacher education influenced.
- Andy. B. (2009). Moving mountains stone by stone: Reforming rural education in China. *International Journal of Educational Development*, PP. 454–462.
- Annette, B. (2015). Role modelling in medical education: The importance of teaching skills. *The Clinical Teacher*.
- Antonakis, J., Avolio, B.J., & Sivasubramaniam, N. (2003). Context and leadership: an examination of the nine-factor full-range leadership theory using the multifactor leadership questionnaire. *The Leadership Quarterly*, Vol. 14 No. 3, PP. 261-95.
- Argyris, C., & Shon, D. A. (1996). *Organizational learning II: Theory, method, and practice*. London: Addison-Wesley.
- Artiles, A. J. (1994). Assessing the link- between teacher cognitions, teacher's behaviors and pupil response lessons. *Teaching Teacher & Education Journal*, 10, PP.405- 810.
- Asan, V.W (2015). Leadership Style: School Perspective in Cameroon. *Education Research International*. Volume 2015 (2015).Saudi Arabia.

- Asgari, F., & MahjubMoadab, H. (2010). Comparison of effective teaching between viewpoint of teachers and students medicine Science University in Gilan. *Development steps in medicine education*, 7 (1), PP. 26–33.
- Asgari, F., & MahjubMoadab, H. (2010). Comparison of effective teaching between viewpoint of teachers and students medicine Science University in Gilan. *Development steps in medicine education*, 7 (1), PP. 26–33.
- Barbuto, J. E. (2005). Motivation and Transactional, Charismatic, and Transformational Lead.
- Bardes, C.L., Falcone, D.J., 1998. Measuring teaching: a relative value scale in teaching and learning in medicine. *Teacher and Education Journal*. 10, PP. 40-43.
- Barnett, H., Hagner, R.C., & Marsh, A. (2005). What type of school leadership?
- Barnett, K., McCormick, J., & Conners, R. (2001). Transformational leadership: Panacea, placebo, or problem? *Journal of Educational Administration*. 39, 24-46.
- Bartling, F. P., & Bartlett, K. R. (2005). “Leadership Characteristics of Adult Educators”. *Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education*. pp. 13-18.
- Bartol, K., & Martin, D.C. (1994). *Management*, 2nd edition, published by McGraw-Hill Inc.
- Bass, B. M (1990). *From Transactional to Transformational Leadership: Learning to Share the Vision*.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.
- Bass, B. M. (1987). *Leadership and Performance Beyond Expectations*. New York.
- Bass, B. M. (1998). Transformational leadership: Industrial, military, and educational impact.
- Bass, B. M. (1999). Two Decades of Research and Development in Transformational Leadership. *European Journal of Work and Organizational*, 8 (1), PP. 9-32.
- Bass, B.M., & Avolio, B.J. (1990). *Manual for the Multifactor Leadership Questionnaire*. Palo Alto, CA: *Consulting Psychologist Press*.
- Bass, B.M., & Avolio, B.J. (1994), *Improving Organizational Effectiveness through Transformational Leadership*, Sage, New York, NY.

- Bass, B. M., & Avolio, B.J. (1999). Re-examining the components of Transformational and Transactional Leadership using Multifactor Leadership Questionnaires. *Journal of Occupational and Organizational Psychology*, 72, PP.441-462.
- Bass, B. M., Avolio, B. J., Jung, D. I., & Berson, Y. (2003). Prediction unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology*, 88(2), 207–218.
<http://dx.doi.org/10.1037/0021-9010.88.2.207>.
- Bass, B., & Riggio, R. E. (2006). *Transformational Leadership*. Lawrence Erlbaum Associates, New Jersey.
- Bazargan, A. (1999). Introduction to assessing quality in higher Medical education in Iran: challenge & perspectives. *Journal of Quality in Higher Education*, 39, PP. 34-42.
- Best. (1997). Principals' Transformational Leadership Behavior and Teachers' Job Satisfaction of Secondary Schools under Chukha District, Bhutan. *Mahidol University*.
- Bolden, R., Gosling, J., Marturano, A., & Dennison, P (2003). A Review of Leadership Theory and Competency Frameworks.
- Bound, G., Lyle, Y., Mel, A., & Gipsie, R (1994). *Beyond Total Quality Management towards the Emerging Paradigms*. Singapore: McGraw-Hill, Inc.
- Braskamp, L. A., Ory, J. C., & Pieper, D. M. (1981). Student written comments: Dimensions of instructional quality. *Journal of Educational Psychology*, 73, PP. 65–70.
- Brenda, K. H. (2011). Teacher's Perception of their Principal's Leadership Style and the Effects on Student Achievement in Improving and Non-improving Schools.
- Bruce, B. (2013). What is teachers' expertise?
- Buluc, B. (2009). The Relationships between Organizational Commitment and Leadership Styles of Principals Based on Elementary School Teacher's Perceptions. *Educational Administration: Theory Practice*, 15(57):5-34.
- Bunmi, O. (2007). Effect of Leadership Style on Job-Related Tension and Psychological Sense of Community in Work Organizations: A Case

- Study of Four Organizations in Lagos State, Nigeria, Bangladesh e-Journal of Sociology*, 4(2).
- Burn, J. M. (1978). *Leadership*. New York.
- Campbell, W. E., & Smith, K. A. (1997). *New paradigms for college teaching. Interaction Book Company.*
- Celik. V. (2000). *Educational Leadership*.
- Cemaloglu. N. (2007). The Effect of School Administrators' Leadership Styles on Organizational Health, *TSA* 11(2):165-194.
- César, B., Michela, C., Cameron, H. Janez, K., & Vedrana, P. (2005). *Tool for Quality Assurance of Education for Democratic Citizenship in Schools. United Nations Educational, Scientific and Cultural Organizations. France. PP.37.*
- China Statistic Yearbook. (2009). *Education in China*.
- China today. (2010). *China City and Province Information: Gansu*.
- Chris. K. (2007). *Essential teaching skills*.
- Chu, H. C., & Fu, C.J. (2006). *The Influences of Leadership Style and School Climate to Faculty Psychological Contracts: A Case of S University in Tai Wan*.
- Cohen, D. K., & Hill, H. C. (2001). *Learning policy*. New Haven, CT: Yale University Press.
- Conger, J. A. (1992). *Learning to Lead: The Art of Transforming Managers into Leaders*.
- Conger, J. A., & Kanungo, R. N. (1988). *Charismatic Leadership: The Elusive Factor in Organizational Effectiveness*.
- Deluga, R. J. (1990). The effects of transformational transactional and laissez Faire leadership Characteristics on subordinate influencing Behavior. *Basic and Applied Social Psychology*, 11 (2), 191-203.
- Danielson, C. (2006). *Teacher Leadership that Strengths Professional Practice*. Alexandria: ASCD.
- Detlef, R. P. (2000). *Communication and Effective Teaching*. *Community Eye Health*. 13 (35): 44-45.

- Duangjai, B., & Saowanee, T. (2013). The Relationship between the Leadership Style and School Effectiveness in School under the office of Secondary Education Area 20. *Social and Behavioral Sciences*, 112, PP.991 – 996.
- Ebru, O. (2010). The relationship between the leadership styles of the school administrators and the organizational citizenship behaviors of teachers. *Social and Behavioral Sciences*. PP, 1188–1193.
- Edmondson A C (2012), Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy.
- Edmund, T. E., & Laura, M. S. (2001). Classroom Management: A Critical Part of Educational Psychology, With Implications for Teacher Education. *EDUCATIONAL PSYCHOLOGIST*, 36(2), 103–112.
- Education Database. (2012). Education for Poverty Reduction in Rural China. Education programs. *Action in Teacher Education*. 17, 43-53.
- Eissa, A. S., David. B., & Alexander, W. (2011). The effect of principal's leadership style on school environment and outcome. *Research in Higher Education Journal*.
- Elnta, M. (2014). 21st Century Education and Traditional Education.
- Eren, E. (2001). Organizational Behavior and Management Psychology.
- Fink, S., & Markholt, A. (2011). Leading for instructional improvement. *How successful leaders develop teaching and learning expertise*. San Francisco, CA: Jossey-Bass.
- Frank, G. R., & Susan, S. N. (2004). Technology and Adult Degree Program: The Human Element. *New Directions for Adult and Continuing Education*. 2004 (103).
- Fulk, J., & Wendler, E.R. (1982). Dimensionality of leader-subordinate interactions: A path-goal investigation. *Organizational Behavior and Human Performance*. 30, PP. 241-264.
- Gabriela, K. (2015). Performer, A Way to Promote Performance in Teachers Training. *Social and Behavioral Sciences*, PP.1745 – 1749.
- Gansu Development Yearbook. (2015). Gansu Development: Wuwei.

- Gardner, L., & C. Stough. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership and Organization Development Journal*, 23(1–2), 68–78.
- Garg, G., & Krishna, V. R. (2003). Transformational leadership and organizational structure: *The role of value-based leadership*.
- Ghaderi, R., Dastjerdi, R., 2003. Student's viewpoints about the characteristics of effective teachingC Birjand University of Medical Sciences. *Journal of Medical Education*, 7 (2), 99–100.
- Ghonji, M., Khoshnodifar, Z., Hosseini, S. M., & Mazlounzadeh, S.M. (2013). Analysis of the some effective teaching quality factors within faculty members of agricultural and natural resources colleges in Tehran University. *Journal of the Saudi Society of Agricultural Sciences*, 14, PP.109-115.
- Glynn, M. A. (1996). Innovative genius: A framework for relating individual and organizational intelligences to innovation. *Academy of Management Review*, 21, 1081–1111.
- Guo, H. (2010). CHINA'S PRESCHOOL EDUCATION, TODAY AND BEFORE.
- Hallinger, P. (2003). Leading educational change: reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, Vol. 33 No. 3, PP. 329-52.
- Hamidifar, F. (2010). A study of the relationship between leadership styles and employee job satisfaction at Islamic Azab University Branches in Tehran, Iran.
- Hanna, k., Hilla, P., & Rachel, H.Z. (2010). Leadership style and organizational learning: the mediated effect of school vision: leadership style. *Journal of Education Administration*, PP.7-33.
- Hasan, S. (2015). Unforgettable teaching: Memoire of pre-service teachers' encounters with good teaching. *Educational Research and Reviews*. Vol. 10 (1), PP.58-68.
- Heck, R. H. (2007). Examining the Relationship between Teacher Quality as an Organizational Property of Schools and Students' Achievement and Growth Rates. *Educational Administration Quarterly*, 43 (4), PP, 399-342.

- Hong, Q. F (2010). A Comparison of Learning and Teaching Quality Assurance in Chinese and British Undergraduate Education. 10(1).
- Hoover, T., Arrington CC, L.R. (1994). Supervised agricultural experience (SAE). Research findings. *The Agricultural Education Magazine*, 67 (2).
- Hurley, R. F., & Hult, G. T. (1998). Innovation, market orientation, and organizational learning: An integration and empirical examination. *Journal of Marketing*, 62, 42–54. <http://dx.doi.org/10.2307/1251742>.
- Iqbal, N. (2015). Effect of Leadership Style on Employee Performance. *Journal of Business Management Review*, 146(5).
- Jack, H. S. (2006). Planning a Successful Lesson.
- Jacky. L., & Coleman. M. (2007). Leadership and Diversity (Challenging Theory and Practice in Education). London.
- James, H. S., & Jennifer, L. H. (2006). The Teacher Qualify Index. Association for Supervision and Curriculum Development. USA. PP. 9-15.
- James, M. B. (2003). Transforming Leadership: A New Pursuit of Happiness.
- James, M.C. (2009). Classroom teaching skill.
- James, M. Cooper. (2006). Classroom Teaching Skill. United States of America. PP.243-249.
- Jens, R. (2005). Multifactor Leadership Questionnaire. Published by Mind Garden. PP.4-5.
- Jian, M. F. (1997). The basis characteristics of teachers at the primary and secondary school. *Educational Research and Information*, 5(3), 1-13.
- Jin, Y. L., & Zhang, H. (2008). Research on the Costs of Running Compulsory Education Standards: Comparison of Compulsory Education Internationally. *International Education Study*, Vol.1, No.3.
- John et al., (2016). Educational Development in Western China. *Towards Quality and Equity*.
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (1998). Active learning: Cooperation in the college classroom. 2d ed. Edina, Minn.: Interaction Press.
- Jones, D. W & Rudd, R. D.(2007). “Transactional, Transformational, or Laissez-Faire Leadership: An Assessment of College of Agriculture Academic Program Leaders (Deans) Leadership Styles”. PP: 34.

- Jurate, S. (2007). Assessment of Teaching Quality: Survey of University Graduates.
- Kevie, J. L. (2016). Effective Teacher Communication Skills and Teacher Quality.
- Kevin, B. L., Galen, K., & Nagaraj, S. (1996). Effectiveness Correlates of Transformational and Transactional Leadership: A Meta-Analytic Review of the MLQ Literature. *Leadership Quarterly*, 7(3), PP.385-425.
- Klimoski, R.J., & Hayes, N.J. (1980). Leader behavior and subordinate motivation. *Personnel Psychology*, 33, 389-401.
- Ko, H. Y. (2003). A study of the construction of quality management system for elementary and secondary school teachers in Taiwan. Unpublished master thesis, Institute of Education of National Sun Yat-sen University, Taiwan.
- Kotter, P.J. (2007). Leadership of Matsushita, Trans: Tefvik Ertan, (Sistem Publications, Istanbul).
- Laczko-Kerr, I., & Berliner, D. (2002). The Effectiveness of "Teach for America" and Other Under-certified Teachers. *Education Policy Analysis Archives*, 10, 37.
- Lawrence, N. (1960). In-service programs for high school teacher.
- Lee., & Chuang. (2009). The Impact of Leadership Styles on Job Stress and Turnover Intention: Taiwan Insurance Industry as an Example.
- Leithwood, K., & Jantzi, D. (2000). The effects of different sources of leadership on student engagement in school. In K. Riley & K. Louis (Eds.), *Leadership for Change and School Reform* (pp. 50-66). London: Routledge.
- Leithwood, K., & Jantzi, D. (2005). A review of transformational school leadership research 1996-2005. *Leadership and Policy in Schools*, Vol. 4 No. 3, PP. 177-99.
- Leithwood, K., & Mascall, B. (2008). Collective leadership effects on student.
- Li, B, H. (2010). The Multimedia Technology Used in Education.
- Lin, R., Xie, J. C., Jeng, Y. C., & Huang, S. (2010). The Relationship between Teacher Quality and Teaching Effectiveness Perceived by Students from Industrial Vocational High Schools. *Asian Journal of Arts and Sciences*. Vol. 1, No. 2, pp. 167-187.
- Liu, Q. (2013). Private Schools for Low-Income Families in Rural Gansu Province, China. Stockholm University, Stockholm, Sweden.

- Lomas, L. (2004). Embedding quality: the challenges for higher education. *Quality Assurance in Education*, 12 (4), PP. 65–157.
- Lowe, K., Kroeck, K. and Sivasubramaniam, N., 1996. Effectiveness correlates of transformational and transactional leadership: a meta-analytic review of the MLQ literature. *Leadership Quarterly*, 7 (3), 385–425.
- Lussier, R. N., & Achua, C. F. (2007). *Effective Leadership*. USA. PP.140.
- Lyons, R. (1985). Decentralized education planning: is it a contradiction?
- Maria, E. M. (2013). Leadership theory and educational outcomes: The case of distributed and transformational leadership.
- Mary, M. K. (2006). From teacher quality to quality teaching.
- Maryam, M., Suandi, T. B., Silong, A. D & Omar, Z. B. (2013). Transformational, Transactional Leadership Styles and Job Performance of Academic Leaders. *Canadian Center of Science and Education*, 6(11).
- McGrath, G. R., & MacMillan, I. C. (2000). *Entrepreneurial Mindset: Strategies for Continuously Creating Opportunity in an Age of Uncertainty*. *Harvard Business School Press Books*.
- Menaker, R., & Bahn, R.S. (2008). How perceived physician leadership behavior affects physician satisfaction. 83 (9).
- Minister of Education. China. (2006). Changes in Higher Education Enrolment. Retrieved June7, 2009, from <http://www.moe.gov.cn/edoas/website18/53/info33553.htm>.
- Ministry of Education. China. (2010). Teacher Performance Appraisal.
- Ministry of Education. China. (2013). To improve quality: The core task of Education Revolution.
- Minister of Education. China. Gansu. Wuwei. (2016). Basic education in Liangzhou District.
- Mohammad, A., & Rahil, D. (2013). On The Relationship between Efficacy of Classroom Management, Transformational Leadership Style, and Teachers' Personality. *Social and Behavioral Sciences*, 93, PP.1716 – 1721.
- Mondy, R. W., & Premeaux, S. R. (1995). *Management (7th ed.)*. *Englewood-Cliffs-New Jersey: Prentice-Hall*.

- Moss, S. and Ritossa, D., 2007. The impact of goal orientation on the association between leadership style and follower performance, creativity and work attitudes. *Leadership*, 3 (4), 433–456.
- Muhamma, R.A., Khalid. M., & Haroon, I. (2014). Leadership Style, Culture and Commitment: An Analytical Study of University Libraries in Pakistan. *Library Philosophy and Practice*.
- Ngok, K. L. (2006). Chinese Education Policy in the Context of Decentralization and Marketization: Evolution and Implications. *Asia Pacific Education Review*, 8(1), PP.142-157.
- Niva,V., & Vulfs, K. (2011). Students' Evaluation of Teaching Quality. *US-China Education Review*, PP.702-708.
- Northouse, P.G. (2004). *Leadership: Theory and Practice* (3rd Edition). London: Sage Publications Ltd.
- Nural, H. M., & Marlita, M. Y. (2012). Head of Program's Leadership Style and Academician's Perception towards Higher Learning Institution Students' academic Achievement. *Social and Behavioral Sciences*, 65, PP. 821 – 826.
- Odumeru, J. A. (2013). Transformational vs. Transactional Leadership Theories: Evidence in Literature. *International Review of Management and Business Research*.
- OECD. (2009), *Creating Effective Teaching and Learning Environments: First Results from TALIS*, *OECD Publishing*. Paris. <http://dx.doi.org/10.1787/9789264072992-en>.
- OECD. (2011). *Improving lower secondary schools in Norway*.
- OECD. (2013), *Teachers for the 21st Century: Using Evaluation to Improve Teaching*. *OECD Publishing*.
- Okafor H.C (1991) The relationship between the principals leadership style and teachers job performance of secondary school in Anambra state, M.ed thesis, *University of Nigeria Nsukka*.
- Oliver, R.M., & Reschly, D. J. (2007). *Effective classroom management: Teacher preparation and professional development*. *National Comprehensive Centre for Teacher Quality*. USA Department of Education.

- Omolayo, B. (2000). Psychology of human being at work (An introduction). *Ado – Ekiti: crown house publication*, PP.12-20.
- Panitz, B. (1996). The student portfolio: A powerful assessment tool, PP. 24-29.
- Peng, S. M. (1999). Basic quality standards and teacher cultivation for junior high school and elementary school teachers. Teacher Quality and Evaluation Seminar, Department of Education of National Kaohsiung Normal University, Taiwan.
- Peters, T.J. & Waterman, R.H. (1982). In search of excellence. New York: Harper & Row.
- Pimsiri, P. (2014). Key Determinants of Education Quality of Secondary Schools in Bangkok.
- Qian, K. (2006). A brief introduction to the Chinese education system. Quality of College Teachers. *International Education Studies*, Vol.1, No.3.
- Regina. M., Oliver, J. H., Wehby, D. J., & Reschly (2011). Teacher Classroom Management Practices: Effects on Disruptive or Aggressive Student Behavior.
- Reza, K., & Marzieh, G. (2014). One the Relationship between Teachers' Sense of Responsibility and Transformational Leadership Style. *Social and Behavioral Sciences*, 136. PP. 302 – 307.
- Richard, M. F., & Rebecca, B. (1999). How to improve teaching quality.
- Rogers, G. M., & Sando, J. K. 1996. Stepping ahead: An assessment plan development guide. *Terre Haute, IN: Rose-Hulman Institute of Technology*.
- Ross, J., & Gray, P. (2006). School Leadership and student achievement: The mediating effects.
- Roter, D.L & Hall, J. A. (1992). Doctors talking with patients, patients talking with doctors: improving communication in medical visits.
- Roter, D.L., Hall, J.A., & Katz, N.R. (1988). Patient-physician communication: a descriptive summary of the literature. 12:99–119.
- Ruilin et al., (2010).The Relationship between Teacher Quality and Teaching Effectiveness Perceived by Students from Industrial Vocational High Schools. *Asian Journal of Arts and Sciences*, Vol. 1, No. 2, pp. 167-187.
- Saba, S. R., & Najma, I. M. (2016). Leadership Styles as Predictors of Job

- Involvement in Teachers. *Pakistan Journal of Psychological Research*, 2016, 1 (31), 161-182.
- Sallis, E. (1997). Total Quality Management in Education.
- Samier, A.E. (2008). Political Approaches to Educational Administration and Leadership, London.
- Santos, M.E. (2007). Quality of Education in Argentina: Determinants and Distribution Using PISA 2000 Test Scores. *Wellbeing and Social Policy*. 3 (1): 93-119.
- Sararattana, P.H. (1999). Rehabilitation agency leadership style. *Rehabilitation Counselling Bulletin*, 43 (1), P5-7.
- Schlechty, P.C., (2011). Engaging students. The next level of working on the work.
- Scott, C., & Dinham, S. (2002). The beatings will continue until quality improves: Carrots and sticks in the search for educational improvement. *Teacher Development*, 6 (1), 15–31.
- Seldin, P. (1999). Changing practices in evaluating teaching: A practical guide to improved faculty performance and promotion/tenure decisions Current practices – good and bad – nationally. *Seldin & Associates* (Eds.), (pp. 1–24). Bolton, MA: Anker
- Seldin ., & Associates (Eds.), Changing practices in evaluating teaching: A practical guide to improved faculty performance and promotion/tenure decisions. PP.1–24. Bolton, MA: Anker.
- Sergiovanni, T.J. (1990). “Adding Value to Leadership Gets Extraordinary Results.” *Educational Leadership*.
- ShabaniVorki, B. (2006). Investing teaching quality in university. *Research and Planning in High Education Journal*. 39 (1), PP. 1–18.
- Shamaki, E.B. (2015). Influence of Leadership Style on Teacher’s Job Productivity in Public Secondary Schools in Taraba State, Nigeria. *Journal of Education and Practice*.
- Simmons, T.L. (1998). Student evaluation of teachers, professional practice or punitive policy?
- Sisman. M. (2002). Instructional Leadership.

- Siti et al., (2012). Teaching Quality and Performance among Experienced Teachers in Malaysia.
- Steffe, L. V., Johnson, J. L., & Johnson, M. R. (1993). Cognitive Issues in mathematics education. pp. 78-114. New York.
- Stephen, D. (2007). How schools get moving and keep improving: leadership for teacher learning, student success and school renewal. *Australian Journal of Education*, Vol. 51, No. 3. PP. 263-275.
- Stewart, M.A. (1995). Effective physician-patient communication and health outcomes. 152:1423–1433.
- Stewart, J. (2006). Transformational leadership: an evolving concept examined through the works of Burns, Bass, Avolio and Leithwood. *Canadian Journal of Educational*.
- Stogdill, R. M. (1962). Handbook of leadership. New York: Alfred A. Knopf.
- Stogdill, R. M. (1974). Handbook of Leadership. New York: The Free Press. *A Division of Macmillan Publishing*.
- Stones. E. (1994). Quality teaching, PP.2.
- Strong, M. (2011). The Highly Qualified Teacher: What Is Teacher Quality and How Do We Measure It? New York: Teacher Colleague Press.
- Susan, I. (2011). Teachers' Leadership Style and Students' Academic Performance in Mathematics Courses.
- Teacher questionnaire. (2001). Teaching and Learning International Survey (TALIS). OECD.
- Travel China Guide. (2014). <https://www.travelchinaguide.com/intro/china.htm>.
- Trigwell, K., P. (2004). Development and use of the approaches to inventory. *Educational Psychology Review*, 16, PP. 409–427.
- United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP). (2015).NA. "Population and Family Planning in China by Province: Gansu Province." Bangkok, Thailand: United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP), Retrieved 10/21, 2005 (<http://www.unescap.org/esid/psis/population/database/chinadata/gansu.htm>).
- Various. (1970). Transformational Leadership Theories.
- VII Ed. (2011). People's Republic of China. *World Data on Education*.

- Vogt, W.P. (2005). Quantitative Research Methods of Professionals, PP. 115-120.
- Vroom, V.H. (1964). Work and motivation, John Wiley and Sons, New York, PP.99.
- Wang, T. (2004). Understanding Chinese Educational Leaders' Conceptions of Learning and Leadership in an International Education Context.
- Wen, S. H & Wang, X.H. (2008). Research on Evaluation Indicator System for Teaching.
- Wilson, H. W. (2006). From Teacher Quality to Quality Teaching, Educational Leadership.
- Wong, M.Y. (2007). Transformational Leadership and Job Satisfaction of Advanced Practice Nurses in Public Health Settings.
- World Data on Education (WED). (2011). People's Republic of Education. <http://www.ibe.unesco.org/>.
- Wragg, E. C. (2005) The Art and Science of Teaching and Learning: The Selected Works of Ted Wragg.
- Wu, W. (2009). Moral function of folk literature of ethnic minority. *Ethnic Education Research*, 6(99).
- Wyld, D. (2010). Southeastern Louisiana University in Management.
- Xuto, V (2006). Transformational Leadership and Effectiveness of Team Leaders in Institute of Psychiatry. Master Thesis: Faculty of Graduate Studies, Mahidol University, Thailand.
- Yammarino, F. J., & Bass, B. M. (1990). Transformational Leadership and Multiple Levels of Analysis. *Human Relations*, 43(10), PP.975-995.
- Yu, T. J. (2013). Teacher Education in China: Current Situation & Related Issues.
- Yukl, G. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *The Leadership Quarterly*, 10, PP. 285–305.
- Yukl, G. (2002) *Leadership in Organizations*, 5th edn. Prentice Hall, New Jersey, USA.
- Zhang, T.D., Zhao, M.X., Zhao, X.Q., Zhang, X. & Wang, Y. (2004). Universalizing Nine-Year Compulsory.
- Zhou, N.Z., & Zhu, M.J. (2006). Educational Reform and Curriculum Change in China: A Comparative Case Study. *International Bureau for Education*.

Zohur, A., & Eslami, T. (2002). Items of effective teaching of medical science viewpoint students in Kerman. *Payesh Journal*, 1 (4), PP. 5–13.

APPEDICES

APPENDIX A
RESEARCH QUESTIONNAIRES

**THE RELATIONSHIP BETWEEN TEACHERS' LEADERSHIP STYLES AND
TEACHING QUALITY IN LOWER SECONDARY SCHOOLS IN LIANG
ZHOU DISTRICT OF WUWEI, GANSU, CHINA**

Gender

Male		Female	
------	--	--------	--

Work experiences

1-5 years	
6-10 years	
11-15 years	
Above 15 years	

1 Multifactor Leadership Questionnaire

Instructions: Consider your own impression of the term "*leadership style*" and "*teaching quality*". Please read each item carefully; and mark tick (✓) in the box to show your leadership style.

Teachers ‘Leadership Styles Questionnaire								
Instructions: Please read each item carefully; And mark tick (✓) in the box to show your leadership style.								
Never	Rarely	Sometimes	Often	Always				
1	2	3	4	5				
No.	Teachers			Teachers’ Leadership Styles				
				1	2	3	4	5
Transformational Leadership Style								
1	I am willing to spend time teaching and coaching.							
2	I treat others as an individual rather than just a member of a group.							
3	I consider everyone has different needs and aspirations from others.							
4	I am willing to help others to develop their strengths.							
5	I check and re-examine whether the assumptions are appropriate to questions.							
6	I seek different methods and perspectives when solving problems.							
7	I encourage others to look at problems from different angles.							
8	I encourage others’ innovation ability.							
9	I talk positively about future with others.							
10	I talk passionately about the tasks that need to be accomplished.							
11	I articulate a compelling vision of the future.							
12	I talk confidently with others about the goals that will be achieved.							
13	I am pride in others for being associated with me.							

Teachers 'Leadership Styles Questionnaire					
Instructions: Please read each item carefully; And mark tick (√) in the box to show your leadership style.					
Never	Rarely	Sometimes	Often	Always	
1	2	3	4	5	
No.	Teachers	Teachers' Leadership Styles			
14	I treat self-interest behind others.				
15	I display a sense of confident.				
16	I act in ways to get others' respect.				
17	I talk about my values and beliefs to others.				
18	I address the importance of having a sense of purpose.				
19	I consider the moral and ethical when making decisions.				
20	I emphasize the importance of a sense of collective mission.				
Transactional Leadership Style					
21	I assist others for their efforts.				
22	I discuss in specific terms who is responsible for achieving performance targets.				
23	I make clear what one wants to get after achieving performance goals.				
24	I express satisfaction when one finish the tasks well.				
25	I focus attention on mistakes, exceptions and irregularities from standards.				
26	I concentrate all of my attention on dealing with mistakes, complaints and failures.				
27	I keep track of all mistakes.				
28	I fail to deal with the problem until it becomes serious.				
29	I don't take action until things go wrong.				
30	I am a person who believe in "if it ain't broke, don't fix it".				
Laissze-faire leadership Style					
31	I avoid getting involved when important issues happened.				
33	I am absent when needed.				

Teachers 'Leadership Styles Questionnaire					
Instructions: Please read each item carefully; And mark tick (✓) in the box to show your leadership style.					
Never	Rarely	Sometimes	Often	Always	
1	2	3	4	5	
No.	Teachers			Teachers' Leadership Styles	
33	I am unwilling to make decision.			<input type="checkbox"/>	<input type="checkbox"/>
34	I delay responding to urgent things.			<input type="checkbox"/>	<input type="checkbox"/>

2: Teaching Quality Questionnaire

Instructions: Consider your own impression of the term "*leadership style*" and "*teaching quality*". Please read each item carefully; and mark tick ($\sqrt{\quad}$) in the box to show your teaching quality.

Teaching Quality Questionnaire										
Instructions: Please read each item carefully; And mark tick ($\sqrt{\quad}$) in the box to show your leadership style.										
Never		Rarely		Sometimes		Often		Always		
1		2		3		4		5		
No.	Teachers					Scale of Teaching Quality				
						1	2	3	4	5
Lesson Design										
1	I determine the lesson content before teaching.									
2	I understand teaching material then transfer to students.									
3	I guide students to sum up and review the lesson at the end of class.									
4	I review the previous lesson and mention the relation of new knowledge at the beginning of class.									
5	I set homework of previous lesson and prepare lessons for new lesson.									
Teaching Skills										
6	I teach in different grade.									
7	I use different teaching methods.									
8	I encourage students to take part in the class activities.									
9	I use multi-media in teaching.									
10	I observe and manage classroom.									
Communication Skills										
11	I often communicate with students in a suitable way.									
12	I motivate students to study and innovate by communication.									

Teaching Quality Questionnaire						
Instructions: Please read each item carefully; And mark tick (✓) in the box to show your leadership style.						
Never		Rarely		Sometimes		
1		2		3		
1		2		3		
4		5				
No.	Teachers				Scale of Teaching Quality	
13	I create chances to learn with students.					
14	I have skills in attention and listening to the questions and giving answers to the students.					
15	I have ability to manage emotion in the communication process.					
The expertise skill in the lesson content						
16	Have an accurate and deep understanding of the subject knowledge.					
17	I provide up- to- date lessons.					
18	I encourage students in a deep understanding.					
19	To have an understanding of the students 'age group that you teach.					
20	To repeat lessons for better comprehension.					
Classroom Management						
21	Use a clear classroom discipline plan.					
22	Set up individual rewards system.					
23	Teach student to ignore disruptive behavior.					
24	Collaborate with parents to regular children behavior.					
25	Send student to home for aggressive behavior.					

...Thank you for your time and your kind cooperation

APPENDIX B
NOTARIAL CERTIFICATE OF QUESTIONNAIRE
APPENDIX C

NOTARIAL CERTIFICATE

(2016) Wu Liang Zheng Zi, No.250

Applicant: Chen Lixia , female, born on August 20th 1987, Address:
No.967, Anning East Road, Anning District, Lanzhou City, Gansu
Province, ID No.: 622301198708200021.

Notary Matter: Copy in conformity with original

This is to certify that the copy attached hereto English translation is in
conformity with its Chinese original.

Notary: Zheng Shumin (seal)

Liangzhou District Notary Public Office

Wuwei City, Gansu Province

The People' s Republic of China (seal)

October 14th 2016

APPENDIX C

LETTERS TO EXPERTS



MAHIDOL UNIVERSITY

Since 1888

Faculty of Social Sciences and Humanities,
Mahidol University
999 Phutthamonthon 4 rd., Salaya
Phutthamonthon, Nakorn Pathom, 73170
Thailand

Ref. 0517.12/ 4426

๒๘ September, 2016

Subject: Invitation for specialist to verify research tool

To Assoc. Prof. Dr. Naranan Suriyamanee

Ms. Chen Lixia, master's degree student in Educational Management (International Program) at the Faculty of Social Sciences and Humanities, Mahidol University, would like to invite Assoc. Prof. Dr. Naranan Suriyamanee to verify research tool for thesis. Her thesis titled "The Relation between Teachers' Leadership Styles and Teaching Quality in Lower Secondary School in Liang Zhou District of Wuwei, Gansu, China." is advised by Lect. Dr. Sumalee Waiyarod, lecturer of Department of Education.

On behalf of the faculty, we would appreciate your expertise and accept this invitation.

Respectfully yours

A handwritten signature in black ink, appearing to read "Luechai S".

Assoc. Prof. Luechai Sri-Ngernyuang, Ph.D.

Dean

Faculty of Social Sciences and Humanities,
Mahidol University



MAHIDOL UNIVERSITY

Since 1888

Faculty of Social Sciences and Humanities,
Mahidol University
999 Phutthamonthon 4 rd., Salaya
Phutthamonthon, Nakorn Pathom, 73170
Thailand

Ref. 0517.121 4725

28 September, 2016

Subject: Invitation for specialist to verify research tool

To Lect. Dr. Patreeya Kitcharoen

Ms. Chen Lixia, master's degree student in Educational Management (International Program) at the Faculty of Social Sciences and Humanities, Mahidol University, would like to invite Lect.Dr.Patreeya Kitcharoen to verify research tool for thesis. Her thesis titled "The Relation between Teachers' Leadership Styles and Teaching Quality in Lower Secondary School in Liang Zhou District of Wuwei, Gansu, China." is advised by Lect. Dr. Sumalee Waiyarod, lecturer of Department of Education.

On behalf of the faculty, we would appreciate your expertise and accept this invitation.

Respectfully yours

A handwritten signature in black ink, appearing to read "Luechai S".

Assoc. Prof. Luechai Sri-Ngernyuang, Ph.D.

Dean

Faculty of Social Sciences and Humanities,
Mahidol University



Faculty of Social Sciences and Humanities,
Mahidol University
999 Phutthamonthon 4 rd., Salaya
Phutthamonthon, Nakorn Pathom, 73170
Thailand

Ref. 0517.12/ ๔๙๔๗

๒๘ September, 2016

Subject: Invitation for specialist to verify research tool
To Lect. Dr. Siwaporn Poopan

Ms. Chen Lixia, master's degree student in Educational Management (International Program) at the Faculty of Social Sciences and Humanities, Mahidol University, would like to invite Lect. Dr. Siwaporn Poopan to verify research tool for thesis. Her thesis titled "The Relation between Teachers' Leadership Styles and Teaching Quality in Lower Secondary School in Liang Zhou District of Wuwei, Gansu, China." is advised by Lect. Dr. Sumalee Waiyarod, lecturer of Department of Education.

On behalf of the faculty, we would appreciate your expertise and accept this invitation.

Respectfully yours

A handwritten signature in black ink that reads "Luechai S." in a cursive style.

Assoc. Prof. Luechai Sri-Ngernyuang, Ph.D.
Dean
Faculty of Social Sciences and Humanities,
Mahidol University

APPENDIX D ETHICS CERTIFICATE



BIOGRAPHY

NAME	Miss Chen Lixia
DATE OF BIRTH	20 August 1987
INSTITUTE ATTEND	Mahidol University, 2015-2017 Master of Educational Management
HOME ADDRESS	Yin Fang Garden, North Street, Liang Zhou District, Wuwei City, Gansu, China Tel: (86) 18793569982 Email: 812038224@qq.com

PRESENTATION

Chen, L.X. (2017). The Relationship Between Teachers' Leadership Styles and Teaching Quality in Lower Secondary Schools in Liang Zhou District of Wuwei, Gansu, China. 5th National and International Conference on Humanities and Social Sciences. Rangsit University Thailand. 16-17 February 2017