

# The Professional Leadership Model of English Major Teachers in Universities Under Liaoning Province

Lian Ying,

Somsak Chanphong and Sutida Howattanakul

Bangkokthonburi University, Thailand

Corresponding Author, E-mail: 6443200023.edu@bkkthon.ac.th

\*\*\*\*\*

## Abstract

The objectives of this research were: (1) to explore the components and indicators of the professional leadership of English major teachers in universities under Liaoning Province, (2) to verify the components of the professional leadership model of English major teachers in universities under Liaoning Province, and (3) to propose the guidelines for improving the professional leadership of English major teachers in universities under Liaoning Province.

The research was a mixed methodology research. Population was English major teachers and administrator, totaling 864 people. The sample size was obtained by stratified random sampling, totaling 268 people. The key informants were 8 people, obtained by purposive sampling method. The instruments used for data collection were semi-interview, three-level scale questionnaire and focus group discussion form. The statistics used for data analysis were frequency, percentage, mean, standard deviation, confirmatory factor analysis and content analysis.

The research findings revealed that: (1) the professional leadership of English major teachers in universities under Liaoning Province consisted 5 components and 50 indicators, which were personality inspiration, teaching leading force, academic foresight, learning growth and organizational cohesion, (2) the model of professional leadership of English major teachers in universities under Liaoning Province fit with the empirical data for all indicators, and (3) 15 guidelines for improving the professional leadership of English major teachers in universities under Liaoning Province were proposed.

**Keywords:** Teacher Professional Leadership; English Major Teachers; Universities under Liaoning Province

## Introduction

University teachers played a crucial role in the field of education, and undertook the important task of cultivating talents for the society and imparting knowledge and skills. They were not only the academic instructors of students, but also the promoters of comprehensive improvement of students' comprehensive quality. University teachers should help students get out of the campus, grow into adults, and adapt to the needs of society (Shu, 2004).

In the field of foreign language education reform and research, teacher leadership is an important tool for reshaping school culture and building an academic community. At present, the educational systems at home and abroad are mostly hierarchical organizational structures, and leadership development must be embedded in the school community. The advancement of teaching reform for English majors and the professional growth of English major teachers have always been the content of this research (Jin, 2004 : 27-29).

Teacher leadership is a relatively complex concept. Since the 1980s, researchers at home and abroad have carried out research in this area and achieved some results. However, most of the research still focuses on primary and secondary school teachers, and there is very little research on the leadership of college and university teachers. In addition, there are not many studies examining the leadership development of foreign language teachers from the perspective of professional development. Teacher Professional Leadership is still a relatively new concept in academia. Although it has been practiced in education for a long time, its connotation and significance for the development of higher education are still vague (Wang, 2012). This research will analyze and explain the concept and components of teacher professional leadership, enrich the theory of teacher leadership, and provide guidelines for the promotion and development of university English teaching reform.

### **Research Objectives**

1. To explore the components and indicators of the professional leadership of English major teachers in universities under Liaoning province.
2. To verify the professional leadership model of English major teachers in universities under Liaoning Province.
3. To propose the guidelines for improving the professional leadership of English major teachers in universities under Liaoning Province.

### **Scope of research content**

1. Teacher Professional Leadership
2. English Major Teachers
3. Universities under Liaoning Province

### **Research Methodology**

#### **1. Population and Sample and key informants**

The researcher selected about 30 relevant research literature at home and abroad and summarized the components of the professional leadership of English major teachers in universities under Liaoning Province.

The semi-structured interview was composed of 8 key informants, including one university administrator from the educational administration department of the university, two deans of foreign language colleges with professor title, and more than 5 years management experience, two heads of foreign language department with associate professor title and more than 5 years English teaching experience and 5 years working management experience, three lecturers of English department with educational and teaching experience in English major. The interviewee were from eight universities in Liaoning Province. Key informants were selected by purposive sampling technique. Step 2 to verify the professional leadership model of English major teachers in universities under Liaoning Province.

The scope of the questionnaire survey was for English major teachers from 36 universities in Liaoning province. The population was 864, which included 77 university administrators and 787 English major teachers. Among them, there were 158 professors, 345 associate professors and 361 lecturers. The sample size was determined by the table of Krejcie and Morgan(1970). The sample was 268 universities administrators and English major teachers by the stratified sampling method.

The key informants of the focus group were composed of 7 English major experts from 7 universities in Liaoning Province, who were university vice-presidents, the deans of foreign language colleges and the heads of foreign language departments with professor title and rich university working experience. The data from the focus group discussion was analyzed by content analysis, descriptive statistics such as frequency content and average value were used to analyze the collected data after data collection.

### **Research Instruments**

The research instruments were used three research tools to examine the objectives of this paper, which were semi-structured interview, a five-point rating scale questionnaire and focus group discussion form.

Through the semi-structured interview table, mainly by discovering the main factors, the semi-structured interview was preliminarily completed. The interview was mainly conducted in a non-face-to-face way. A total of 8 respondents were sent by mail and online.

The researchers used a three-part questionnaire. Part I was demographic variables (Checklist), General information of the respondents with totaling 8 items. Part II was questionnaire survey of the professional leadership model of English major teachers in universities under Liaoning Province. (Five-point rating scale), totaling 50 items. Part III was suggestions and supplementary comments (Open Ended).

Focus group discussion of 7 key informants was developed to propose the guidelines for improving professional leadership of English major teachers in universities under Liaoning Province. Key informants are different, not the same person, but they may have the same qualification.

### **Data collection**

Researchers contacted key informants and sent interview questionnaires on line. About 268 questionnaires need to be completed in about 2 weeks. The sample has been directly informed of content scope and research objectives, and received a formal permission letter from the university to the administrator and teachers, allowing to conduct and collect data from faculty in accordance with a letter of approval issued by the relevant authority. Focus group discussion could be conducted on line, with researchers leading the participants and open-ended discussions. The researcher acted as a facilitator.

### **Data analysis**

Content analysis about the results of review literature and semi-structured interview was conducted. Descriptive statistics, frequency and percentage were used to analyze the data of demographic variables. Descriptive statistics, mean value, standard deviation (S.D.) were used to analyze the variable factors. Confirmatory factor analysis (CFA) was used to verify the professional leadership model of English major teachers in universities under Liaoning Province. The data from the focus group discussion was analyzed by content analysis. After data collection was completed, descriptive statistics such as frequency content and average value were used to analyze the collected data.

## Research Framework

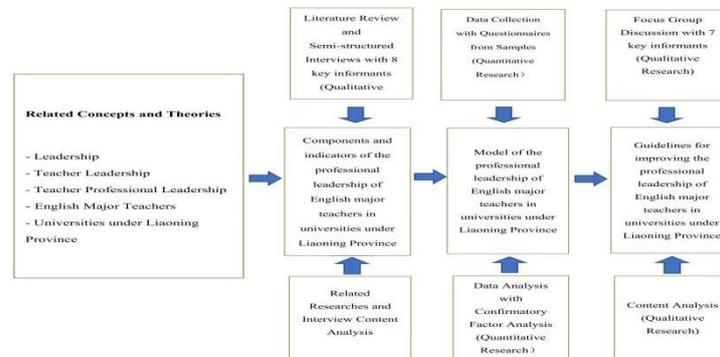


Figure 1 Research Framework

## Research Result

### 1. Result of the demographic information

In this study, a total of 268 questionnaires were distributed to teachers and administrators, 268 questionnaires were returned, with a recovery rate of 100%. Among them, 268 questionnaires were valid, with a validity rate of 100%.

The distribution and recovery of the questionnaires were as follows: in terms of Gender item, most samples were "Female", accounting for 72.76%, the male sample was 27.24%. For the Age item, most samples were "31-40 years", with a proportion of 47.02%. For the Professional Title item, most samples were "Lecturer", with a proportion of 40.67%. For the Education Background item, most samples were "Master", with a proportion of 66.79%. For the Years of University Work Experience item, most samples were "5-15 years", with a proportion of 38.06%. For the Position item, most samples were "Teacher", with a proportion of 85.45%. For the University Level item, most samples were "Provincial", with a proportion of 61.57%. For the Personal Study and Further Study Experience item, most samples were "Overseas Education", with a proportion of 41.05%.

### 2. Result of data analysis of the components and indicators

Table 1: KMO and Bartlett tests

	KMO	0.926
The Bartlett Test	Approx. Chi-Square	37170.585
	<i>df</i>	1076
	<i>p</i>	0

The above table showed that the KMO value was 0.926 and the KMO value was more than 0.8. It also showed that the research data was very suitable for extracting information, and also reflected with good validity from the side.

**Table 2:** Reliability analysis

Item	Samples	Cronbach's Alpha Coefficient
50	268	0.961

Reliability analysis was used to study the reliability and accuracy of the quantitative data. From the table above, it showed that the reliability coefficient value was 0.961 which was more than 0.9. Therefore, the reliability quality of the research data was very high.

**3.Result of Model Fitting Index**

Among the 5 components and 50 indicators, no more than 5 indicators were selected for analysis. X,S.D., SK, KU, CV and other variables were obtained. The arithmetic mean (X) of the variable was medium to high. The S.D value was between 0.75-1.08 which indicated that the respondents' views on the variables differed little.

**4.Result of Factor Model Based on Confirmatory Factor Analysis**

$\chi^2/df=2.385$ ,  $\chi^2 =772.988$ , P-value=0.115, GFI=0.867, TLI=0.943, CFI=0.948, NFI=0.915, RMSEA=0.066, SRMR=0.044. All of the above results met the data standards.

The confirmatory factor analysis (CFA) analysis was conducted for 5 factors and 25 analysis items (second order). The effective sample size of this analysis was 268, 10 times beyond the number of analysis items, and the sample size was moderate.

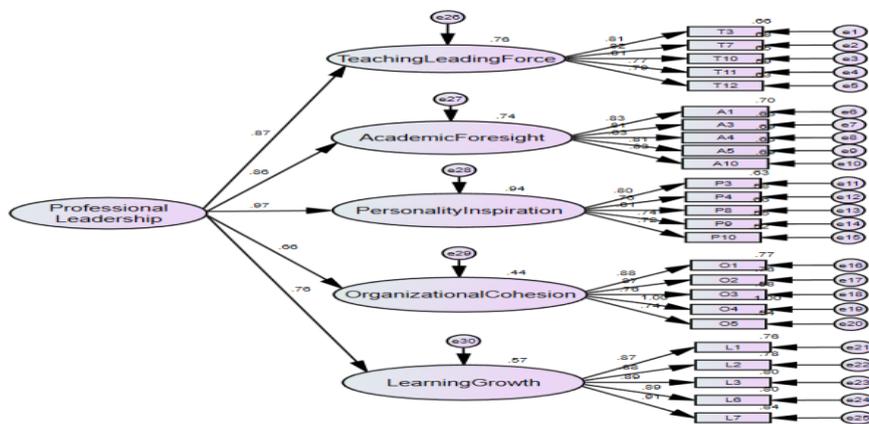


Figure 2 CFA The professional leadership model of English major teachers in universities under Liaoning Province under the standardized estimation

**Table 3:**Basic factor summary table

Factor	Quantity
Component 1	13
Component2	10
Component3	15
Component4	5
Component5	7
Summary	25
Analytical Sample Size	268

The data summary had a total of 5 components, 50 indicators, and 268 samples, which met the basic data requirements of confirmatory factor analysis.

### 5. Result of Model Fitting Index

**Table 4:** Fitting index of confirmatory factor analysis model

Item	Numerical Value	Excellent Fitting Index	Effective Fitting Index	Standard or Not
$\chi^2/df$	2.385	$\leq 3$	$\leq 5$	fit
$\chi^2$	643.829	-	-	fit
P-value	0.115	$\geq 0.05$		fit
GFI	0.867	$\geq 0.9$	$\geq 0.8$	fit
TLI	0.943	$\geq 0.9$	$\geq 0.8$	fit
CFI	0.948	$\geq 0.9$	$\geq 0.8$	fit
NFI	0.915	$\geq 0.9$	$\geq 0.8$	fit
RMSEA	0.066	$\leq 0.05$	$\leq 0.1$	fit
SRMR	0.044	$\leq 0.05$	$\leq 0.1$	fit

As shown in the table above, the  $\chi^2/df$  value was 2.385, Chi-square value was 643.829, P-value was 0.115, GFI value was 0.867, TLI value was 0.943, CFI value was 0.948, NFI value was 0.915, RMSEA value was 0.066, SRMR value was 0.044. All above met the data standards.

**6. Result of Factor Loading Coefficient**

**Table 5:**Discriminant Validity Analysis

	TL	AF	PI	OC	LG
TL	0.807				
AF	0.708	0.83			
PI	0.766	0.758	0.777		
OC	0.561	0.591	0.64	0.86	
LG	0.628	0.635	0.687	0.504	0.896

Note: The diagonal blue numbers represented the AVE square root value

As shown in the table above, all the AVE values corresponding to the 5 factors were greater than 0.5, and all the CR values were higher than 0.7, which meant that the analyzed data has good aggregation (convergence) validity. The factor loading on the corresponding variables of each topic was 0.6, P was less than 0.001, it was statistically significant.

**7. Result of Pearson Correlation and AVE Square Root Value**

As shown in the table below, the AVE values corresponding to a total of 5 factors were all greater than 0.5, and the CR values were all higher than 0.7, which indicated that the analyzed data has good aggregation validity. Analysis for discrimination validity, the AVE square root value was 0.807 for TL, which was greater than the maximum value of the absolute inter-factor correlation coefficient of 0.493. It indicated good discriminant validity. For AF, its AVE square root value was 0.83, which was greater than the maximum absolute value of the inter factor correlation coefficient of 0.465. It indicated good discriminant validity. For PI, its AVE square root value was 0.777, which was greater than the maximum absolute value of the inter factor correlation coefficient of 0.634. It indicated good discriminant validity. For OC, its AVE square root value was 0.86, which was greater than the maximum absolute value of the inter factor correlation coefficient of 0.634. It indicated good discriminant validity. For LG, its AVE square root value was 0.896, which was greater than the maximum absolute value of the inter factor correlation coefficient of 0.531. It indicated good discriminant validity.



## **Focus Group Conduct and Results**

Focus groups made recommendations on issues related to the professional leadership model of English major teachers in universities under Liaoning Province, and the recommendations of the five for experts focused on the following aspects: (1)Promote the personality accomplishment and charisma, (2)Help students to grow up,(3)Cultivate their sense of responsibility and the establishing moral model in universities, (4)Promote the overall improvement of teachers' teaching ability, (5)Establish a new type of teacher-student relationship, (6)Strengthen the development and construction of teachers' teaching organizations, (7)Establish a sense of academic leadership, enhancing the ability of promoting the transformation of social and economic development, (8)Give full play to the role of teachers in guiding and demonstrating students' scientific research, (9)Provide policy support for the development of teachers' academic research leadership, (10)Create an incentive mechanism to improve teachers' professional learning ability, (11)Complete democratic evaluation mechanisms to improve teachers' learning ability, (12)Provide policy support from the state, local governments and universities, (13)Train teachers to establish the concept of team leadership, (14)Improve the leadership skills of teachers, (15)Strengthen the practice of community building.

## **Discussion**

### **1. Major Findings of Objective 1**

There were 5 components of the professional leadership model of English major teachers in universities under Liaoning Province, which consisted of Personality Inspiration, Teaching Leading Force, Academic Foresight, Learning Growth, and Organizational Cohesion.

In terms of personality inspiration, the research finding was in accordance with the research of Zhao Ying (2021 : 577-63) and Li Weiping (2019 :32-34). In terms of teaching leading force, from the study of Charlotte Danielson (2016), the research finding was in accordance with the research of Shu Dingfang (2015) and Zhang Mingming (2016). From the study of Tan Xin (2020 : 106-107), she pointed out the problem which was that teachers didn't pay attention to teaching innovation. In addition, the findings were in the same direction with Anna Berestova (2020 : 607-622). In terms of academic foresight, the research finding was in accordance with the research of R.A.Hudson (2020) and Zhang Junhui (2019 : 170-171). In addition, the findings were in the same direction with Huang Guowen(2017) and Cao Junwei (2017). From the research of Wang Lijuan (2017), it was found that teachers' personal willingness had a significant positive impact on environmental adaptability. Also, the findings were in the same direction with Zhang Yang (2018). In terms of organizational cohesion, the research finding was in accordance with the research of Zheng Richang (2018), Amy Cassata and Elaine Allensworth. (2021). Also, the findings were in the same direction with Daniel Muijs, Alma Harris (2016).

### **2. Major Findings of Objective 2**

Research findings were used to verify the professional leadership model of English major teachers in universities under Liaoning Province. 50 indicators of 5 components are founded and model fit with empirical data for all indicators.

Component 1: To improve the professional leadership of English major teachers in universities by improving teachers' personal inspiration. This was the most important component factor. The AVE value was 0.604, CR value was 0.884. The research finding was in accordance with the distributed leadership theory of Wang Lijuan (2017) and Maria Assuncao Flores (2018). Also, the finding was in the same direction with Yi Heng(2017). Component 2: To improve the professional leadership of English major teachers in universities by promoting teaching leading force. This was the second important component factor. The AVE value was 0.652, CR value was 0.903. This research finding was in accordance with the research of Wen Qiufang (2017). Also, from the study of Wan Suhaila Wan Yaacob, Yahya Don (2018), it was found that instructional proficiency and leadership was one of the dimensions for teacher leadership model. Component 3: To improve the professional leadership of English major teachers in universities by establishing a foresight of academic leadership. The AVE value was 0.688, CR value was 0.917. This research finding was in accordance with the research of Zhang Yang (2018) and Joseph Murphy (2015).

### **3. Major Findings of Objective 3**

The major findings were the guidelines for improving the professional leadership of English major teachers in universities under Liaoning Province. There were 15 guidelines for improving the professional leadership of English major teachers in universities under Liaoning Province, including 3 guiding principles for ego personality inspiration, 3 guidelines for teaching leading force, 3 guidelines for academic foresight, 3 guidelines for learning growth, 3 guidelines for Organizational Cohesion.

In Component 1, it was mainly formulated for the needs of personality traits, which consistent with the Charismatic Leadership Theory. It was consistent with the research of Wang Ying (2012) and Zhao Ying (2021 : 57-63). In Component 2, it was mainly formulated for the professional teaching ability, which consistent with the research findings of Tan Xin (2020 : 106-107), Wang Ying (2012).In Component 3, it was mainly formulated for the academic prevision ability of English major teachers, which was consistent with the research findings of Zhang Yang (2018) and Zhang Junhui (2019 :170-171). In Component 4, it was mainly formulated for self-growth and improvement, which referred to teacher's ability to continuously learn, grow and develop themselves in education and teaching work. It was consistent with the research findings of Wang Lijuan (2017) and Zhang Yang (2017). In Component 5, it was mainly formulated for organizational and management ability of English major teachers, which referred to teachers driving the development of other teachers through their own development in the cooperation with other colleagues. It was consistent with the research findings of Amy Cassata & Elaine Allensworth. (2021).

## **Conclusion**

The research procedures consisted of three steps, step (1) was exploring the components and indicators of the professional leadership model of English major teachers in universities under Liaoning Province. It was a qualitative research. The researcher studied related literature about the concepts, principles, theories, and related research on teacher professional leadership, and conducted semi-structured interviews with key informants, who were 8 universities administrators or English teachers with more than 5 years' teaching and management experience from eight universities in Liaoning Province. Purposive sampling technique was employed. Data collection was performed by the researcher and analyzed by content analysis.

Step(2)of the research procedure was verifying the professional leadership model of English major teachers in universities under Liaoning Province. It was a quantitative research. The researcher developed a survey questionnaire as an instrument to collect sample data. The population consisted of 864 people, the sample was 268 people which was selected by stratified sampling technique.

The researcher employed a questionnaire which composed of three parts: Part I: Demographic variables(Checklist), Part II: the indicators of professional leadership model of English major teachers in universities under Liaoning Province(Five-level rating scale), and Part III: Recommendation (Opened End). The instrument was developed from step(1)as a questionnaire. The quality of questionnaires was assessed by content validity and reliability validity. For content validity, it was checked by five experts and analyzed by Item-Objective Congruence. For the reliability, it was analyzed by Cronbach alpha at 0.80. Descriptive statistics, frequency and percentage were used to analyzed the data of demographic variables. The variables that affect the professional leadership model of English major teachers in universities under Liaoning Province were analyzed by descriptive statistics, mean value, standard deviation (S.D.). Confirmatory factor analysis was used to verify the professional leadership model of English major teachers in universities under Liaoning Province. The model of professional leadership of English major teachers in universities under Liaoning Province was fit with empirical data for all indicators.

Step(3)of the research procedure was proposing the guidelines for improving the professional leadership of English major teachers in universities under Liaoning Province. It was a qualitative research. The researcher used each component of the professional leadership of English major teachers in universities under Liaoning Province from the above step to develop the guidelines by using Focus Group Discussion. 7 key informants with professor title and more than 10 years' English teaching and working management experience were from relatively representative foreign language universities. The data from Focus Group Discussion was analyzed by Content Analysis.

From these objectives, major findings were revealed as follows: there were five components of the professional leadership model of English major teachers in universities under Liaoning Province, which were personality inspiration, teaching leading force, academic foresight, learning growth and organizational cohesion. There were total 15 managerial guidelines for improving the professional leadership of English major teachers in universities under Liaoning Province.

## Recommendations

1.The government can establish a professional leadership training system and allocate special funds to support college teachers to participate in professional leadership training courses to improve their professional quality and leadership skills. Colleges and universities should establish incentive mechanisms to encourage teachers to actively participate in various activities to improve their professional leadership, and give corresponding rewards and recognition to their efforts.

2.The society should give more care and support to the professional leadership improvement of university teachers. Enterprises and organizations in the society can cooperate with universities to provide practical opportunities and resources, so that teachers can continuously improve their professional leadership in practice. Universities need to provide teachers with professional leadership training programs and courses, as well as the necessary resources and support.

3.To further explore the interrelationship between professional leadership and career development of college English teachers. Professional leadership is one of the important factors for the career development of English teachers in universities. Future research should deeply explore the interrelationship between the two and how to promote the career development of college English teachers by improving professional leadership. Carry out cross-cultural and interdisciplinary professional leadership research of college English teachers.

## Reference

- Anna Berestova. (2020). *Leadership and Functional Competence Development in Teachers: World Experience*. International Journal of Instruction. 19 (13), 607-622
- Jin Yan.(2004). The Reform of College English Test of CET-4 and CET-6. *Chinese Foreign Language*. 4 (1), 27-29.
- Li Weiping. (2019). Thoughts on the Construction of First-class Foreign Language Disciplines in China in the New Era. *Contemporary Foreign Language Research*. 4 (1), 32-34
- Shu Dingfang. (2004). *Foreign Language Teaching reform: Problems and Countermeasures[M]*. Shanghai: Shanghai Foreign Language Education Press.
- Tan Xin. (2020). *Investigation and Analysis of the Professional Leadership of Foreign Language Teachers in Shaanxi Colleges and Universities*.University (Research & Management). 6 (10),106-107
- Wang Shouren. (2008). *The Development Report on Foreign Language Education (1978-2008)[M]*. Shanghai: Shanghai Foreign Language Education Press.
- Wang Ying. (2012). Research on the Professional Leadership of College Foreign Language Teachers. *East China Normal University*.
- Zhang Junhui. (2019). Reflections on the Contradiction Between Administrative Power and Academic Power in Universities. *Newborn*. 8 (35), 170-171
- Zhang Mingming.(2016).*University Teachers' teaching Leadership Promotion Strategy Research*.Master's Thesis, Harbin Normal University.
- Zhao Ying.(2021).*Research on the Construction of Leadership Model of Young Teachers in Colleges and Universities*.Decision reference. 5 (1),57-63