

THE EFFECT OF EDUCATIONAL LEADERSHIP ON IMPROVING
THE CLASSROOM ENVIRONMENT IN NEW CONCEPT ENGLISH SCHOOL
SHANDONG PROVINCE, CHINA)

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ABSTRACT

This research aims of educational leadership is to improve the classroom environment in “the New Concept English School”, Shandong Province, China. The research samples consisted of 385 teachers at an English School in Shandong Province China, using convenience sampling method. The data were collected from questionnaires completed by the participates. Then they data were analyzed by descriptive statistics such as frequency, percentage, mean and standard deviation and Pearson correlation.

The results showed that:

different demographic factors in terms of gender, age and educational level had a statistically significant effect on the classroom environments in both overall and individual aspects at the 0.01 level. And 5 essential leadership skills that affect classroom environments statistically significantly at 0.01 levels include Communication, Creativity, Feedback, and Positivity, with a forecasting power of 60.5%, which was positively correlated at a very high level. The findings suggest that educational leaderships need to involve in the classroom environment by conducting meaningful skills and demanding classroom environment.

Keywords: Educational Leadership; Classroom Environment; New Concept English School

1. INTRODUCTION

In the 21st century, it is necessary for educational leadership to improve the classroom environment. There is a considerable beneficial association between educational leaders and students' academic achievement, as shown by several studies. As a consequence, some studies believe that increasing instructional leadership

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might boost students' academic performance (Ismail, Don, Husin and Khalid, 2018). Hidayat and Wulandari (2020) state that they have provided consistent evidence which demonstrates the potential and both the positive and negative impacts of leadership, particularly principal leadership, on school organization, culture, and conditions and, through this, on the quality of teaching and learning and student achievement.

An educational leader serves as a mentor and influences other educators while working in administration. A group of educational leaders could sometimes be involved. These executive roles' managers seek for strategies to improve teaching and student learning (Shaturaev and Bekimbetova, 2021). Agosto and Roland (2018) states that secondary, postsecondary, elementary, and early childhood education establishments. School site leaders, directors, principals, and assistant administrators are hired to function either as the only educational leader or in small teams. Castillo and Hallinger (2018) states that common responsibilities for educational leaders in administrative settings include principal, superintendent, academic dean, director, head of school, department chair, and president.

A real leader is self-aware, authentic, and acts with integrity. These leaders put the goals of educational institutions ahead of their personal self-interest. A principal prioritizes long-term results for the benefit of the students and their learning (Bellei and Munoz, 2023). A transformational leader changes people and social structures. Positive change results in the development of leaders. Santoro (2021) states that a school administrator discovered that he could improve morale, motivation, and performance by getting to know teachers well. He created a connection between each individual's sense of identity and the mission and brand of the company. He is a mentor and an inspiration to other school stakeholders. Motivated students and inspired teachers boost student learning and classroom norms (Lavy, 2020). These effects will probably continue longer than his presidency since the changes he has implemented will remain in place when he leaves office.

In other words, in addition to instructing pupils, a teacher also creates the curriculum. Teachers are in charge of evaluating students' knowledge and abilities via tests or other projects aimed at showcasing the students' talents (Kim, Choi, and Pop-Eleches, 2018). Ahmad, Rahmat, Mubarik, Alam, and Hyder (2021) states that instructors are often asked to identify at-risk pupils via these exams and bring such students to the attention of the appropriate school departments. In other words, a teacher is much more than just someone who imparts knowledge. Togo and Gandidzanwa (2021) states that special education professionals may play both the duties of a regular classroom teacher and a supplier of support services. A special education professional does all tasks with and for children who have varied degrees of impairment, in contrast to a mainstream teacher, and not all of these tasks are linked to teaching. All instructors must be familiar with the rules that govern the educational settings but special education specialists also need to be knowledgeable about the regulations that apply to persons with disabilities (Ernazarov, 2019).

Effective communication is one of the most crucial leadership abilities and traits. Good communication and effective leadership go hand in hand. Through the help of others, achieved tremendous feats (Luhmann, 2020). A leader has to be an excellent communicator in numerous contexts, including inside their organization,

in neighborhoods and groups, and maybe on a global level. Mehrabian (2017) states that authentic leadership is what people want, respect, and follow. Therefore, leave eloquence aside and concentrate on being genuine. People who are seen as being dishonest would not have their voluntarily follow them.

Change is occurring at a pace that has never before been seen in human history. As a consequence of revolutions in digitization, networking, and information sharing, new trends are developing, such as the sharing economy, new marketing, the internet of things, and big data. These advancements open up new avenues for value creation (Walia, 2019). Coughlin, Dietrich, Margalit and Metzger (2019) states that a number of fields including neurology and biotechnology are advancing quickly and may result in changes that are beyond our control. People are surprised by the fact that the majority of these tendencies are still in their infancy with both fear and admiration. Without knowing how or how much things will change; we can only presume that they will. Since we are always linked, change will be unexpected (Taylor, 2017). Simple systems are becoming more uncommon, everything has complex causes, and what we do notice is often confusing. We need a specific kind of leadership to remain calm in these situations and make choices without knowing in advance whether they will be effective. Without a set of rules to follow, leading the generation of value requires a certain set of skills and attitudes. Consider it as innovative leadership. It is comparable to the way an artist thinks, which is incredibly alert, lively, and willing to try new things until they succeed.

The importance of feedback in leadership stems from the fact that it promotes open communication and debate, which increases a leader's credibility. Using employee feedback may help managers and supervisors, particularly those who have just been hired or promoted, reinforce their leadership duties and increase their credibility (Stiennon, Ouyang, Wu, Ziegler, Lowe, Voss, and Cristiano, 2020).

Improving the classroom environment is important for the positive leadership involves setting an example, enabling, and deliberately influencing emotions that motivate team members and workers to perform at their best. Through inspiration, emotional intelligence, communication, accountability, and a strong work ethic, effective leaders create an empowering environment (Alvesson and Einola, 2019). In the same way that you would prepare and till the land for agriculture, Wiley and Hilton (2018) highlighted that positive leadership aims to develop an effective and emotionally engaged team. The interests of the organization and the individual are seen by positive leadership as two forks of a single fork. In this study, the focus is on five essential leadership skills; communication, creativity, motivation, feedback, and positivity to improve the classroom environment.

2. RESEARCH OBJECTIVE

1. To analyze the differences of demographic factors on the classroom environment in New Concept English School, Shandong Province China.
2. To analyze educational leadership have relationship with the classroom environment in New Concept English School, Shandong Province China.

3. RESEARCH HYPOTHESIS

1. The different demographic factors affect the classroom environment in New Concept English School, Shandong Province China.
2. The educational leadership have relationship with the classroom environment in New Concept English School, Shandong Province China.

4. LITERATURE REVIEW

In an administrative situation, an educational leader works as a mentor and has an impact on other educators. It could sometimes be a group of educational leaders. Leaders in these executive positions look for methods to enhance student learning and the teaching process (Shaturaev and Bekimbetova, 2021). Agosto and Roland (2018) state that they work in early childhood education facilities as well as in secondary, postsecondary, and primary schools. Employed to work either as the lone educational leader or in small teams are school site leaders, directors, principals, and assistant administrators. Castillo and Hallinger (2018) state that in administrative environments, typical roles for educational leaders include principal, superintendent, academic dean, director, head of school, department chair, and president.

Williams, Flowers, McLeod, Young& Rollins (2021) states that looking at leadership in many educational contexts. No one leadership approach is superior to another. Depending on the circumstances of the environment a leader works in, each is more or less successful (Taylor, 2017). The best leadership style is determined by the surrounding circumstances, including size, school culture, personnel, and staff members.

Communication

One of the most important leadership skills and qualities is effective communication. Successful leadership and effective communication go hand in hand. Togo and Gandidzanwa (2021) states that great things through others. A leader must be a great communicator in many connections at the corporate level, in communities and groups, and perhaps on a worldwide scale. Stop using business jargon and stop trying to seem like someone.

Creativity

There are experiencing change at a rate that is unprecedented in history. The sharing economy, new marketing, the internet of things, and big data are examples of trends that are emerging as a result of revolutions in digitization, connectivity, and information sharing. These developments allow new modalities of value generation (Walia, 2019). Dietrich (2019) noted that numerous sciences, like neurology and biotechnology, are gaining speed and may bring about developments that we are unable to predict.

Motivation

Successful leaders need a variety of interpersonal skills to manage and inspire their teams. Employers seek motivating qualities in a candidate's résumé when recruiting for leadership positions (Kanfer, Frese, and Johnson, 2017).

Feedback

The value of feedback in leadership resides in the fact that it encourages honest discussion and communication, which raises a leader's trustworthiness.

Positivity

Positive leadership is modelling, facilitating, and purposefully influencing positive emotions that encourage team members and employees to excel in their work. Positive leaders create an empowering workplace through communication, responsibility, emotional intelligence, inspiration, and a model work ethic (Alvesson and Einola, 2019).

Classroom environment

It's important for students to experience leadership opportunities during their intellectual, Social, emotional, and physical. It also provides an opportunity to learn to identify and display effective communication and interpersonal skills (Ahmad, Chew, Zulnaidi and Sobri, 2019). Mansfield, Mathur, Tazare, Henderson, Mulick, Carreira& Langan (2021) learning leadership is thus about setting direction and taking responsibility for making learning happen. It is exercised through distributed, connected activity and relationships. It extends beyond formal players to include different partners and may be exercised at different levels of the overall learning system.

Facility

Han, Kiatkawsin, Kim and Hong (2018) term physical environment refer to the overall design and layout of a given classroom and its learning centers.

Course

It is a series of courses that every student should complete before they progress to the next level of education. Intellectual is a method by which people learn to develop and use their thinking. skills (Agosto and Roland, 2018)

Teaching

Teaching can be considered as change that is permanent in nature because change is brought into students by a teacher through techniques like developing specific skills, changing some attitudes, or understanding specific scientific law operating behind a learning environment (Sequeira, 2012).

Providing services to learners

Earlier research on service quality in higher education emphasized academic rather than administrative areas, concentrating on effective course delivery mechanisms, and the quality of courses and teaching (Brulles, Castellano and Laing, 2021).

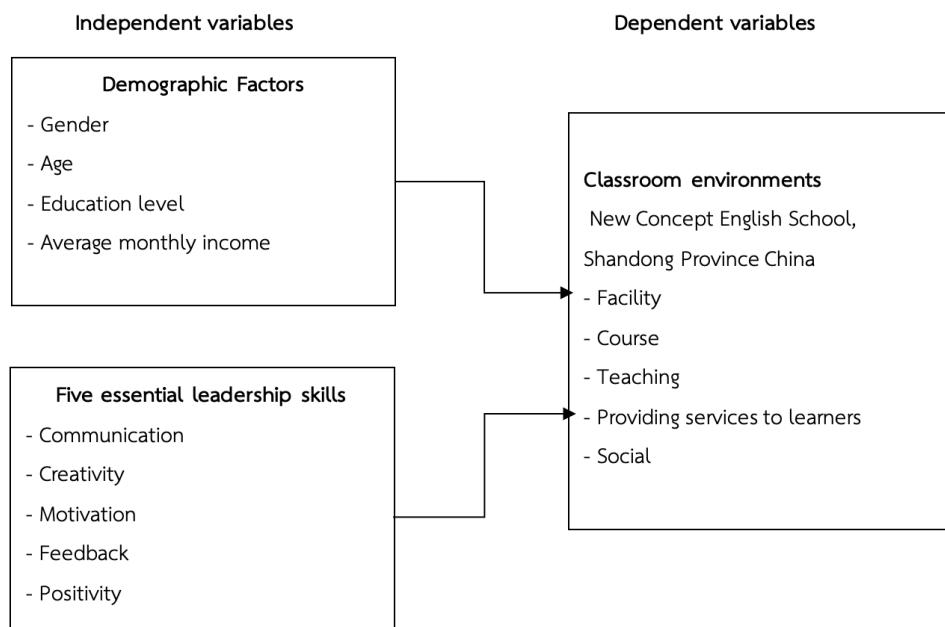
Social

Morin (2022) states that A well-designed social environment helps foster positive peer relationships, creates positive interactions between adults and children, and provides opportunities for adults to support children to achieve their social goals.

5. CONCEPTUAL FRAMEWORK

Figure 1

Conceptual Framework



6. RESEARCH METHODOLOGY

1. Population and sample

The participants of this study were 385 teachers at New Concept English School in Shandong Province People's Republic of China. The majority of the personnel are from rural regions and speak Chinese as their native tongue. Each of them has received leadership responsibilities. To raise the caliber of their job, the participants were engaged in educational leadership activities. They will support and learn about leadership.

2. Research Instrumental

The instrument used in this study was a questionnaire that the students studied from the concept. Related theories determined by the objectives of the study scope of study. The conceptual framework of the study was to define the Operational Definition to be used to create a questionnaire according to the given terminology definition and to propose to the advisor for approval and suggestions on how to improve the deficiencies. It is more complete, which is divided into 4 parts: is a questionnaire on demographic teacher's leaderships which is a questionnaire to choose to answer (Check List) with questions about gender, age, education level. and average monthly income is an opinion questionnaire on five essential leadership skills; communication, creativity, motivation, feedback, and positivity to improve the classroom environment. Rating (Rating Scale) by setting the weight of the assessment to 5 The levels according to the concept of Likert. Leadership in classroom environment in New Concept English School Shandong Province China. Four classroom environments; intellectual, Social, emotional, and physical using the Interval Scale or an approximation scale. Value (Rating Scale) The nature of the question

is a closed-ended scale. Rating (Rating Scale) by setting the weight of the assessment to 5 Levels according to Likert's concept are as follows:

3. Data analysis

The personal factors from the respondents analyze the data by using the frequency (f) and percentage (%), Data Analysis motivational skills; communication, creativity, motivation, feedback, and positivity to improve the classroom environment. The researcher took the data obtained from the questionnaire and processed it to find the statistical value. The mean (x) and standard deviation (S.D.) were used by the complete questionnaire to analyze the data from the average obtained by the criteria of Best, (1977) Testing the classroom environment Test using one-way ANOVA statistic. In case of statistically significant difference at 0.05 level of significance, the difference between pairs is checked by Least Significant Difference (LSD) and Linear Regression methods between the initial variable and the dependent variable

7. RESULT

1. The results of the analysis of demographic factors of the respondents Most of the respondents were male (72.2%), aged 31-40 (79.2%), had a bachelor's degree (86.0%), and had an average monthly income of 8,001-10,000 yuan (29.6). Opinions on educational leadership skills were at a high level ($X = 3.42$, $SD = 0.95$). Details in each aspect were as follows. Communication ($X = 3.42$, $SD = 0.94$), Creativity ($X = 3.63$, $SD = 0.92$), Motivation ($X = 3.22$, $SD = 1.10$), Feedback ($X = 3.45$, $SD = 1.04$), and Positivity ($X = 3.40$, $SD = 0.91$) and have opinions on Classroom environments ($X = 3.40$, $SD = 0.98$). Details for each area are as follows: Physical evidence ($X = 3.45$, $SD = 1.04$), Course ($X = 3.41$, $SD = 0.92$), Teaching ($X = 3.58$, $SD = 0.93$), Service ($X = 3.28$, $SD = 1.07$), and Social ($X = 3.28$, $SD = 1.07$).

2. Hypothesis test results

Table 1

shows the results of the hypothesis test 1.

Classroom environments	Gender (t-test)	Age (F-test)	Education level (t-test)	Average monthly income (F-test)
Physical evidence	-2.731** (Sig. = 0.01)	3.932** (Sig. = 0.01)	0.725 (Sig. = 0.47)	7.984*** (Sig. = 0.00)
Course	-4.599*** (Sig. = 0.00)	2.887* (Sig. = 0.04)	1.217 (Sig. = 0.23)	8.751*** (Sig. = 0.00)
Teaching	-2.987*** (Sig. = 0.00)	9.359*** (Sig. = 0.00)	1.523 (Sig. = 0.13)	8.748*** (Sig. = 0.00)
Service	-3.632*** (Sig. = 0.00)	1.833 (Sig. = 0.14)	0.342 (Sig. = 0.73)	8.234*** (Sig. = 0.00)
Social	-3.608*** (Sig. = 0.00)	1.848 (Sig. = 0.14)	0.326 (Sig. = 0.75)	8.280*** (Sig. = 0.00)
Overall	-3.508*** (Sig. = 0.01)	2.847* (Sig. = 0.04)	0.836 (Sig. = 0.41)	8.522*** (Sig. = 0.00)

* Statistically significant at the .05 level

** Statistically significant at the .01 level

*** Statistically significant at the .001 level

From Table 1, it was found that different demographic factors in terms of gender, age and educational level had a statistically significant effect on the classroom environments in both overall and individual aspects at the 0.01 level.

Table 2

shows the results of the hypothesis test 2.

	Physical evidence	Course	Teaching	Service	Social
Communication	0.964***	0.997***	0.953***	0.967***	0.967***
Creativity	0.910***	0.918***	0.993***	0.810***	0.811***
Motivation	0.924***	0.945***	0.823***	0.996***	0.995***
Feedback	0.999***	0.943***	0.952***	0.955***	0.955***
Positivity	0.891***	0.991***	0.910***	0.929***	0.930***

* Statistically significant at the .05 level

** Statistically significant at the .01 level

*** Statistically significant at the .001 level

From Table 2, educational leadership skills in each aspect were correlated with all aspects of Classroom environments at statistical significance at the .001 level, which was positively correlated. It was at a very high level ($r = 0.810 - 0.999$).

8. DISCUSSION

1. The results of the study educational leadership on improving the classroom environment in New Concept English School Shandong Province, China. The different demographic factors in terms of gender, age and educational level had a statistically significant effect on the classroom environments in both overall and individual aspects at the 0.01 level due to help us understand what teachers' others think about the learning environment. Khalifa (2020) states that the classroom environment is a blend of the social, emotional, and instructional elements of your class. Research shows that many aspects of your classroom environment can affect student motivation and that students who are more motivated, put more effort into learning activities. Niemi and Niu (2021) states that it enhances students' ability to learn and to be productive in the rule sense of learning things on their own. A few factors that contribute in creating a positive learning environment are establishing a supportive learning culture, addressing a learner's needs and encouraging a student's involvement in all activities.

2. Five essential leadership skills that affect classroom environments statistically significantly at 0.001 levels include Communication, Creativity, Feedback, and Positivity, with a forecasting power of 60.5% which was positively correlated. is at a very high level due to with a variety of people—in order to engage, lead, and effect change in a meaningful way. Ninković & Florić (2018) state that Leaders must motivate, instruct and discipline the people they are in charge of. They can accomplish none of these things if they aren't very skilled communicators. Warren (2021) states that sets out the qualities, knowledge, and skills that middle and senior educational

leaders need to lead their schools in the twenty-first century. This model shows that relationships are at the core of school leadership and that leadership always operates within a specific context as well as Information is more likely to be retained if it is learnt in a fun and engaging way, so using creative learning strategies will not only make your learning environment a more positive space, but will also help your learners to remember the content better.

9. RECOMMENDATIONS

1. Implication of the Study

1. The study suggests that teachers need to have leadership qualities since they serve as role models for learners seeking to further their knowledge in the classroom.
2. The study recommends teachers help students to develop their leadership potential and to understand how they can enhance leadership skills in the workplace.

2. Recommendations for Future Research

1. The study promotes the students' motivations for learning in the classrooms and implements types of leadership styles teachers want to use in further learning.
2. The further study of learning teacher leadership is important to you as a future teacher. It is critically important that teachers possess leadership skills because it is a fundamental factor that is required to enhance their instructional quality both inside and outside the classroom.

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