

Teacher's Leadership Style Impacts on Student's Academic Performances in Beijing, China

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Abstract

A teacher's leadership is crucial in schools especially in terms of student's academic achievement. This study intends to explore the relationship between different types of teacher's leadership and impact on student's academic achievement in schools. This study provided an in-depth literature review on instructional, academic, and value-based leadership among teachers in schools. A research framework is proposed on the relationship between instructional leadership, academic leadership, and value-based leadership and student's academic achievement. The proposed framework was integrated with the theories such as learning theory, sociocultural learning theory, and cognitivism theory. The variables will be examined among teachers from secondary schools in Beijing, China.

Keywords: Leadership, Student's Academic Performance's, Instructional Leadership, Academic Leadership, Value-Based Leadership

Introduction

Students' scholastic victory in school is altogether affected by the part of teacher's leadership. As pioneers, teacher's leadership as often as possible make strides both the school's and the classroom's execution. Concurring to Harris and Jones (2019), teachers have a proactive part in bringing approximately changes within the classroom and in instruction. In expansion to carrying out their obligations within the classroom, instructors have the control to lead others. A ponder uncovered that teachers at all career stages were able of utilizing their leadership style and taking a dynamic authority part within the classroom (Liu et al., 2021).

Teachers' leadership tend to put a high esteem on educator administration because it makes a pathway to school improvement and the accessibility to change schools' performance (Bryant & Rao, 2019). Teachers' authority has the capacity to upgrade the instructing calling and make choices on school improvement and reconstruction. Teachers' leadership as early adopters were proved in previous research that has influenced their co-workers, principals, and other members of the school community (Bryant & Rao, 2019). Historically, researchers have concentrated on the impact of school principals on school and student performance. Nevertheless, the tendency is to rely on teacher expertise as they have a direct influence on their students. Teachers who exhibit exceptional leadership skills have

an enormous impact on students in learning environments, directly impacting student's academic performance and school achievements (Walker & Qian, 2019).

In China, a teacher has accountability to oversee the administration and tutoring on a particular area of study. Every teacher across China was perceived for possessing a distinctive method of managing students in the classroom (Zhao & Zhang, 2022). The leadership of teachers has been evaluated in Western contexts, which led to the emergence of the idea of 'teacher leadership'. Zhao and Zhang (2022) claimed that teachers with leadership skills attempt to support and motivate students in their educational journey. Ministry of Education (2017) indeed displayed that teacher authority ought to be given need within the instruction framework, with a few methodologies taken to sustain instructors and afterward to move forward school's accomplishment (Fang, 2021).

Authority is a fundamental factor in school development and achievement among students. In any case, overseeing and upgrading schools is becoming more complex and challenging. Educator authority implies an undesirable involvement in academic and professional domains. Practitioners are highly engaged in the concept as it involves multiple facets of the professional environment, particularly the assessment of teachers and their professional development. It additionally serves in the context of broader concerns which include reforming schools and the decrease of teacher turnover (Wenner & Campbell, 2019). Researchers have made significant progress in identifying many determinants of teacher leadership, encompassing school atmosphere, system, and personal qualities. They have additionally discovered varied outcomes, for instance, strengthened connections with colleagues (Wenner & Campbell, 2019).

Furthermore, Wenner & Campbell (2019) underlined the significance to perform additional high-quality studies on the leadership of teachers. They additionally stated that future studies should incorporate precise descriptions of teacher leadership. Wenner and Campbell (2019) observed that 35% of studies published between 2004 and 2013 explicitly defined the concepts of teacher leadership for their research. Approximately 20% of the surveys conducted during the aforementioned time frame implemented distributed leadership theory as the basis for their research, focusing on various aspects of teacher leadership (such as its origins, outcomes, and framework), hindering the field from progressing.

Factors associated with teacher leadership that impact student performance in school are commonly used. Previous research efforts have shown an ongoing discussion on approaches to leadership as an element that appears to influence student's performance in school (Chen & Zhang, 2022). Chen and Zhang (2022) highlighted the fact that when addressing student's performance, the influence of leadership styles ought to be taken into consideration (Zhou, 2021; Chen & Zhang, 2022). Regarding successful education and a favourable educational setting, processes for making decisions should involve several parties. An impartial assessment method should take into account approaches from different forms of administration, with views of schoolteachers being the mainstay of the process.

Previous literature suggests that a gap in teachers' quality impacts student's academic performance in school (Duzhak et al., 2021; Warren, 2021). The identical issue has been found in China, prompting a need to prioritise student's academic performance and the competencies of schoolteachers. Ineffective management by teachers may have negative impacts on teachers, student learning, and school performance (Berry et al., 2020). Advancing teacher leadership is vital in accomplishing school success and reforming education

effectively. Prior study has demonstrated a correlation between leadership and academic achievement (Liu et al., 2022). On the other hand, the previous studies took place in Western settings, pointing out the pressing need for viewpoints from the Chinese context. It seems that there remains insufficient quantitative research on the implications of this approach to leadership on student's achievement resulting in an improved understanding of the real-life circumstances of Chinese schools regarding the management of teachers and their student's academic performance. Previous analyses have concentrated mainly on a single type of style of leadership to explore its impact on student's academic performance (Leithwood, Sun, & Schumaker, 2020; Liu et al., 2022). Historically, the primary emphasis in most debates has centred on decision-makers as opposed to on teachers.

Therefore, this research indicates to explore the impact of a teacher's leadership on student's academic performance in national secondary schools. The research objectives of this study are outlined below:

- To examine the level of teacher instructional leadership in the secondary schools in Beijing.
- To examine the level of teacher academic leadership in the secondary schools in Beijing.
- To examine the level of teachers' value-based leadership in the secondary schools in Beijing.
- To determine the relationship between teacher instructional leadership and student's academic performance in the secondary schools in Beijing.
- To determine the relationship between teacher academic leadership and student's academic performance in the secondary schools in Beijing.
- To determine the relationship between teachers' value of leadership and student's academic performance in the secondary schools in Beijing.

The Method of Literature Review

The literature review addressed ethical leadership practices, trust in leaders, and teacher work engagement aspects specifically relevant to this study's context. Teacher work engagement is assessed and characterised by the features of their enthusiasm, dedication, and involvement as outlined by (Warren, 2021). The theories identified as being associated with developing the conceptual framework of this study are the leader member exchange theory, ethical leadership theory, and the work engagement theory.

The study intends to look at teachers as the school's human capital builders striving for enhanced teacher performance. This study examines the relationship between independent factors such as Teachers' Instructional Leadership, Teachers' Academic Leadership, Teachers' Values Leadership, and Student's Academic Achievement. To accomplish the primary purpose of this research, a literature review takes place on theories employed in this study, including Learning Theory, Behaviourism, and Cognitivism.

Teacher's Instructional Leadership

Teachers should consider implementing a similar type of leadership in the school they teach as it enables and enhances student's learning processes, as indicated by Nadelson, Booher, and Turley (2020). This form of leadership has a strong connection to school leaders who inspire and improve the objective of the institution by developing goals, delivering a structured curriculum, monitoring, and overseeing teaching and learning, urging students in the learning process, and engaging in professional training and workshops (Hunzicker, 2019).

Research have shown a strong connection between instructional leadership and student's academic achievements. Instructional leadership is becoming extensively studied in Western contexts due to its substantial impact on the academic achievement of students (Khan et al., 2020). There is a longstanding discussion about whether managerial authority over schools affects their efficacy as measured by student's academic performance. Halinger et al (2015) found that previous research demonstrates that instructional leadership provides a significantly significant impact on the learning outcomes of students as compared to various forms of leadership.

Teachers with strong leadership skills devote themselves to the educational facets within their schools, encompassing setting academic goals, developing curriculum, assessing teachers' methods of teaching, and providing opportunities for improvement in the classroom (Hou et al., 2019). Teachers might aid from instructional leadership that raises substantial standards for their teaching and learning strategies. Teachers' leadership and instructional methods facilitate professional growth for teachers, and they are attentive to critiques of their teaching style (Aris, 2021). This leadership style fosters a culture of ongoing enhancement in teaching materials and methods, encouraging educators to explore new strategies and techniques to enhance student learning.

Teachers' Academic Leadership

Scholarly administration refers to teachers from an academic lineage who possess authoritative traits and who exhibits the motivation to attempt diligently for accomplishment (Dumulescu & Mutiu, 2021). All individuals in academic fields can be viewed as scholarly innovators, or teachers, as they are equipped with the necessary knowledge and continuously make progress towards fulfilling their educational purpose using suitable methodologies (Fernandez & Shaw, 2020). Eva et al (2019) contend that scholastic leaders are individuals with a transformative perspective who're eager to navigate a school towards its mission. Scholarly authority encompasses skills possessed by individuals, including cognitive and emotional capacities. Eva et al (2019) also further underlined that teachers can establish a team that collaborates towards defined objectives and strives to achieve them.

According to Warren and Jones (2019), the leadership of teachers in the school positively impacted student learning progress in mathematics and literacy. They additionally observed that leadership styles such as intellectual authority may improve student's learning by fostering the school's capability for academic progress. Aris (2021) concluded that teacher leadership can either directly or indirectly affect the learning environment and student's academic performance in both primary and secondary schools.

Additionally, previous research has proven that leadership in academia in schools profoundly impacts how students learn and are taught (Hunzicker, 2019). Lately, research has discovered that school administration is the subsequent most influential factor affecting student's academic performance after the quality of teaching (Leithwood et al., 2020). Leithwood et al (2020) performed subjective and quantitative research that emphasised the substantial effect of school leadership on establishing goals, enhancing student learning, and improving educational programmes. Teachers are known as dedicated to a cognitive framework that embraces educational goals, upholds the values of the institution, and aims to achieve the objectives of the school.

Teachers' Value-Based Leadership

Tahir et al (2021) indicated that value-based leadership is widely acknowledged for its substantial effect on enhancing organisational performance. Value-based leadership has been appreciated for encouraging strong ethical principles and rulings (von Eiff et al., 2021; Tirmizi et al., 2023). Nadelson et al (2022) showed that this leadership style caters to the leader's capacity to motivate, inspire, and stimulate students based on their beliefs, such as empathy, morals, honesty, and integrity. Value-based leadership is a genuine and spiritually driven endeavour (Hester, 2019). Teachers who prioritise ethical principles for people surrounding them tend to be more readily motivated (Nadelson et al., 2020).

Value-based leadership concentrated on motivating individuals by harmonising their beliefs with the organization's values. The beneficial effect of motivation driven by value-based leadership on the performance of others is seen as greater than that of alternative kinds of leadership.

Academic performance is not merely the outcome of student's efforts in studying, it's also an indicator of the effectiveness of the curriculum and teachers. Value-based leadership could be a successful and widespread method for classroom management. Teacher's performance in the classroom is an effective way to develop a favourable school and course environment that increases student's self-motivation for learning (Zhao & Zhang, 2022). Zhao and Zhang (2022) suggested that teachers with an elevated sense of leadership are more inclined to interfere with the conventional teacher-dominated learning environment and inspire students to engage proactively in classroom activities. Teachers that exhibit leadership based on beliefs are frequently recognised for being outstanding listeners and supporters of ideal interactions between educators and students, which have been essential in enhancing student academic success (Zhao & Zhang, 2022).

Student's Academic Performance

Students in school usually receive assessments based on their academic performance. Student's academic performance has been adopted as a metric for measuring a school's performance. Student's academic achievement is dictated via their school's headmaster and teachers. Teachers, who also act as leaders, exert an enormous effect on their student's achievement in schools.

Colmar et al (2019); Martinez et al (2019) found a correlation between educational content and academic achievement. On the other hand, Colmar et al (2019) observed that scholastic buoyancy, which refers to determination in the face of failure, is not a consistent indicator of academic achievement. Moreover, Eakman et al (2019) studied academic performance in the context of their research, focusing mainly on the emotional and social obstacles that confronted veterans and service members upon their discharge from service. They undertook an in-depth study to investigate the connections between learning climate support, PTSD, depression, self-esteem, learning challenges, and achievement. The study showed that increased self-efficacy, less academic challenges, and more independence in learning settings were associated with greater degrees of success. These characteristics were consistent regardless of the intensity of an individual's depression or PTSD symptoms.

Underlying Theories***Learning Theory***

Kolb (1984) introduced the Learning theory, which is linked to the educational ideas of Lewin and Dewey, concentrating on the interaction between a person and their surroundings.

Similar to Piaget's (1985) theory of learning, this concept involves a cycle formed via experiences ranging from the concrete to the abstract, observations and reflections, and implications and actions. Kolb referred to the learning theory as the "experiential learning theory" given that experience is the foundation of learning and development (Maj, 2022). According to Kong (2021), Kolb's theory of learning via experience suggested that individuals periodically gather and validate information from their experiences. Education is not constrained by temporal or geographical boundaries. It is constant and operates as the means via which an individual achieves equilibrium with their surroundings at every stage of humanity. By experiencing things, individuals may pick up contemporary knowledge, skills, and ideas which are subsequently incorporated and organised within their underlying cognitive contexts. To sum up, Kolb's primary emphasis is on the concept that information originates by experiences and following processes of adaption and alteration (Kong, 2021).

Sociocultural Learning Theory

In accordance with the sociocultural learning theory, learning takes place within the cultural and social contexts of an individual's living conditions and work settings (Javadi & Tahmasbi, 2021). To achieve desirable societal objectives, numerous variables such as individuals, people around them, and society aspects all play an integral role of impacting an individual's level of societal competence. Mofidi (2019) emphasised that scholars notably Vygotsky stressed the significance of students seeking guidance through experienced classmates or a teacher for completing assignments within their "zones of proximal development." Not all guidance is controlling or judgmental. It intends to improve students' abilities through giving advice, feedback, organised instruction, and support to ensure their successful completion of the assignments they were initially briefed on.

Cognitivism Theory

Khan et al (2020) argued that cognitive concepts tend to align with the philosophical perspective that emphasises the acquisition of knowledge and the development of internal cognitive frameworks. Cognitive theories centre on the nature of student's learning and the acquiring, organisation, retrieval, and regaining of knowledge from memories. The primary objective of learning is mostly upon the comprehension of students and the methods that they use to they acquire knowledge, rather than how they behave (Murphy & Johnson, 2020). Securing information entails the cognitive process by which learners categorise and arrange it. The learner becomes completely involved in the process of acquiring knowledge.

Conceptual Framework

The study incorporates Learning Theory, Behaviourism Theory, and Cognitivism Theory to form the proposed conceptual framework shown in Figure 1.1 below. A study was conducted to compare the impact of three different leadership styles on students' academic achievement. The independent variables examined in this study are teacher's instructional leadership, teacher's academic leadership, and teacher's value-based leadership. These variables having an impact on the dependent variable, which is the student's academic performance. The study framework shown below was developed based on previous research and a thorough evaluation of the existing literature. The proposed hypothesis for the framework is as follows:

H1: Teacher instructional leadership has a positive impact on student's academic performance

H2: Teacher academic leadership has a positive impact on student's academic performance

H3: Teacher value-based of leadership has a positive impact on student's academic performance.

Halinger and Murphy (1985) proposed that the teacher's instructional leadership can be divide into three subcategories: school mission, instructional program, and school climate. Banker and Kanika (2020) indicated that the teacher's academic leadership variable comprises four sub-items: managing teaching & learning, managing intellectuals, institutional stewardship, academic competence. Garg and Krishnan (2003) contended that Teacher Value-Based Leadership can be categorised into six sub-components: integrity, vision, trust, listening, respect followers, clear thinking and inclusion.

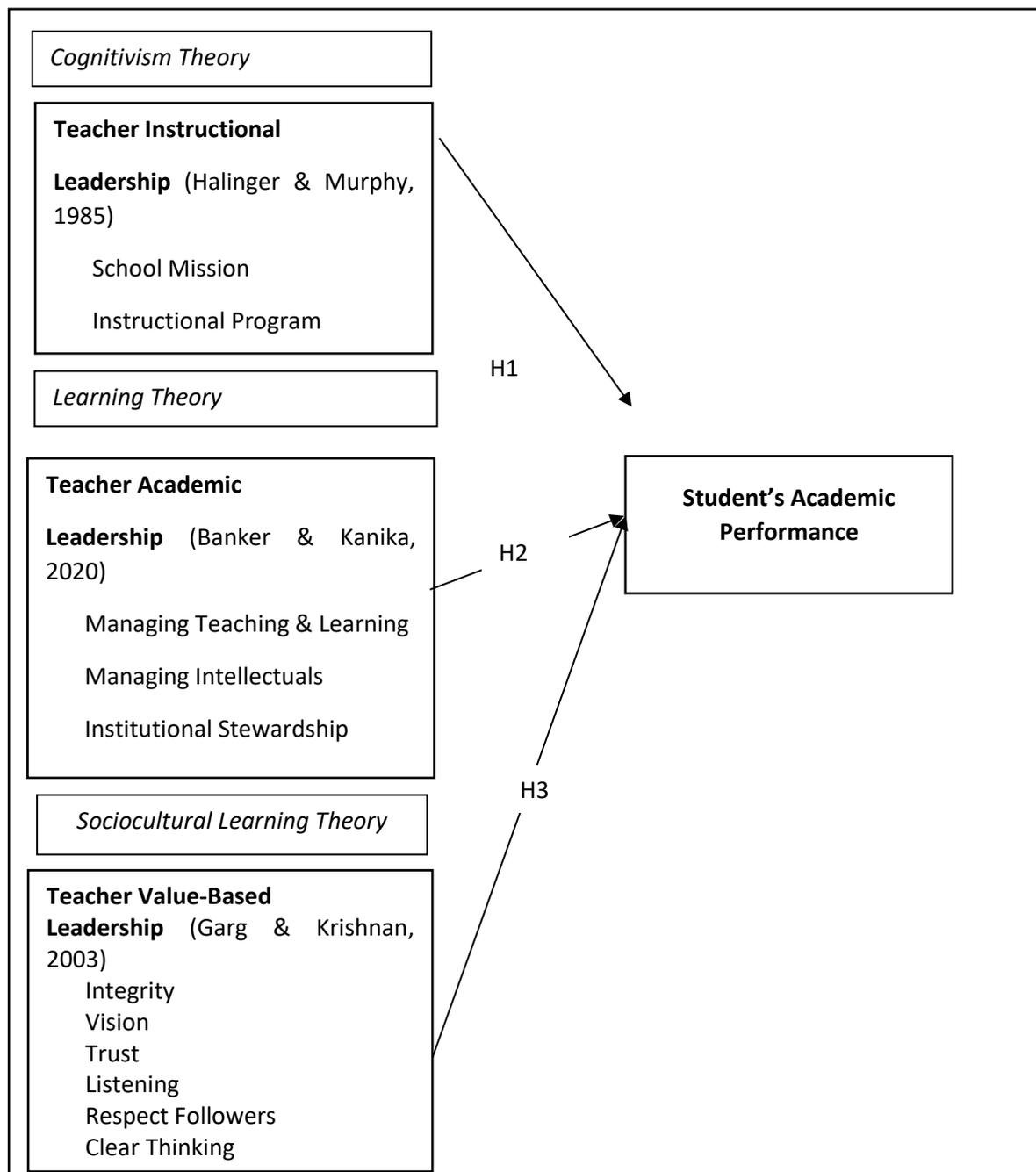


Figure 1.1: Proposed Conceptual Framework

Methodology

This study employs a quantitative research design using a cross-sectional survey and both descriptive and inferential statistical analysis. The data gathering is conducted using the quantitative methodology recommended by (Spector, 2019). This study plan begins with enhancing the research proposal, conducting pilot testing, and gathering quantitative data, followed by data analysis and presenting the findings. A pilot test will be conducted using the suggested survey with a small group of 50 teachers as prospective respondents. The gathered data will be analysed for its reliability using SPSS software, specifically by conducting Cronbach's alpha and composite reliability tests. The participants who took part in the pilot test will be taken out of the actual field study. The consistent reliability will ensure that those

who are disobedient are consistently subjected to further testing. The participants for the comprehensive analysis will be selected using the random sampling method. Firstly, the technique involves performing comprehensive and quantifiable analysis, identifying missing data, and regularity.

As per Spector (2019), a research technique consists of a methodical strategy that allows a researcher to meet the objectives of the study and address any potential obstacles. Activity inquiries, experimental hypotheses, case considerations, investigations, and testing are all examples of research methodologies. It is possible to collect and analyse data using any of these tools (Shang & Rönkkö, 2022). As stated by Spector (2019), according to several factors, overview investigation is an effective approach for assessing ongoing difficulties. Analysts can gather and analyse quantitative data about individuals, events, and situations using the survey research method (Spector, 2019). This approach is frequently employed in quantitative studies that necessitate a representative sample of the population (Shang & Rönkkö, 2022). This study investigates and analyses data on Teachers' Instructional Leadership (TIL), Teachers' Academic Leadership (TAL), Teachers' Values-Based Leadership (TVL), and Student's Academic Performance (SAP) using a research methodology.

The suggested framework will be evaluated using secondary school teachers from Beijing city in China. According to the OECD (2024), Beijing is regarded internationally as the educational centre of China, with many of its residents possessing higher levels of education compared to other cities in China. Beijing is home to numerous renowned high school institutions that occupy prestigious positions in the national education system (OECD, 2024). As of 2022, there are an aggregate of 332 secondary schools scattered over 16 districts in Beijing, according to (CEIC Data, 2022). According to CEIC Data (2022), the total number of secondary school teachers in Beijing is 71,271. The secondary schools comprise both high-performing institutions and ordinary schools. One high-performing school and one ordinary school will be chosen by each district to obtain respondents. Therefore, a total of 32 schools will be chosen to distribute the survey. The target group of this study is secondary school teachers who possess official positions and hold positions of leadership.

The designated unit of analysis for this study will be secondary school teachers. Once the data has been collected from all participants, it will be categorised as an individual entity for analysis (Rönkkö et al., 2022), and it is considered a crucial element in research as it sets the main objective of the investigation.

In order to expedite the return of questionnaires, the researcher intends to implement the drop-off approach. It is widely considered that this technique has proven efficient. According to the evidence provided by Spector (2019) and Taherdoost (2022), if individuals were required to fill out the surveys themselves, it is most likely that the quantity of questionnaire completion would be relatively low. The researcher chose the drop-off survey approach since it delivered significant benefits and was the favoured method. One advantage is that the researcher will be able to efficiently gather all the completed questionnaires within a certain timeframe, which is of the utmost importance due to the researcher's time constraints in completing the research. In addition, the researcher will offer further explanations for questions that require additional information, as different respondents may interpret the questions in different manners. In this situation, the researcher is permitted to use persuasion techniques to encourage respondents to engage in the survey and provide their genuine opinions (Spector, 2019; Taherdoost, 2022).

Measurement Items

There are four variables that will be explored in this study. These variables have been taken from previous literature and have been modified and incorporated into the current research. The measurement items for the teacher's instructional leadership variable are shown in Table 1 below. Teacher's instructional leadership construct consists of three dimensions: school mission, instructional program, and developing the school climate. The items were adapted from (Halinger and Murphy, 1985). The teacher's instructional leadership measurement consists of six items.

Table 1

Teacher's Instructional Leadership Measurement Items

Teacher's Instructional Leadership (Halinger and Murphy, 1985)	
School Mission	I frame the school's goals in terms of my responsibilities for meeting them.
	I develop a focused set of annual school-wide goals.
	I develop goals that are easily understood by other teachers and principal in the school.
	I refer to the school's goals or mission in forums with students (e.g., in assemblies or discussions).
	I ensure that the school's academic goals are reflected in highly visible displays in the school (e.g., posters or bulletin boards emphasizing academic progress)
	I refer to the school's academic goals when making decisions related to students.
Instructional Program	Review student work products when evaluating classroom instruction.
	Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school.
	I participate actively in the review of curricular materials.
	I monitor the classroom curriculum to see that it covers the school's curricular objectives.
	I monitor the classroom curriculum to see that it covers the school's curricular objectives.
	I discuss academic performance results with other teachers to identify curricular strengths and weaknesses.
	I inform students on school's academic progress.
	I use tests and other performance measure to assess progress toward school goals.
	I discuss academic performance results with other teachers to identify curricular strengths and weaknesses.
School Climate	Ensure that students are not called to the office during instructional time.
	Implement strict disciplinary measures to hold late and truant students accountable for their absence from instructional time.
	Limit the intrusion of extra-and co-curricular activities on instructional time
	Encourage teachers to use instructional time for teaching and practicing new skills and concepts

Take time to talk informally with students and teachers during recess and breaks
Visit classrooms to discuss school issues with teachers and students
Attend/participate in extra-and co-curricular activities
Cover classes for teachers until a late or substitute teacher arrives
Tutor students or provide direct instruction to classes
Actively support the use in the classroom of skills acquired during in-service training.
Lead or attend teacher in-service activities concerned with instruction.
Set aside time at faculty meetings for teachers to share ideas or information from in-service activities.
Recognize students who do superior work with formal rewards such as an honour roll or mention in the newsletter.
Use assemblies to honour students for academic accomplishments or for behavioural citizenship.
Recognize superior student achievement or improvement by seeing in the office the students with their work.
Contact parents to communicate improved or exemplary student performance or contributions.

Teacher’s Academic Leadership

The measurement items pertaining to the variable of academic leadership exhibited by the teacher are presented in Table 2 below. The items were adapted from Banker and Kanika (2020) which consist of four dimensions including the teacher’s instructional leadership measurement consists of twelve items.

Table 2
Teachers's Academic Leadership Measurement Items

Teachers's Academic Leadership	
Managing Teaching and Learning	Set effective feedback mechanism for continuous improvement in teaching learning.
	Set up teaching outcome indicators.
	Determine the accountability mechanism for the teaching subjects.
Managing Intellectuals	Establish transparent and open communication channel among teachers and/or management.
	Facilitate research environment among teachers.
	Develop career path and progression.
	Safeguard the institution as an owner from environmental threats.
Institutional Stewardship	Engage and involve into reputation building activities like campaigning, advertising and exhibitions.

Administrative Competence	Continuously work to benchmark school with top ranked school.
	Identify key influencers for the institution & understand the risk associated with each stakeholder.
	Identify different sources of funds like institutional funding agencies, HNIs, central/state government, donations/endowments etc.
	Command positional/personal power to achieve institutional objective

Teacher’s Value-Based Leadership

The measuring items pertaining to the variable of value-based leadership for the teacher can be found in Table 3 below. The construct consists of seven dimensions such as integrity, vision, trust, listening, respect for followers, clear thinking, and inclusion (Garg and Krishnan (2003).

Table 3
Teacher's Value-Based Leadership Measurement Items

Teacher’s Value-Based Leadership	
Integrity	Is truthful, honest, and display moral behaviour.
	Has healthy self-confidence and self-esteem.
	Does not lose sight of his or her goals or compromise on his or her principles.
	Is pragmatic i.e., is willing to lose on this or that immediate issue because he or she would not be distracted from the ultimate objective.
Vision	Has an inspiring vision.
	Finds ways to communicate his or her vision to his or her followers.
Trust	Inspires trust and hope in his or her followers.
	Has the loyalty of the followers.
	Has a willingness to serve.
Listening	Listens to his or her followers.
	Encourages dissenting opinion among his or her closest adviser.
	Is committed to the moral principle of respect for the followers.
Respect followers	Respect the ideas of others.
	Include others in the process of changes.
	Listen to the need of others and aspire others
Clear Thinking	Clear about own beliefs.
	Has creative ideas.

	Shares information with every member of school.
Inclusion	Fosters a sense of community.
	Committed to the principal of opportunity and giving everyone an opportunity.
	Communication involves every member of school.

Student's Academic Performance

2 The measurement items for teacher's academic leadership variable is shown in Table 3.2 below. The items were adapted from (Veletić and Olsen, 2021). The teacher's instructional leadership measurement consists of six items.

3 The measurement items for teacher's academic leadership variable is shown in Table 3.2 below. The items were adapted from (Veletić and Olsen, 2021). The teacher's instructional leadership measurement consists of six items.

The measurement components for the variable representing the academic performance of students are displayed in Table 4. The items were adapted from (DuPaul and Rapport, 1991). The student's academic performance measurement consists of seven items.

Table 4

Student's Academic Performance Measurement Items

SAP1	How frequently students accurately follow the teacher's instructions?
SAP2	How quickly do students learn new materials?
SAP3	How often do students require your assistance to complete task/work?
SAP4	How often do students appear to withdraw or tend to lack emotional response?
SAP5	How often do students begin work before understanding the directions?
SAP6	How often do students perform well in reading, writing, and speaking?
SAP7	How often do students complete their work completely?

Conclusions

This study was initiated due to the necessity of assessing teacher 's levels of internal administration within their teaching environments based on their own perceptions and experiences in their respective fields. The assessment of teacher 's acknowledgment of their leadership capacities, along with their student's performance on based on standards evaluations, should be examined and correlated to establish potential probable causative relationships. While the literature on teacher's leadership is relatively new (Whitehead & Greenier, 2019), there is a significant scarcity of research on the relationship between teacher's leadership and student performance in turnaround schools. This study examines the literature on the subject and provides teachers with a solid foundation for making critical decisions on the allocation of resources for teacher training and how to structure these programmes to promote greater levels of student accomplishment. Individuals seeking to integrate teacher leadership into the strategy for improving student achievement in turnaround schools might discover this study beneficial in the current context of school reform when the focus is on the lowest performing schools. This study attempts to clarify the topic of educational administration by examining the correlation between teacher leadership and academic performance among students in Beijing, China.

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