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# THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS TOWARDS THEIR LEADERSHIP CAPACITY AND SCHOOL'S ORGANIZATIONAL CLIMATE AT CHOI HUNG ESTATE CATHOLIC SCHOOL, HONGKONG, CHINA

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**Abstract**

The main purpose of this study was to determine the relationship between teachers' perceptions towards their leadership capacity and the school's organizational climate at Choi Hung Estate Catholic School, Hong Kong, China. The theories used in this study were Hersey-Blanchard Situational Leadership Theory, Bandura's Social Cognitive Theory, and Stage-Environment Fit Theory. The survey collected data covered the whole population, 103 teachers of the selected institute participated. The research instrument was an online questionnaire including 1) Demographic information, 2) School Organizational Climate Questionnaire, and 3) the Teacher Leadership Capacity Questionnaire. The raw data collected was analyzed by frequency and percentages, descriptive statistics, and as well as standard deviation and finally, the correlation coefficient was analyzed using Pearson product. The results of the study indicated that the teacher's perception of their leadership capacity was moderate (3.35), the level of school climate was moderate (3.07). The Pearson Product measuring correlation analysis indicated that there was a significant relationship between the teacher's perception of their leadership capacity as well as the school organizational climate were found to be moderately positively correlated, r (103) =.547\*\*, p = . 001. The school administration and the teachers in the target school are recommended to enhance and embrace training programs for them to enhance consistency, compassion, care as well as problem-solving.

**Keywords:** Teachers' Perception, Leadership Capacity, School Organizational Climate

**Introduction**

The school leadership requires greater attention during this era. Improvement in the undertakings of the activities in today's world is seen in the mass movement among people, their ideas as well as information in a diverse part of the world. School leadership must be felt in administrative as well as professional functions during the accomplishment of the organizational goals. Society possesses high expectations on the performance of leadership from the school leaders. Leadership is a kind of social influence where an individual is capable of enlisting support and control from others to attain common objectives (Chemers, 2014).

The capacity of leadership means the ability as well as the manifestation of competent leaders in undertaking their roles in the accomplishment of an educational institution's objectives (Heslin & Keating, 2017). In the professional area, the competence of leadership is created when the leader is capable of progressively leading others. Leaders, as well as managers, maybe in a position to seek mentorship from their senior peers and also from professional trainers.

The climate in the school has been indicated and linked to factors as well as elements that affect the efficiency of the school and the performance of the students. An excellent academic school

is one in which teachers come up with high expectations, which can be achieved by their students. For the achievements to be achieved, students, with the help of their teachers, must be in a position to work hand in hand (Lyon, et al., 2018). A healthy school with a positive outlook possesses both conducive environments for teaching and learning (Jena, 2020). The environment allows and strengthens the learning of the students and the teachers as they insinuate knowledge to their students.

One of the vital aspects in an educational institution is the school organizational climate, and the aspect is an enormous influence that affects the learning process of students (Heslin & Keating, 2017). According to Werang (2018), the school organizational climate is the heart and soul of the school. Being positioned at the center enhances the community members in the school and leads it forward in the right direction. Teachers are also in a position to play a crucial role in creating a good citizen—the atmosphere structure as well as the quality of teaching results in the learning process of students. The teachers' capacity of leadership directly impacts the climate of the school and can either result in the enhanced or minimized achievement of a student—effectiveness of educational school organizational climate majors on raising the achievements of students positively. Only effective teachers are able to develop and come up with a school organizational climate to strengthen the learning of the students via their processes of teaching (Darling-Hammond & Cook-Harvey, 2018). This can be concluded that the achievements of students are directly affected by the leadership capacity of the teachers and the school organizational climate.

The researcher had interviewed some teachers who worked in Choi Hung Estate Catholic School. The teachers mentioned that leadership capacity has become an important issue in the study of school management in China. The school organizational climate is closely related to teacher leadership capacity in school. Many teachers and staff do not understand the working requirements clearly, which might result in an unfulfilled school vision and mission. Therefore, the target school should investigate how to improve the organizational climate by finding the level of teachers' leadership capacity and help to achieve the school vision and mission. It faces challenges to improve teachers' leadership capacity level and positive school climate according to the current school climate at Choi Hung Estate Catholic School in China.

Other research has been conducted in other schools but not in the Choi Hung Estate Catholic School in China. The final research results of this study hopefully would like to assist the schools' principals, managers as well as other directly linked stakeholders. All the above participants were in a position to understand the relationship existing between the impact elements of the teachers' capacity of leadership and then school organizational climate. There is also the need to make an improvement in the capacity of the teachers' profession through training programs which in the end make education efficient and effective.

The researcher trusted that it is becoming important to investigate the relationship between teachers' leadership capacity and school climate based on their perceptions. As well as there was no previous research on this study at Choi Hung Estate Catholic School in China. Thus, the researcher tried to conduct this study to identify the teachers' perception towards their leadership capacity and school climate in the Choi Hung Estate Catholic School in China.

**Research Objectives**

1. To identify the level of the teachers' perception towards their leadership capacity in the Choi Hung Estate Catholic School in China.

2. To identify the level of the teachers' perception towards the school organizational climate in the Choi Hung Estate Catholic School in China.

3. To determine the significant relationship between teachers' perception towards their leadership capacity and school organizational climate in the Choi Hung Estate Catholic School in China.

**Literature Review**

1. Teachers Leadership Capacity

According to Lambert (1998), leadership is a form of learning which is made up of meaning construction about an issue in a systematic and united manner. It consists of grouping together various perceptions, beliefs, assumptions as well as values via a process of continued discussions. Leadership is also the way of sharing ideas and coming up with execution ways and plans. Every institution should value a key factor of teamwork. Thus, principals are not in a capacity to reform the schools single-handed; the domain of school success is enabled by the capacity of teachers' leadership. Leadership capacity is a broad discipline as well as skillful participation in the role of leadership Lambert, (2003). A joint collaboration between the teachers, students, parents as well as principals resulted in greater achievements of the students' performance. Additionally, good leadership capacity occurred with participation that depended on the qualities of leadership from the school community—the improvement as well as development aid in building a school that is sustainable.

Harris (2003) defined building leadership capacity as a broad-like and tactical engagement in the role of leadership. From the views of Harris, there existed two important conditions needed in order to come up with an enduring capacity of leadership.

The teachers' capacity of leadership is one of the crucial elements of guiding students in the right and efficient manner by way of engagement, inspiration, motivation, and impact, as well as encouragement. There exist diverse leadership core competencies which are in a position to direct people (Lambert, 2003). Leadership is a crucial role that immensely contributes to the growth and the well-being of each and every institution. Since the teachers act in a position of a role model, the students and the entire school, in general, will be more successful.

Compassion was a very crucial feature of teachers towards their success. The attribute enhanced effective communication between the students and the teachers. The attributes helped the teachers in dealing with diverse roles that they encountered in their daily activities, which included parents' interaction in the surrounding community. The attribute was an important element to the teachers in that it was a personal capacity for the effectiveness of every teacher (Caldera, 2018). A leader in a school, i.e., the teachers or the principals, must have consistency in their day-to-day practices. There is another approach of consistency in schools. When this was not applicable, the students in the school became more and more confused, and they would start playing off one teacher against another teacher. The teaching staff who uphold the laid down rules in most cases tend to be harsh (Schuck, S., Aubusson, P., Buchanan, J., Varadharajan, M., & Burke, P. F., 2018). The problems faced by education leaders were both structured and unstructured problems. There existed three stages of problem-solving. First is the identification of problems that require attention. Secondly, coming up with ways of mitigating the problems, and finally, the leaders in educational institutions should weigh the Quality of their mitigating decisions (Yao, 2018). Caring is the journey designed for travelers via mutual interconnection. The stages involved understanding the individuals as well as the needs in comparison with what is needed. This indicated that teachers must be in a position to understand their students and care for their students in the school they are teaching in a responsible manner (Johnson, A. D., Phillips, D. A., & Partika, A., 2020).

2.  School Organizational Climate

A school organizational climate is a system that shapes, invents, and brings a healthy learning environment. The atmosphere created impacts the activities and acts of those around the sphere. A school organizational climate is identified and linked with elements affecting the efficiency of the school and the performance of the students. A well-performing school academically is a school where there exist high expectations set by the teachers in the school, which are reasonably achievable by their students (Rudasill, K. M., Snyder, K. E., Levinson, H., & Adelson, J. L., 2018). A school environment that is healthy is directly influenced and impacted by formal and informal institutions. Other elements that affect include the organizational personality, management, and leadership of the school (Webb, J. W., Khoury, T. A., & Hitt, M. A., 2020). A positive and healthy school possesses both good teaching and learning atmosphere, which encourages the students to learn and the students to give out their knowledge to the students. A school organizational climate can also be defined as the existing perception towards the working pattern and environment of a school. It is crucial to give a support system that allows and accommodates people to have some power in shaping a conducive school environment.

Teachers used rewards as well as praise which in most cases was intended to give positive feedback to the students, and they also utilized these moves to strengthen the required behavior. Additionally, the rewards effectively improved the behavior of students. With the above measurement, there existed some limitations. An example of a limitation was that students across all age groups varied in terms of preferences (Brown, 2019). In the general effectiveness of the rewards, good behaviors were found in at least all the approaches to the school management and the discipline of the school. Frequent application of rewards and praise for the targeted actions was an explanatory feature of behavior-oriented methods to school discipline as well as the school management.

Organizational structure differed in fostering a positive school organizational climate and varied in terms of rules as well as regulations without forgetting the standards set for the organization, each and every level of an organization, an individual, sections within the organizations and the leadership laid down norms which resulted to the overall norms and organizational climate (Darling-Hammond & Cook-Harvey, 2018). Organizational structures of schools engaged in a pattern and went hand in hand with designs that indicated how the information would be evaluated as well as how decisions have arrived. The organization's design was to make obvious the core values and how to serve the mission best (Meyer & Norman, 2020).

Teachers made their classes supportive and encouraging by means of teaching their students problem solving and resolution pertaining conflict skills in smaller groups as well as meeting the whole class. A class meeting is when a teacher assigns time on a particular day, and the students come up with a circle and put their efforts together to have a discussion and finally come up with solutions to the classroom issues (Kehoe, M., Bourke-Taylor, H., & Broderick, D., 2018). The meetings resulted in a sense of belonging as well as trust for the students. Additionally, the class meetings encouraged the students in that class to work together to come up with solutions in the process of pro-social skills.

Decorations helped in creating a warm environment. In a school setting, furniture organization was crucial and important (Sarwanti, 2018). There should be enough space for all the students to move within their classroom freely. Teachers must also be in a position to apply a universal design. This was a way of designing environments to be utilized by each and every person to the fullest without the need for a specialized design. Teachers were in a position to utilize universal design in their learning activities for them to ensure all the resources were physically accessible and

utilizable by all the students. The teaching staff supported the expansion of safety measures to all their students, which included the identified deficiencies.

Regarding the school organizational climate, this is a crucial element in the sustainability of each institution. A school organizational climate gives a view of the setting's mood of the school. The most relevant stakeholders in the management of school organizational climate are the principals and the teachers. They majorly create and maintain the climate of the school, which eventually encourages effective learning of the school. There is a need for each organizational leader to set away for their juniors as well as the entire organization. Best leadership skills result in organizational effectiveness. Therefore, for the development school organizational climate attached to organizational performance, each institution requires the building of leadership capacity, improvement, and control.

**Methodology**

The researcher had developed a survey questionnaire to 103 full-time teachers Choi Hung Estate Catholic School, China, and received a total of 103 valid responses in the academic year of 2021. The data collection employ to this study covered all (103 teachers) at the selected institute, no sampling method applied. This study was a quantitative relationship study that used School Organizational Climate developed by Litwin and Stringer (1968) which was to identify teachers' perception towards the school organizational climate and the Teacher Leadership Capacity Questionnaire was developed by Lambert (2003). Which was used to identify the level of teachers' leadership capacity. The Pearson Product Moment Correlation Coefficient was used to determine whether there was a significant relationship between teachers' perception towards their leadership capacity and school organizational climate in the target school.

**Results**

1. To identify the level of the teachers' perception towards their leadership capacity in the Choi Hung Estate Catholic School in China in Table 1 below.

**Table 1:** Descriptive statistics for mean score and standard deviation of Leadership Capacity Questionnaire (n=103)

| Leadership Capacity | Mean ( $\bar{x}$ ) | Standard Deviation | Interpretation |
|---|---|---|---|
| Compassion | 3.22 | 1.43 | Moderate |
| Consistency | 3.92 | 1.44 | High |
| Care for students | 3.15 | 1.44 | Moderate |
| Problem solving | 3.10 | 1.43 | Moderate |
| **Total** | 3.35 | 1.44 | Moderate |

From Table 1, it was shown that the overall mean score of the leadership capacity was 3.35, and the standard deviation was 1.44. Compassion, Care for the students and Problem solving at a moderate level (2.39≤ $\bar{x}$ ≤ 3.50). Consistency at a high level (3.51 ≤ $\bar{x}$ ≤ 4.00) Therefore, teachers' perception towardstheir leadership capacity in the Choi Hung Estate Catholic School in China was determined to be moderate.

2. To identify the level of the teachers' perception towards the school organizational climate in the Choi Hung Estate Catholic School in China in Table 2 below.

**Table 2:** Descriptive statistics for mean score and standard deviation of the School Organizational Climate (n=103)

| School Organizational Climate | Mean ( $\bar{x}$ ) | Standard Deviation | Interpretation |
|---|---|---|---|
| Organizational structure | 3.03 | 1.46 | Moderate |
| Individual responsibility | 3.13 | 1.39 | High |
| Rewards | 3.00 | 1.59 | Moderate |
| Support and warmth | 3.12 | 1.47 | Moderate |
| **Total** | 3.07 | 1.48 | Moderate |

From Table 2, it was shown that the overall mean score of the school organizational climate was 3.07, and the standard deviation was .1.48. Moreover, Organizational structure, Individual Responsibility, Rewards, Support and warm all at a moderate level (2.39≤ $\bar{x}$ ≤ 3.50). Therefore, the level of the teachers' perception towards the school organizational climate in the Choi Hung Estate Catholic School in China was determined to be moderate.

3. To determine whether there is a significant relationship between teachers' perception towards their leadership capacity and school organizational climate in the Choi Hung Estate Catholic School in China in Table 3 below.

**Table 3:** Correlation between school organizational climate and leadership capacity

| Leadership Capacity | School Organizational Climate | | | |
|---|---|---|---|---|
| | Organizational structure | Individual responsibility | Rewards | Support and warmth |
| Compassion | .608** | .552** | .618** | .628** |
| Consistency | .597** | .632** | .589** | .590** |
| Care for students | .627** | .635** | .628** | .570** |
| Problem solving | .636** | .654** | .650** | .643** |

**Note:** *Sig. at p<.01

**Table 4:** Pearson Product-Moment Correlation Coefficient between teachers' perception towards their leadership capacity and school organizational climate in the Choi Hung Estate Catholic School in China. (n=103)

| | | School organizational climate | Conclusion |
|---|---|---|---|
| The perception of teachers towards their capacity of leadership | Pearson Correlation | .547** | There is a significant relationship |
| | Sig.(2-tailed) | .000 | |

Table 4 showed that the Pearson Correlation Coefficient value obtained teachers' perception towards their leadership capacity and school organizational climate were found to be moderately positively correlated, r(103) =.547**, p = . 001. Therefore, the relationship of teachers' perception toward teachers' perception towards their leadership capacity and school organizational climate in the Choi Hung Estate Catholic School in China was a significant moderate positive correlation.

**Discussion**

From the findings of this research, the entire study score mean of the teachers' perception of leadership capacity in the Choi Hung Estate Catholic School, China, was rated as moderate to high. This shows that the teachers' perception of leadership capacity level in the Choi Hung Estate Catholic School, China was comparatively good.

On the four elements of leadership capacity results of finding, the findings indicated that the school respondent teachers had a high perception in the findings of consistency in their work of leadership (3.92) while the lowest score resulted from the specific item of problem-solving (3.10). The above variation indicates that the teachers might not properly trained in terms of problem-solving issues. The school might need to come out clearly on the issue of their vision and mission, and they might not expound enough on these strategic leadership objectives to their teachers. Consistency in the form of leadership is a requirement to each and every leader, consistency in every leader is known by his or her consistency in leadership performances. Consistency among the leaders ignites good performances among the students in a school. Generally, the teachers in the Choi Hung Estate Catholic School, China, were performing well in terms of leadership capacity in the school. However, it should be recommended that the teachers require an improvement in their leadership capacities in elements such as problem-solving and care towards their peers and their students.

From the previous studies by researchers, Lum-Hpaugyi and Vinitwatanakhun (2018) did research on the existing relationship between the perception of teachers on their leadership capacity and teachers' professional stress in Myanmar. The results of the study indicated that there exists a significant positive relationship between the teachers' perception towards their leadership capacity and professional stress in Myanmar. Taie and Goldring (2017) did a study on the relationship between distributive leadership and organizational learning. Kujur (2017) also did a study on the perception of teachers on leadership capacity as well as the organization culture in the Marianist schools in India. The results of the above research indicate that the teachers' perception of leadership capacity was also high. The above past research shows the crucial importance of capacity in leadership.

The total score for the teachers' perception of the school organizational climate in the Choi Hung Estate Catholic School, China, was generally moderate. The highest mean score was registered in the element of individual responsibility (3.12), while rewards in the school organizational climate received the lowest score (3.00). From the research results, it is in a position to note that the teachers in the Choi Hung Estate Catholic School understood the school organizational climate. The teachers should have good morals, values and be well equipped with skills for them to influence the performance of the school. Moral dimensions should also be in the minds of the teachers' that they should impact their students in the school to enhance morality. There is a need for the first entry teachers in the school to improve their school by updating themselves via programs such as educational workshops and undergoing new curriculum coaching. From the findings of the research, there is a need for the school to improve on two elements, which is rewards and organizational structure. There is a need for a review in the school structure for the management to know the loopholes in their organogram. Rewards in any form should be encouraged among the students and the teachers to strengthen their performance as well as improving motivation.

There is also past research by Yang (2016), who did a study on the link between the perceptions of teachers, the behavior of the principals' leadership as well as the school organizational climate. The study was conducted among the kindergarten among international schools in Thailand. The study indicated that the perceived teachers in the international school are seen as task behavior leaders. The study's score on the school organizational climate was (3.62) with a range scale of (3.52

to 4.50), which defined the perception of teachers on the organizational climate as high among the international schools.

This research used the Pearson correlation coefficient to know and understand the existing relationship between the perception of teachers on their capacity of leadership as well as the school organizational climate in the Choi Hung Estate Catholic School, China. From the research results, there exists a significant relationship between the perception of teachers on their leadership capacity as well as the school organizational climate in the Choi Hung Estate Catholic School, China. This was due to the fact that the significant value was 0.01, which was lower compared to 0.05. Thus, this research entirely accepts the study hypothesis, at the same time, rejects the null hypothesis. Since the study (r) was (0.547), we can conclude that there exists a positive correlation and relationship between the perception of teachers on their leadership capacity and the climate of the school in the Choi Hung Estate Catholic School, China. The study also came to the conclusion that there exists a moderate perception of teachers on their capacity of leadership and the school organizational climate. Improving the teachers' leadership capacity and also improving the school organizational climate is a core factor in raising up, building, taking control, and strengthening performance as well as the achievement of the students. Improvement in the leadership capacity among the teachers is the only way of improving the performance of the students and definitely improving the school.

**Conclusion**

The perception of teachers on their leadership capacity in the Choi Hung Estate Catholic School, China was majorly moderate. All the four elements received a moderate mean score as indicated below from the highest score to the lowest: consistency in leadership, compassion in leadership, care, and problem-solving in leadership. The higher variation resulted as a result of varying views on the element of leadership capacity. The perception of teachers on consistency and compassion recorded the highest score while care and problem solving on leadership in terms of leadership capacity recorded a lower mean score.

The second objective is on the teachers' perception of the school organizational climate in the Choi Hung Estate Catholic School, China, also moderate. The four elements got a moderate score and are below highlighted from the highest to the lowest: individual responsibility, support and warmth, organizational structure, and finally, the rewards. Diverse levels of the perception of teachers resulted based on the four elements of school organizational climate. Individual responsibility took the highest score, while rewards received the lowest score.

There exists a positive relationship between the perception of teachers on their leadership capacity and the school organizational climate in the Choi Hung Estate Catholic School, China.

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