

Distributed Leadership Model of College English Teachers in Guangxi Zhuang Autonomous Region, China

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Abstract

This research aimed to study 1) the level of decentralized leadership of college English teachers in Guangxi Zhuang Autonomous Region, 2) analyze the factors of decentralized leadership styles of college English teachers in Guangxi Zhuang Autonomous Region, and 3) propose a decentralized leadership style of college English teachers in Guangxi Zhuang Autonomous Region. Using simple random sampling, the samples were 500 college professors and college English teachers from 68 colleges. The data collection instruments were a questionnaire. Descriptive statistics and content analysis were used to analyze the data. The results showed that: 1) the level of decentralized leadership of English teachers showed that the decentralized leadership level was more than 0.970, which means that the KMO value represents and follows the essential guidance of the main components. Moreover, the relationship for EFA of the decentralized leadership style of English teachers is significant. 2) Factors of the decentralized leadership style of English teachers in local colleges were found to have six components: 1. Team cooperation 2. School culture 3. Good leadership 4. General English teacher authority 5. Supervising leadership and six checking leadership. Moreover, 3) The decentralized leadership style of English teachers found that many connected and dynamic leaders explore supportive culture and learning, and teachers are all critical structures. College administrators and English teachers can promote characteristics that will help the institution succeed.

Keywords: college English teachers; teacher leadership; distributed leadership

Introduction

Teacher leadership has played a key role in the practice of educational improvement. The central tenet of teacher leadership aligns with notions of individual empowerment and localization of management that have extended throughout the history of the United States. Teacher leadership is closely connected with the development of distributed leadership in the teaching organization. The theory of distributed leadership has gained wide attention since the 2000s. Most importantly, the concept of distributed leadership emphasizes that teachers play a central role in the ways schools operate and in the core functions of teaching and learning so that they can increase every student's achievement. It also plays an increasingly important role in promoting college English teaching reform. The idea is increasingly adopted as a school strategy to build collective capacity for change in the United States, England, Australia, Wales, Malaysia, and other countries. In recent years, the probe into teachers' distributed leadership has gained impetus in the scope of educational research at home and abroad. Recent studies have explored the positive relationship between distributed leadership and various outcomes such as teacher efficacy, satisfaction, and trust. Zheng et al. (2019); teacher well-being and organizational trust Liu et al. (2022); teacher innovativeness, teacher autonomy and teacher professional collaboration (Lin, 2022); teacher professional learning, teacher trust and teacher motivation Bektaş et al. (2020), and teacher job satisfaction, disciplinary climate and student achievement Kiliç et al. (2023).

Most research objects on teacher distributed leadership are primary and secondary school teachers, while studies on university teachers are rare. Especially the studies on college English teachers' distributed leadership in Guangxi Zhuang Autonomous Region are rarely touched. There is no denying the fact that English has become a global language. As the most widely used language in the world, English has become an important tool for international exchange, scientific exchange, technological and cultural exchanges. College English is an introductory course required by Chinese undergraduate students and is an integral part of higher education in China. There are many benefits for Chinese students who want to learn English. Firstly, it can help Chinese students understand cutting-edge scientific and technological knowledge, management experiences, and ideas from foreign countries. Secondly, we can learn and understand the world's excellent culture and civilization. At the same time, it will be helpful for the strength of our country's language, which can help us effectively spread the Chinese culture, promote extensive exchanges with people around

the world, and enhance China's soft power. According to the Outline of Chinese National Medium and Long-term Plan for Education Reform and Development (2010–2020), the core task of higher education development is to improve the quality of higher education. Improving the teaching quality of higher education requires us to offer high-quality English education for college students. A college English course plays an important role in students' long-term development. Learning College English can help college students establish a world vision, cultivate their international awareness, improve their humanistic quality, and provide them with an essential tool for knowledge innovation. College English teachers play a key role in sustainability education. More research has shown that a distributed relationship builds relationships, shares power, increases college English teachers' satisfaction, forges collaboration, and improves the college's development.

The current study explores the distributed leadership model of college English teachers in the Guangxi Zhuang Autonomous Region, which has been considered a crucial factor in developing and improving schools.

Research Objectives

1. To study the level of the distributed leadership of College English Teachers in the Guangxi Zhuang Autonomous Region.
2. To analyze the factors of the distributed leadership model of College English Teachers in the Guangxi Zhuang Autonomous Region.
3. To propose the distributed leadership model of College English Teachers in the Guangxi Zhuang Autonomous Region.

Scope of Research

Content of the Study:

This study focuses on the decentralized leadership style of English teachers in colleges within the Guangxi Zhuang Autonomous Region, China. The research aims to examine the extent to which decentralized leadership practices are applied in these institutions, explore their impact on teaching performance and organizational outcomes, and identify factors that influence the effectiveness of this leadership style. The study also seeks to understand how the decentralized leadership style aligns with cultural, institutional, and regional characteristics unique to Guangxi Zhuang Autonomous Region.

Population and Sample:

The research population includes college administrators and English teachers across 68 colleges in Guangxi Zhuang Autonomous Region. A sample of 500 respondents was selected using simple random sampling to ensure an unbiased representation. This sample size was determined based on statistical power analysis to maintain validity and reliability in the findings. The sample includes participants with diverse roles and experience levels, ensuring a comprehensive understanding of decentralized leadership from administrative and instructional perspectives.

Research Area:

The study is conducted in Guangxi Zhuang Autonomous Region, a culturally rich and linguistically diverse area in southern China. This region's unique characteristics, including its bilingual policies and emphasis on minority education, provide a significant backdrop for investigating the application and implications of decentralized leadership styles in higher education institutions. The focus on this area enables the study to address regional challenges and opportunities, contributing to localized and actionable insights.

By elaborating on the content, population, sampling method, area, and research methods, this study aims to thoroughly investigate decentralized leadership styles, offering valuable insights for policymakers and educators in the Guangxi Zhuang Autonomous Region and beyond.

Literature Reviews

1. Distributed leadership (Xu et al., 2021), which emphasizes joint involvement, participation, and decision-making in the workplace, envisions community members' empowerment as conducive to stimulating employee self-efficacy and productive work behavior. Thien and Chan (2022) put forward the factors that influence the importance of distributed leadership, which consists of the following four dimensions: (1) cooperation of the leadership team; (2) leadership support; (3) leadership supervision; and (4) participative decision-making.

2. School culture is an important factor that determines the perception of the school and the behavior patterns of all partners, especially teachers and students, in which the shared leadership style comes into play (Kalkan et al., 2020). This section adopts DeMarco's (2018) three dimensions of school culture: collaborative leadership, teacher collaboration, and professional development.

3. Teacher self-efficacy is an extensively studied variable for its documented effects on teachers' instructional quality, organizational behaviors, and student learning outcomes. According to Liu et al.'s (2021) study, teacher self-efficacy can be defined with three dimensions: efficacy in instruction, classroom management, and student engagement.

4. Job satisfaction refers to how much a person enjoys the conditions in which they carry out their professional activity (Fiorilli et al., 2019). Fiorilli et al. believe that teacher satisfaction increases when there is full support from educational administrators, high pay and performance standards are provided, teachers are appreciated for their teaching work, and they can cooperate harmoniously with their peers.

The researchers applied the theory to the work to summarize the results and synthesize the data in the conclusion and discussion without reviewing the results.

Research Methodology

The research on the Distributed Leadership Model of College English Teachers in Guangxi Zhuang Autonomous Region, China, is quantitative and qualitative.

The population and sample used in this study were 500 college administrators and college English teachers from 68 colleges using a simple random sampling method.

Research process

Instruments used in the research: the researcher developed the research instrument by the following steps:

1. Study documents and related research to collect data to create instruments for the research.

2. Create a questionnaire for the research according to the research objectives. The researcher used both quantitative and qualitative research methods. The instruments used in this study were questionnaires and semi-structured interviews. The criteria for selecting questions with IOC values were used to test the validity of the questionnaire. The author invited some experts to evaluate the IOC. The final results indicated that the questionnaire had good validity. Cronbach's alpha coefficient is an indicator used to assess the reliability of the questionnaire and is widely used in empirical data analysis. Generally, when the Cronbach's alpha value exceeds 0.7, it indicates good internal consistency between the variables. If the value exceeds 0.9, it indicates excellent internal consistency. The results of the current study indicate that the Cronbach's alpha value for all

variables exceeds 0.7, and both the CITC value and the Cronbach's alpha value after removing items meet the research requirements. It shows that the variables in the questionnaire are stable and highly reliable.

3. The questionnaire in this study consisted of two parts. The first part collected the participants' basic personal information, including gender, age, educational background, and work experience. The second part covered the main content of the decentralized leadership of college English teachers.

The research team collected data from 500 college administrators and English teachers in 68 colleges. The data collection was carried out in Guangxi Zhuang Autonomous College. A total of 500 copies or 100% were returned. Data analysis and statistics used in the research included an analysis of the relationship between independent and dependent variables. Pearson's correlation analysis found a significant positive relationship between X and Y ($p < 0.01$, $r = 0.842$), indicating that the higher the score of X (the impact of social support), the higher the score of Y (school adjustment). This paper's multiple regression model was built using GPS, GAS, SLS, SCAIS, FES, FMS, TES, and PES as independent variables and Y (school adjustment) as the dependent variable.

Research Results

Table 1 Basic information of the respondents

Category	n=500	Percentage (%)
Gender		
Male	255	51.00
Female	245	49.00
Age		
under 25 years old	101	20.20
25 – 29 years old	152	30.40
30 – 39 years old	124	24.80
40 – 49 years old	65	13.00
Above 49 years old	58	11.60
Education		
Bachelor	148	29.60
Master	158	31.60
Doctor	175	35.00
Postdoctoral appointment	19	3.80

Category	n=500	Percentage (%)
Experience		
under 5 years	103	20.60
5–10 years	119	23.80
11–15 years	136	27.20
16–20 years	111	22.20
Above 20 years	31	6.20

Table 1 presents the demographic data analysis. Altogether 500 college administrators and college English teachers are involved in this study, among them are 255 males, which accounts for 51.00%, while 245 are females, which accounts for 49.00%. They come from different universities in Guangxi province. It indicates that the sample distribution is relatively balanced in terms of gender. In their ages, 101 participants (20.20) are under 25 years old, 152 participants (30.40) are between the ages of 25 to 29, 124 participants (24.80) are aged from 30 to 39, 65 (13.00) are aged from 40 to 49, and 58 (11.60) are above 49 years old. About the respondents' current academic qualifications, the majority of participants had a doctor's degree ($n = 175$, 35.00%), and some have a Master's degree ($n = 158$ 31.60%) and the others held a Bachelor's degree ($n = 148$, 29.60%), and a Postdoctoral degree ($n=19$, 3.80%). As for their teaching experience, most participants had 11–15 years' teaching experience ($n = 136$, 27.20%), some had 5–10 years' teaching experience ($n = 119$, 23.80%), and the others had 16–20 years' teaching experiences ($n = 111$, 22.20%), and more than 20 years' teaching experiences ($n = 31$, 6.20%), while approximately one fifth participants ($n = 103$, 20.60%) taught college English under 5 years.

Table 2 Basic information of the respondents

KMO Measure of Sampling Adequacy		0.970
Bartlett's Test of Sphericity	Approx. Chi-Square	63175.219
	df	2211.000
	p-value	0.000

The Kaiser–Meyer–Olkin competency is used to test the validity of the sample size statistically. As shown in Table 2, the KMO value is equal to 0.970, greater than 0.6, which indicates the KMO value is “marvelous” and meets the prerequisite requirements of factor analysis. It indicates that the data can be used for factor analysis research. Moreover, the Bartlett's test of

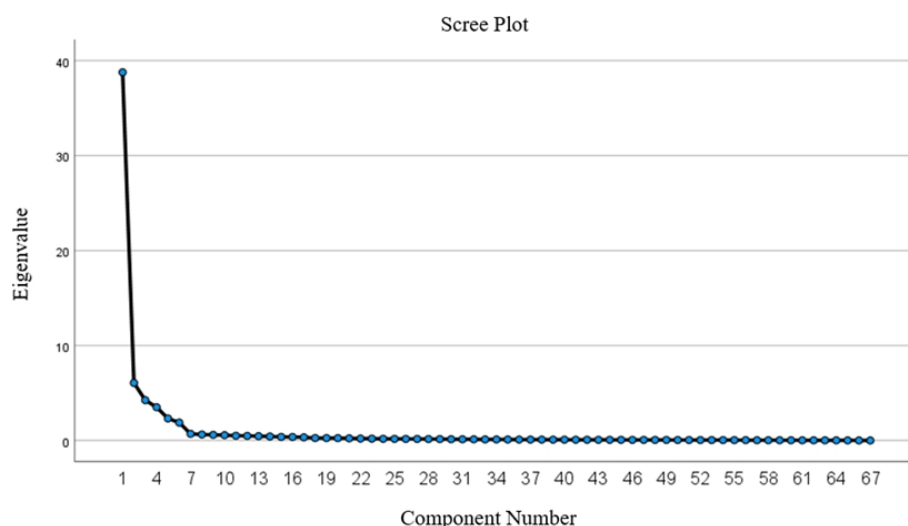
Sphericity reaches statistical significance ($p < 0.05$), indicating that correlations between items were sufficiently significant for EFA.

Table 3 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	64.890	61.800	61.800	64.890	61.800	61.800	21.711	20.677	20.677
2	8.655	8.243	70.043	8.655	8.243	70.043	20.315	19.348	40.025
3	5.595	5.328	75.372	5.595	5.328	75.372	14.732	14.031	54.056
4	4.134	3.938	79.309	4.134	3.938	79.309	13.889	13.227	67.283
5	3.022	2.879	82.188	3.022	2.879	82.188	12.724	12.118	79.401
6	2.243	2.136	84.324	2.243	2.136	84.324	5.169	4.923	84.324

The above table analyzes the factor extraction and the amount of information extracted by the factor. Six factors were extracted from factor analysis, all with eigen root values greater than 1. The variance interpretation rates of these six factors after rotation were 20.677, 19.348, 14.031, 13.227, 12.118, and 4.923, respectively. The cumulative variance interpretation rates after rotation were 84.324%.

Table 4 Scree Plot



In the present study, the six factors (i.e., leadership support, leadership supervision, cooperation of leadership team, participative decision-making, and teacher efficiency) were used to determine the pattern of the structure in the measurement of the Distributed Leadership Model instrument along with a scree plot and eigenvalue. Six factors had eigenvalues more significant than one, as the scree plot clearly illustrates in Figure 4. Therefore, the scale has good structural validity.

Table 5 Factor loading coefficients after rotation

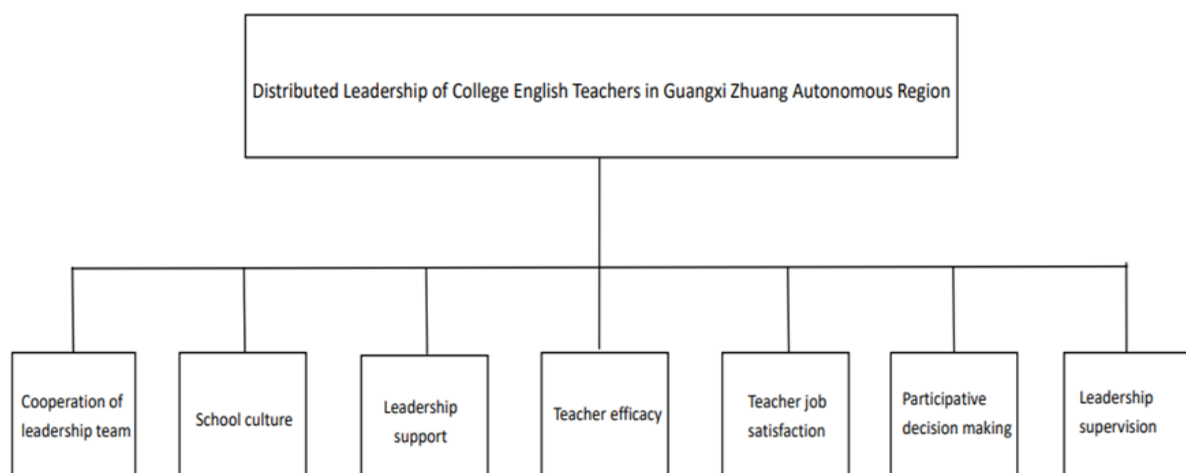
Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
53	0.847					
46	0.843					
45	0.834					
91	0.832					
93	0.832					
31	0.826					
24	0.825					
3	0.823					
12	0.817					
96	0.804					
49	0.790					
15	0.790					
16	0.782					
98	0.777					
86	0.763					
26		0.794				
17		0.779				
44		0.774				
66		0.771				
52		0.768				
71		0.766				
14		0.765				
74		0.761				
78		0.749				
48		0.746				
67		0.736				
94		0.734				
32		0.688				
64		0.627				
7			0.793			

Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
101			0.781			
43			0.769			
103			0.753			
104			0.748			
70			0.738			
6			0.728			
77			0.723			
83			0.651			
20			0.650			
97			0.621			
51				0.984		
87				0.885		
25				0.854		
85				0.853		
63				0.850		
36				0.843		
55				0.840		
22				0.806		
21				0.797		
72				0.610		
75					0.877	
59					0.874	
27					0.868	
73					0.866	
79					0.846	
2					0.842	
84					0.832	
19					0.815	
88					0.814	
42					0.781	
54					0.812	
47					0.775	
61					0.704	
68					0.611	
80					0.574	
13					0.571	
8					0.563	

The final six-factor structure in this study is composed of 67 items after deleting 38 items. As is shown in Table 4.5, 15 items for factor 1 represent cooperation of leadership team, 14 items for factor 2 represent school culture, 11 items for factor 3 represent leadership support, 10 items for factor 4 represent participative decision making, 10 items for factor 5 represent teacher efficacy, seven items for factor 6 represent leadership supervision. So, it can be found that six factors are appropriate for the distributed leadership model of college English teachers in the Guangxi Zhuang Autonomous Region: cooperation of leadership team, school culture, leadership support, participative decision making, teacher efficacy, and leadership supervision.

Discussion

Using quantitative and qualitative methodologies (exploratory factor analysis and semi-structured interviews), an effective distributed leadership model of college English teachers in the Guangxi Zhuang Autonomous Region was constructed, as shown in the following figure.



The results of the factor analysis revealed that the decentralized leadership model of English teachers in universities in the Guangxi Zhuang Autonomous Region comprises six key factors: 1) leadership team cooperation, 2) school culture, 3) leader support, 4) participatory decision-making, 5) teacher efficacy, and 6) leader supervision. These factors are illustrated in the figure above.

Moreover, when university administrators and English teachers understand their current level of decentralized leadership, they can enhance their leadership skills and improve their efficacy in English teaching. The practical implementation of the decentralized leadership model has the

potential to significantly improve the educational environment for both English teachers and students in universities across Guangxi Zhuang Autonomous Region.

These findings align with previous research, including Prasertratana's (2012) study, A Structural Equation Model of Distributed Leadership for Basic School Administrators, and Saiphayasri's (2024) work, Guidelines for Developing Distributed Leadership of School Administrators, Office of the Primary Educational Service Area 3, Surin. Both studies emphasize the importance of distributed leadership in fostering effective educational outcomes. The decentralized leadership model of English teachers in universities in the Guangxi Zhuang Autonomous Region is dynamic and interconnected. Leader support, team cooperation, supervision, participatory decision-making, supportive school culture, and high teacher efficacy are all important components. It can lead to more efficient and responsive educational institutions when effectively balanced. By cultivating these dimensions, college administrators and English teachers can foster an environment conducive to collaboration, which will help the institution succeed. The current study explored the decentralized leadership model of English teachers in colleges in the Guangxi Zhuang Autonomous Region, an important factor for developing college English teachers and school improvement. This is consistent with the research of Kitkrajang and Lapcharoen (2024) on the decentralized leadership of school administrators according to teachers' perceptions in the Office of the Secondary Educational Service Area 2, Bangkok.

For suggestions for future studies, the author offers the following: First, future investigations can be conducted with a larger sample than the one used in the current study. Second, considering the specific cultural context of the region, to explore how decentralized leadership can be better aligned with local cultural values and practices; Third, to compare the decentralized leadership model of Guangxi Zhuang Autonomous Region University with other institutions both inside and outside China, which may highlight best practices and areas for improvement, which will help to understand decentralized leadership in educational institutions better. This is consistent with Pruttkul's (2021) research on the influence of school administrators' academic leadership on the effectiveness of schools under the Pathum Thani primary educational service area office 1.

Conclusion

The study concluded that the relationship between the control items for EFA and the components of the decentralized leadership style of English teachers in local colleges is significant. Guangxi Zhuang found that the factors of the decentralized leadership style of English teachers in local colleges are six components: team cooperation, school culture, good leadership, and general English teacher authority. The leadership supervision and the decentralized leadership examination of English teachers in local colleges can be examined in the data. Guangxi Zhuang has many interconnected and dynamic leaders jointly supervising the exploration of supportive culture and learning teachers, which are all important constructs. Compelling exploration may be important. Pay attention to and claim the structure of the embedded dimensions. College administrators and English teachers can promote the characteristics conducive to the system, which will help the institution succeed. At present, the decentralized leadership style of English teachers in local colleges in Guangxi Zhuang can be explored, which is of great significance for developing English teachers in colleges and schools.

Suggestions

1. A larger sample size should be employed to achieve more comprehensive and accurate research results than that used in the present study.
2. It is essential to explore how distributed leadership can be adapted to align with local cultural values and practices, particularly in this region's unique cultural context.
3. The distributed leadership model at universities in the Guangxi Zhuang Autonomous Region should be compared with that of other institutions within and outside China. This would highlight best practices and identify areas for improvement, contributing to a more universal understanding of distributed leadership in educational settings.

New Knowledge

From this research, important knowledge that can be applied to educational development is to create and promote decentralized leadership and teamwork, and support appropriate development in an environment that allows everyone to participate. Applying this knowledge will

help English teachers and educational personnel have the opportunity to develop and improve the quality of education in colleges and educational institutions sustainably.

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